

MINUTES

STATE BOARD OF EDUCATION

APRIL 2023

Minutes

State Board of Education

April 14, 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

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District 1

JULIE PICKREN, Pearland
District 7

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District 2

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District 8

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District 13

REBECCA BELL-METHEREAU
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

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Minutes
State Board of Education
Friday, April 14, 2023

The State Board of Education met at 9:05 a.m. on Friday, April 14, 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 (virtual); Evelyn Brooks; Staci Childs; Aicha Davis; L.J. Francis; Patricia Hardy; Will Hickman (virtual); Aaron Kinsey; Pam Little; Tom Maynard; Melissa Ortega; Marisa B. Perez-Diaz; Julie Pickren; Audrey Young

Student Performance

A student performance was provided by Mini Mojo of Miller’s Point Elementary School in the Judson Independent School District.

Invocation

Pledge of Allegiance

Roll Call

Approval of Minutes

State Board of Education, February 2, 2023

State Board of Education February 3, 2023

MOTION AND VOTE: *The State Board of Education unanimously approved the minutes of the February 2 and February 3, 2023, meetings of the State Board of Education, as printed.*

Public Testimony

Public Testimony was provided by the following individuals:

NAME: Jackie Besinger
AFFILIATION: Moms for America

NAME: Carrie Moore
AFFILIATION: Self

1. Resolutions

MOTION: *It was moved by Mrs. Brooks and seconded by Mrs. Little that the State Board of Education adopt the resolution Regarding Title IX in Texas K-12 Public Schools.*

Mrs. Brooks asked that the resolution be withdrawn because it does not align with the Board Operating Procedures.

VOTE: *The State Board of Education allowed the withdrawal of the resolution without objection.*

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) Proposed Amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter A, Required Curriculum, §74.5, Academic Achievement Record (Transcript) (Second Reading and Final Adoption)

(Board agenda page II-1)

The State Board of Education approved for second reading and final adoption the proposed amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter A, Required Curriculum, §74.5, Academic Achievement Record (Transcript); and

Made an affirmative finding that immediate adoption of the proposed amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter A, Required Curriculum, §74.5, Academic Achievement Record (Transcript), is necessary and shall have an effective date of 20 days after filing as adopted with the Texas Register. (ATTACHMENT 1, page 9)

(2) Adoption of an Annual Report on the Status of the Bond Guarantee Program

(Board agenda page III-2)

The State Board of Education removed this item from the consent agenda.

(3) Review the Processes for Consideration of Board Member Nominees for State Board Positions

(Board agenda page III-3)

The State Board of Education approved approve the procedure for selecting nominees to be sent to the Governor for membership on the School Land Board as presented by staff.

COMMITTEE OF THE FULL BOARD

3. Update on Texas Essential Knowledge and Skills (TEKS) Review (Board agenda page I-23)

MOTION: *It was moved by Mrs. Little that the State Board of Education approve changes to the TEKS Review Work Group Build Process as amended and recommended by the Committee of Full Board.*

MOTION AND VOTE: *It was moved by Ms. Childs and seconded by Ms. Perez-Diaz that the State Board of Education include the term “gender” throughout the TEKS Review Work Group Build Process document. The motion failed.*

VOTE: *A vote was taken on the motion that the State Board of Education approve changes to the TEKS Review Work Group Build Process as amended and recommended by the Committee of Full Board. The motion carried.*

MOTION AND VOTE: *It was moved by Mrs. Little and carried without objection that the State Board of Education amend, as recommended by the Committee of Full Board, the administrative procedures column of Step 3C of the SBOE TEKS Review Process Decision Document by adding “TEA staff shall notify the nominator of any non-response” as follows:*

“3C. If not provided, TEA Curriculum staff contacts the designated content advisor to request resume or CV. Curriculum staff sends preliminary communication to content advisors and work with Contracts and Purchasing staff to begin the paperwork for the personal services contract. TEA staff shall notify the nominator of any non-response.”

MOTION AND VOTE: *It was moved by Mrs. Little and carried without objection to recommend that the State Board of Education amend the steps in the approved process column of Step 1 of the SBOE TEKS Review Process Decision Document to add “and parents” after “survey from educators” as recommended by the Committee of Full Board.*

MOTION AND VOTE: *It was moved by Mrs. Little and carried without objection that the State Board of Education amend, as recommended by the Committee of Full Board, the administrative procedures column of Step 4A of the SBOE TEKS Review Process Decision Document by adding “A list of those organizations shall be shared with SBOE members” as follows:*

“4A. TEA identifies and invites to the briefing stakeholders from professional organizations and other entities who have expressed an interest in the subject areas review. A list of those organizations shall be shared with SBOE members.”

MOTION AND VOTE: *It was moved by Mrs. Little and carried without objection that the State Board of Education amend, as recommended by the Committee of Full Board, the administrative procedures column of Step 5C of the SBOE TEKS Review Process Decision Document by adding “A list of such presentations and meetings shall be shared with members of the SBOE” as follows:*

“5C. TEA promotes the application in relevant conference presentations and educator meetings and in meetings with ESC specialists. A list of such presentations and meetings shall be shared with members of the SBOE.”

MOTION: *It was moved by Mrs. Little and carried without objection that the State Board of Education amend, as recommended by the Committee of Full Board, the administrative procedures column of Step 6A of the SBOE TEKS Review Process Decision Document by inserting “all completed” before the word “applicants.”*

MOTION AND VOTE: *It was moved by Mrs. Little, seconded by Mr. Maynard, and carried without objection that the State Board of Education amend the amendment to replace the term “applicants” with “applications” as follows:*

“6A. TEA staff sort applications by SBOE district and prepare approval forms. TEA staff provides each SBOE member a list of all completed applications ~~applicants~~ from their district.”

VOTE: *A vote was taken on the original motion to amend the administrative procedures column of Step 6A of the SBOE TEKS Review Process Decision Document as amended. The motion carried.*

MOTION AND VOTE: *It was moved by Mrs. Little and carried without objection that the State Board of Education amend, as recommended by the Committee of Full Board, the steps in approved process column of Step 7 of the SBOE TEKS Review Process Decision Document as follows:*

“7. SBOE adopts ~~determines~~ scope of review and provides written direction to TEA and work groups regarding work to be completed.”

MOTION AND VOTE: *It was moved by Mrs. Little and carried without objection that the State Board of Education amend the additional information column of Step 9A of the SBOE TEKS Review Process Decision Document to replace “TEA” with “the SBOE chair or vice chair,” as recommended by the Committee of Full Board.*

MOTION: *It was moved by Mrs. Little that the State Board of Education take no action on the list of recommendations for the CTE advisory group members for Agriculture, Food, and Natural Resources.*

MOTION AND VOTE: *It was moved by Mr. Kinsey, seconded by Mr. Maynard, and carried that the SBOE approve, as a substitute motion, the list of recommendations for the CTE advisory group members for Agriculture, Food, and National Resources with the inclusion of Stan Younger, Dean of Aeronautics at Hallmark University in San Antonio and further change the name of the advisory group to Agriculture, Food, National Resources, and Aviation. The motion carried without objection.*

VOTE: *A vote was taken on the substitute motion that the SBOE approve the list of recommendations for the CTE advisory group members for Agriculture, Food, and National Resources with the inclusion of Stan Younger, Dean of Aeronautics at Hallmark University in San Antonio and further change the name of the advisory group to Agriculture, Food, National Resources, and Aviation. The motion carried without objection.*

4. **Proposed New Texas Essential Knowledge and Skills for Occupational Safety and Health in 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter B, High School (First Reading and Filing Authorization)**
(Board agenda page I-31)

MOTION AND VOTE: *It was moved by Mrs. Little and carried without objection that the State Board of Education, approve for first reading and filing authorization proposed new 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter B, High School, §127.17, Career and Technical Education Standards in Occupational Safety and Health, Adopted 2023, and §127.18, Occupational Safety and Health (One Credit), Adopted 2023, as amended and recommended by the Committee of Full Board.*

COMMITTEE ON INSTRUCTION

5. **Proposed Revisions to 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter A, Middle School (Second Reading and Final Adoption)**
(Board agenda page II-7)

MOTION AND VOTE: *It was moved by Dr. Young and carried without objection that the State Board of Education approve for second reading and final adoption the proposed revisions to 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter A, Middle School, and*

Make an affirmative finding that immediate adoption of the proposed revisions to 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter A, Middle School, is necessary and shall have an effective date of August 1, 2023, as recommended by the Committee on Instruction. (ATTACHMENT 2, page 11)

6. **Proposed Repeal of 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter I, Health Science, §127.411; Subchapter M, Law and Public Service, §127.633; and Subchapter O, Science, Technology, Engineering, and Mathematics, §§127.744, 127.756, 127.757, 127.761, 127.764, 127.765, 127.769, and 127.770 (First Reading and Filing Authorization)**
(Board agenda page II-17)

MOTION AND VOTE: *It was moved by Dr. Young and carried without objection 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 repeal of 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter I, Health Science, §127.411, Pharmacology (One Credit), Adopted 2015; Subchapter M, Law and Public Service, §127.633, Forensic Science (One Credit), Adopted 2015; and Subchapter O, Science, Technology, Engineering, and Mathematics, §127.744, Principles of Biosciences (One Credit), Adopted 2015; §127.756, Biotechnology I (One Credit), Adopted 2015; §127.757, Biotechnology II (One Credit), Adopted 2015; §127.761, Fundamentals of Computer Science (One Credit); §127.764, Computer Science III (One Credit); §127.765, Digital Forensics (One Credit), Beginning with School Year 2019-2020; §127.769, Foundations of Cybersecurity (One

Credit); and §127.770, Cybersecurity Capstone (One Credit), as recommended by the Committee on Instruction.

COMMITTEE ON SCHOOL FINANCE/PERMANENT SCHOOL FUND

- (2) **Adoption of an Annual Report on the Status of the Bond Guarantee Program**
(Board agenda page III-2)

MOTION AND VOTE: *It was moved by Mr. Maynard and carried that the State Board of Education adopt the annual report on the status of the Bond Guarantee Program.*

COMMITTEE ON SCHOOL INITIATIVES

7. **Adoption of Rule Review of 19 TAC Chapter 157, Hearings and Appeals, Subchapter A, General Provisions for Hearings Before the State Board of Education, and Subchapter D, Independent Hearing Examiners**
(Board agenda page IV-1)

MOTION AND VOTE: *It was moved by Mr. Hickman and carried without objection that the State Board of Education adopt the review of 19 TAC Chapter 157, Hearings and Appeals, Subchapter A, General Provisions for Hearings Before the State Board of Education, and Subchapter D, Independent Hearing Examiners, as recommended by the Committee on School Initiatives.*

8. **Review of Proposed Amendment to 19 TAC Chapter 230, Professional Educator Preparation and Certification, Subchapter C, Assessment of Educators, §230.25, Test Exemptions for Persons with a Hearing Impairment**
(Board agenda page IV-7)

MOTION AND VOTE: *It was moved by Mr. Hickman and carried that the State Board of Education take no action on the proposed amendment to 19 TAC Chapter 230, Professional Educator Preparation and Certification, Subchapter C, Assessment of Educators, §230.25, Test Exemptions for Persons with a Hearing Impairment, as recommended by the Committee on School Initiatives.*

9. **Review of Proposed Amendments to 19 TAC Chapter 233, Categories of Classroom Teaching Certificates**
(Board agenda page IV-13)

MOTION AND VOTE: *It was moved by Mr. Hickman and carried that the State Board of Education take no action on the proposed amendments to 19 TAC Chapter 233, Categories of Classroom Teaching Certificates, as recommended by the Committee on School Initiatives.*

10. Review of Proposed Revisions to 19 TAC Chapter 239, Student Services Certificates, Subchapter B, School Librarian Certificate, and Subchapter D, Reading Specialist Certificate

(Board agenda page IV-24)

MOTION: *It was moved by Mr. Hickman that the State Board of Education veto the proposed revisions to 19 TAC Chapter 239, Student Services Certificates, Subchapter B, School Librarian Certificate, and Subchapter D, Reading Specialist Certificate, as recommended by the Committee on School Initiatives.*

MOTION AND VOTE: *It was moved by Ms. Pickren to call the question. The motion carried with 9 members voting Aye and 5 members voting No as follows:*

<u>Aye:</u>	<i>Ms. Brooks</i>	<i>Mrs. Little</i>
	<i>Mr. Francis</i>	<i>Mr. Maynard</i>
	<i>Ms. Hardy</i>	<i>Ms. Pickren</i>
	<i>Mr. Hickman</i>	<i>Dr. Young</i>
	<i>Mr. Kinsey</i>	

<u>No:</u>	<i>Dr. Bell-Metereau</i>	<i>Dr. Ortega</i>
	<i>Ms. Childs</i>	<i>Ms. Perez-Diaz</i>
	<i>Ms. Davis</i>	

VOTE: *A vote was taken on the motion that the State Board of Education veto the proposed revisions to 19 TAC Chapter 239, Student Services Certificates, Subchapter B, School Librarian Certificate, and Subchapter D, Reading Specialist Certificate, as recommended by the Committee on School Initiatives. The motion carried with 10 members voting Aye and 5 members voting No as follows:*

<u>Aye:</u>	<i>Ms. Brooks</i>	<i>Mr. Kinsey</i>
	<i>Dr. Ellis</i>	<i>Mrs. Little</i>
	<i>Mr. Francis</i>	<i>Mr. Maynard</i>
	<i>Ms. Hardy</i>	<i>Ms. Pickren</i>
	<i>Mr. Hickman</i>	<i>Dr. Young</i>

<u>No:</u>	<i>Dr. Bell-Metereau</i>	<i>Dr. Ortega</i>
	<i>Ms. Childs</i>	<i>Ms. Perez-Diaz</i>
	<i>Ms. Davis</i>	

REGARDING AGENDA ITEMS POSTED FOR DISCUSSION ON COMMITTEE AGENDAS

Committee on Instruction

Dr. Young explained that the committee had an opportunity to receive a presentation from staff on the innovative course application process. She further shared that the committee would review the rules for innovative courses at a future meeting.

Committee on School Finance/Permanent School Fund

Mr. Maynard provided an overview of the nominating process for the School Land Board and asked members to identify individuals with relevant expertise as potential nominees prior to June 9, 2023.

Committee on School Initiatives

Mr. Hickman reported that the committee may propose amendments to the rules regarding independent hearing examiners and at a future meeting. He reported that a new recurring SBEC item has been placed on the agenda so that the committee may hear from Ms. Garcia to better understand what action to expect at future meetings. The next SBEC meeting is April 28. He further reported that capacity interviews for charter school applicants will be May 8-12. Finally, he reported that the committee received a good presentation on school safety from Dr. Martinez-Prather from the Texas School Safety Center.

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

Dr. Ellis gave board members an opportunity to provide information regarding agenda items or other relevant information about public education.

The meeting adjourned at 12:06 p.m.



Pat Hardy, Secretary

ATTACHMENT
Text of Proposed Amendment to 19 TAC

Chapter 74. Curriculum Requirements

Subchapter A. Required Curriculum

§74.5. Academic Achievement Record (Transcript).

- (a) The commissioner of education shall develop and distribute to each school district and institution of higher education the state guidelines for a common academic achievement record and coding system for courses and instructions for recording information on the academic achievement record. Each school district must use the coding system provided by the commissioner.
- (b) Following guidelines developed by the commissioner, each school district must use an academic achievement record (transcript) form that includes the following:
 - (1) student demographics;
 - (2) school data;
 - (3) student data; and
 - (4) the record of courses and credits earned.
- (c) The academic achievement record shall serve as the academic record for each student and must be maintained permanently by the district. Each district must ensure that copies of the record are made available for a student transferring from one district to another. To ensure appropriate placement of a transfer student, a district must respond promptly to each request for student records from a receiving school district.
- (d) Any credit earned by a student must be recorded on the academic achievement record, regardless of when the credit was earned.
- (e) A student who completes high school graduation requirements shall have attached to the academic achievement record a seal approved by the State Board of Education.
- (f) A student who completes the requirements for an endorsement shall have the endorsement clearly indicated on the academic achievement record.
- (g) A student who earns a performance acknowledgment shall have the performance acknowledgment clearly indicated on the academic achievement record.
- (h) A student who earns the distinguished level of achievement shall have the distinguished level of achievement clearly indicated on the academic achievement record.
- (i) A student who demonstrates proficiency in speech as specified in §74.11(a)(3) of this title (relating to High School Graduation Requirements) shall have completion of the speech requirement clearly indicated on the academic achievement record.
- (j) A student who completes the required instruction in cardiopulmonary resuscitation (CPR) as specified in §74.38 of this title (relating to Requirements for Instruction in Cardiopulmonary Resuscitation (CPR)) in Grade 9, 10, 11, or 12 shall have completion of the CPR instruction clearly indicated on the academic achievement record.
- (k) A student who completes the required instruction on proper interaction with peace officers shall have completion of the instruction clearly indicated on the academic achievement record.
- (l) A student who completes and submits a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA) or submits the Texas Education Agency-approved opt-out form shall have the completion of the financial aid application requirement clearly indicated on the academic achievement record.

- (m) A student who satisfies a languages other than English graduation credit requirement by successfully completing a dual language immersion program at an elementary school in accordance with §74.12(b)(5)(F) of this title (relating to Foundation High School Program) shall have the credit clearly indicated on the academic achievement record.
- (n) A student who earns a high school diploma by satisfying the requirements of the Texas First Early High School Completion Program in accordance with Chapter 21, Subchapter D, of this title (relating to the Texas First Early High School Completion Program) shall have completion of the program and the distinguished level of achievement clearly indicated on the academic achievement record.
- (o) ~~(n)~~ A student who completes all graduation requirements except for required end-of-course assessment instruments may be issued a certificate of coursework completion. The academic achievement record will include a notation of the date such a certificate was issued to the student.

ATTACHMENT
Text of Proposed Revisions to 19 TAC

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

Subchapter A. Middle School

~~§127.1. Implementation of Texas Essential Knowledge and Skills for Career Development, Middle School, Adopted 2015.~~

- ~~(a) — The provisions of this subchapter shall be implemented by school districts beginning with the 2017-2018 school year.~~
- ~~(b) — No later than August 31, 2016, the commissioner of education shall determine whether instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills for career development as adopted in §127.2 and §127.3 of this subchapter.~~
- ~~(c) — If the commissioner makes the determination that instructional materials funding has been made available under subsection (b) of this section, §127.2 and §127.3 of this subchapter shall be implemented beginning with the 2017-2018 school year and apply to the 2017-2018 and subsequent school years.~~
- ~~(d) — If the commissioner does not make the determination that instructional materials funding has been made available under subsection (b) of this section, the commissioner shall determine no later than August 31 of each subsequent school year whether instructional materials funding has been made available. If the commissioner determines that instructional materials funding has been made available, the commissioner shall notify the State Board of Education and school districts that §127.2 and §127.3 of this subchapter shall be implemented for the following school year.~~

~~§127.2. Investigating Careers, Adopted 2015.~~

- ~~(a) — General requirements. This course is recommended for students in Grades 7 and 8.~~
- ~~(b) — 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 development is a lifelong pursuit of answers to the questions: Who am I? Why am I here? What am I meant to do with my life? It is vital that students have a clear sense of direction for their career choice. Career planning is a critical step and is essential to success.~~
 - ~~(3) — The goal of this course is to create a foundation for success in high school, future studies, and careers such as Science, Technology, Engineering, and Mathematics; Business and Industry; Public Service; Arts and Humanities; and Multidisciplinary Studies. The students research labor market information, learn job seeking skills, and create documents required for employment.~~
 - ~~(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.~~
- ~~(c) — Knowledge and skills:~~
- ~~(1) — The student investigates one or more careers within the 16 career clusters. The student is expected to:

 - ~~(A) — identify the various career opportunities within one or more career clusters; and~~
 - ~~(B) — identify the pathways within one or more career clusters.~~~~

- ~~(2) — The student investigates career pathways in one or more of the 16 career clusters. The student is expected to:~~
- ~~(A) — research the academic requirements for one or more of the careers in an identified cluster;~~
 - ~~(B) — research the certification or educational requirements for careers; and~~
 - ~~(C) — describe the technical skill requirements for careers.~~
- ~~(3) — The student investigates the professional skills needed for college and career success. The student is expected to:~~
- ~~(A) — apply core academic skills to meet personal, academic, and career goals;~~
 - ~~(B) — investigate the importance of co-curricular, extracurricular, career preparation, and extended learning experiences;~~
 - ~~(C) — investigate the steps required to participate in a variety of career and educational opportunities, including, but not limited to, entry level employment, military service, apprenticeships, community and technical colleges, and universities;~~
 - ~~(D) — identify professional associations affiliated with a career pathway;~~
 - ~~(E) — recognize the value of community service and volunteerism; and~~
 - ~~(F) — demonstrate characteristics required for personal and professional success such as work ethics, integrity, dedication, perseverance, and interacting with diverse populations.~~
- ~~(4) — The student investigates labor market information. The student is expected to:~~
- ~~(A) — analyze national, state, regional, and local labor market information;~~
 - ~~(B) — classify evidence of high skill, high wage, or high demand occupations based on analysis of labor market information; and~~
 - ~~(C) — analyze the effects of changing employment trends, societal needs, and economic conditions on career planning.~~
- ~~(5) — The student investigates job seeking skills. The student is expected to:~~
- ~~(A) — identify the steps for an effective job search;~~
 - ~~(B) — describe appropriate appearance for an interview; and~~
 - ~~(C) — participate in a mock interview.~~
- ~~(6) — The student creates professional documents required for employment. The student is expected to:~~
- ~~(A) — develop a resume;~~
 - ~~(B) — write appropriate business correspondence such as a letter of intent and a thank you letter;~~
 - ~~(C) — complete sample job applications; and~~
 - ~~(D) — explain protocol for selecting and using references.]~~

~~[§127.3. College and Career Readiness, Adopted 2015.]~~

- ~~(a) — General requirements. This course is recommended for students in Grades 7 and 8.~~
- ~~(b) — 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 development is a lifelong pursuit of answers to the questions: Who am I? Why am I here? What am I meant to do with my life? It is vital that students have a clear sense of direction for their career choice. Career planning is a critical step and is essential to success.~~
- ~~(3) The career development process is unique to every person and evolves throughout one's life. Students will use decision making and problem solving skills for college and career planning. Students will explore valid, reliable educational and career information to learn more about themselves and their interests and abilities. Students integrate skills from academic subjects, information technology, and interpersonal communication to make informed decisions. This course is designed to guide students through the process of investigation and in the development of a college and career readiness achievement plan. Students will use interest inventory software or other tools available to explore college and career areas of personal interest. Students will use this information to explore educational requirements for various colleges and a variety of chosen career paths.~~
- ~~(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.~~
- ~~(c) Knowledge and skills:~~
- ~~(1) The student explores career assessments as related to college and career planning. The student is expected to:~~
- ~~(A) analyze and discuss the initial results of career assessments;~~
 - ~~(B) explore the 16 career clusters;~~
 - ~~(C) research trending fields related to career interest areas;~~
 - ~~(D) determine academic requirements in related career fields; and~~
 - ~~(E) research educational options and requirements using available resources.~~
- ~~(2) The student analyzes college and career opportunities. The student is expected to:~~
- ~~(A) determine academic requirements for transitioning to high school;~~
 - ~~(B) explore opportunities for earning college credit in high school such as advanced placement courses, International Baccalaureate courses, dual credit, and local and statewide articulated credit;~~
 - ~~(C) develop an awareness of financial aid, scholarships, and other sources of income as well as college savings to support college and career advancement;~~
 - ~~(D) discuss the impact of effective college and career planning;~~
 - ~~(E) demonstrate decision making skills related to school and community issues, programs of study, and college and career planning; and~~
 - ~~(F) identify how performance on assessments such as the PSAT/NMSQT®, SAT®, ACT®, ASVAB®, and Texas Success Initiative (TSI®) impact personal academic and career goals.~~
- ~~(3) The student evaluates skills for personal success. The student is expected to:~~
- ~~(A) use interpersonal skills to facilitate effective teamwork;~~
 - ~~(B) use problem solving models and critical thinking skills to make informed decisions;~~
 - ~~(C) use effective time management and goal setting strategies;~~
 - ~~(D) identify skills that can be transferable among a variety of careers;~~
 - ~~(E) create a personal career portfolio;~~

- ~~(F) — make oral presentations that fulfill specific purposes using appropriate technology; and~~
- ~~(G) — identify entrepreneurial opportunities within a field of personal interest.~~
- ~~(4) — The student recognizes the impact of college and career choices on personal lifestyle. The student is expected to:~~
 - ~~(A) — prepare a personal budget reflecting the student's desired lifestyle; and~~
 - ~~(B) — use resources to compare and contrast salaries of at least three careers in the student's interest area.~~
- ~~(5) — The student demonstrates an understanding of financial management. The student is expected to:~~
 - ~~(A) — compare the advantages and disadvantages of different types of money management services;~~
 - ~~(B) — simulate opening and maintaining different types of financial accounts;~~
 - ~~(C) — simulate different methods of withdrawals and deposits;~~
 - ~~(D) — reconcile financial statements, including fees and services;~~
 - ~~(E) — compare and contrast forms of credit, including credit cards and debit cards;~~
 - ~~(F) — discuss the importance of credit scores;~~
 - ~~(G) — discuss the impact of identity theft on credit; and~~
 - ~~(H) — examine the effects of poor credit scores as they relate to personal finance and career opportunities.~~
- ~~(6) — The student develops skills for professional success. The student is expected to:~~
 - ~~(A) — demonstrate effective verbal, nonverbal, written, and electronic communication skills;~~
 - ~~(B) — evaluate the impact of positive and negative personal choices, including use of electronic communications such as social networking sites;~~
 - ~~(C) — model characteristics of effective leadership, teamwork, and conflict management;~~
 - ~~(D) — recognize the importance of a healthy lifestyle, including the ability to manage stress; and~~
 - ~~(E) — explore characteristics necessary for professional success such as work ethics, integrity, dedication, perseverance, and interactions with diverse populations.]~~

§127.2. Career and College Exploration [Flight Plans, Adopted 2022] :

- ~~(a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2023-2024 school year.~~
- ~~(b) General requirements. This course is recommended for students in Grades 7 and 8.~~
- ~~(c) Introduction.~~
 - ~~(1) Career and technical education (CTE) 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 development is a lifelong pursuit of answers to the questions: Who am I? Why am I here? What am I meant to do with my life? Will my desired career path provide a self-sufficient wage? What occupations are in the highest demand that align to my values and interests? It is vital that students have a clear sense of direction for their career choice. Education and career planning is a critical step and is essential to success.~~
 - ~~(3) The career development process is unique to every person and evolves throughout one's life. In Flight Plans, students use decision-making and problem-solving skills for individual career and~~

academic planning. Students explore valid, reliable educational and career information to learn more about themselves and their interests and abilities. Students integrate skills from academic subjects, information technology, and interpersonal communication to make informed decisions. This course is designed to guide students through the process of investigating and developing a college and career readiness flight plan. Students use aptitude and interest inventory assessments, software, or other tools available to explore college and career areas of personal interest. Students use this information to explore a variety of career paths, especially those in demand, and begin mapping their anticipated secondary coursework and potential postsecondary experiences that are in alignment with their goals.

- (4) The goal of this course is to help students build career awareness and engage in deep exploration and study of the Texas CTE career clusters to create a foundation for success in high school, possible postsecondary studies, and careers. Students research labor market information, learn job-seeking skills, and create documents required for employment.
 - (5) Students are encouraged to explore and participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
 - (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 takes one or more career interest surveys, aptitude tests, or career assessments and explores various college and career options. The student is expected to:
 - (A) analyze and discuss the initial results of the assessments;
 - (B) explore and describe the CTE career clusters;
 - (C) identify various career opportunities within one or more career clusters; and
 - (D) research and evaluate emerging occupations related to career interest areas.
 - (2) The student investigates educational and training requirements for career and education pathways in one or more of the career clusters. The student is expected to:
 - (A) research and describe applicable academic, technical, certification, and training requirements for one or more of the careers in an identified career cluster; and
 - (B) use available resources to research and evaluate educational and training options for one or more of the careers in an identified career cluster.
 - (3) The student analyzes educational and career opportunities. The student is expected to:
 - (A) describe academic requirements for transitioning from middle school to high school and from high school to career or postsecondary education;
 - (B) explore and list opportunities for earning college credit in high school such as Advanced Placement examinations, International Baccalaureate examinations, dual credit courses, and local and statewide articulated credit courses;
 - (C) investigate and describe various methods available to pay for college and other postsecondary training, including financial aid, scholarships, college savings, employee benefits, and other sources of income;
 - (D) discuss the impact of effective college and career planning;
 - (E) identify how performance on assessments such as the PSAT/NMSQT®, SAT®, ACT®, ASVAB®, and Texas Success Initiative (TSI®) impact personal academic and career goals;
 - (F) investigate and describe the importance of co-curricular, extracurricular, career preparation, and extended learning experiences in developing college applications or resumes;

- (G) investigate and report on the steps required to participate or enroll in a variety of career and educational opportunities, including entry-level employment, military service, apprenticeships, community and technical colleges, and universities, as applicable to the career;
 - (H) identify professional associations affiliated with a particular career pathway; and
 - (I) define entrepreneurship and identify entrepreneurial opportunities within a field of personal interest.
- (4) The student develops skills for personal success. The student is expected to:
- (A) demonstrate effective time-management and goal-setting strategies;
 - (B) identify skills that can be transferable among a variety of careers;
 - (C) give oral professional presentations on a topic related to career and college exploration using appropriate technology;
 - (D) apply core academic skills to meet personal, academic, and career goals;
 - (E) explain the value of community service and volunteerism; and
 - (F) define and identify examples in the workplace of characteristics required for personal and professional success such as work ethic, integrity, dedication, and perseverance.
- (5) The student investigates labor market information and recognizes the impact of college and career choices on personal lifestyle. The student is expected to:
- (A) analyze labor market trends related to a career of interest;
 - (B) classify evidence of high-skill, high-wage, or high-demand occupations based on analysis of labor market information;
 - (C) analyze the effects of changing employment trends, societal needs, and economic conditions on career choices;
 - (D) prepare a personal budget reflecting the student's desired lifestyle; and
 - (E) use resources to compare salaries of at least three careers in the student's interest area.
- (6) The student investigates job-seeking skills. The student is expected to:
- (A) identify the steps of an effective job search;
 - (B) describe appropriate appearance for an interview; and
 - (C) participate in a mock interview.
- (7) The student creates professional documents required for employment. The student is expected to:
- (A) write a resume;
 - (B) write appropriate business correspondence such as a cover letter and a thank you letter;
 - (C) complete sample job applications; and
 - (D) explain protocol for selecting and using references.
- (8) The student creates an individual career and academic plan. The student is expected to:
- (A) select a career pathway in a desired field, such as military service, entrepreneurship, or industry;
 - (B) document high school courses and postsecondary educational requirements for that career pathway; and
 - (C) write a plan for starting one's career after the completion of high school and any post-secondary education.