



Commissioner's Comments to the State Board of Education

April 10, 2024



Programs of Study Refresh and Related Timeline Changes

- Programs of study are coherent sequences of CTE courses within a career cluster that increase in rigor from Level 1 to Level 4; when completed, programs of study improve the level of preparation a student has to work in targeted occupations.
- Programs of study were first established in Texas in 2019, as a result of the federal reauthorization of the Perkins Strengthening Career and Technical Education for the 21st Century Act; implementation was first required in the 2020-21 school year.
- In 2019, Texas identified 14 career clusters and, within them, a total of 53 statewide programs of study.
- Texas adopted a plan under Perkins to update its programs of study once every four years.
- That update has taken place, and updated Programs of Study list is available for school districts to use starting with the 2024-25 school year.

Refreshed Program of Study Frameworks are now published on the TEA website

2024-2025 CTE Programs of Study

NEW Refreshed programs of study will be implemented beginning with the 2024-2025 school year. Changes to programs of study are additive and should not negatively impact students who have already started a program of study.

Framework documents for each refreshed statewide and regional program of study are posted below. They include comprehensive information about approved courses and aligned industry-based certifications. In addition, they provide examples of work-based learning opportunities, postsecondary training opportunities, and occupations aligned to the program of study. Here you may find frameworks related to the 2023-2024 school year.

<https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/2024-2025-cte-programs-of-study>



Agriculture, Food, and Natural Resources

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



Architecture and Construction

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



Arts, Audio Visual Technology and Communications

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



Business, Marketing, and Finance

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

Program of Study framework documents published on the TEA website include comprehensive lists of options

Primary Framework Information

- Career Cluster Description
- Program of Study Description
- Secondary Courses by Level
- Work-Based Learning and Expanded Learning Opportunities
- Aligned Industry-Based Certifications and licenses attainable by high school students
- Postsecondary Opportunities
- Aligned Occupations
- Detailed Course Information

Education and Training Career Cluster

The Education and Training Career Cluster focuses on planning, managing, and providing education and training services and related learning support services. All parts of courses are designed to introduce learners to the various careers available within the Education and Training Career Cluster.

Statewide Program of Study: Early Learning

The Early Learning Program of Study focuses on early childhood education, which consists of instructing and supporting preschool and early elementary school students in activities that promote social, physical, and intellectual growth as well as in basic elements of science, art, music, and literature. This Program of Study introduces CTE learners to tasks necessary for planning, directing, and coordinating activities for young children.

Secondary Courses for High School Credit

Level 1	<ul style="list-style-type: none"> Principles of Education and Training Principles of Human Services
Level 2	<ul style="list-style-type: none"> Child Development Child Development Associate (CDA) Foundations Speech and Language Development
Level 3	<ul style="list-style-type: none"> Child Guidance Speech and Communication Disorders
Level 4	<ul style="list-style-type: none"> Practicum in Early Learning Practicum in Early Learning/Extended Practicum in Early Learning Career Preparation for Programs of Study Career Preparation for Programs of Study/Extended Career Preparation for Programs of Study Career and Technical Education Project-Based Capstone

Aligned Advanced Academic Courses

Dual Credit	Dual credit offerings will vary by Local Educational Agency.
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Students should be advised to consider these course opportunities to enrich their preparation. AP or IB courses not listed under the Secondary Courses for High School Credit section of this framework document do not count towards Concentrator/Completer status for this Program of Study.

Work-Based Learning and Expanded Learning Opportunities

Work-Based Learning Activities	<ul style="list-style-type: none"> Teach a community education class Volunteer as a teaching assistant
Expanded Learning Opportunities	<ul style="list-style-type: none"> Participate in Family, Career and Community Leaders of America (FCCCLA) Participate in Texas Association of Future Educators (TAFE)

Aligned Industry-Based Certifications

<ul style="list-style-type: none"> Child Development Associate (CDA) Early Childhood Education and Care – Advanced Early Childhood Education and Care – Basic 	<ul style="list-style-type: none"> Educational Aide I Pre-Professional Certification in Early Childhood Education
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Example Postsecondary Opportunities

Apprenticeships

- Teacher Apprentice

Associate Degrees

- Teacher Education, Multiple Levels
- Child Care Provider/Assistant

Bachelor's Degrees

- Elementary Education and Teaching
- Early Childhood and Family Studies

Master's, Doctoral, and Professional Degrees

- Educational Leadership and Administration, General
- Education, General

Additional Stackable IBCs/Licensures

- Generalist, Grades EC-4

Example Aligned Occupations

Childcare Workers

Median Wage: \$22,002
Annual Openings: 21,177
10-Year Growth: 5%

Preschool Teachers, Except Special Education

Median Wage: \$28,920
Annual Openings: 5,995
10-Year Growth: 23%

Elementary School Teachers, Except Special Education

Median Wage: \$60,851
Annual Openings: 12,940
10-Year Growth: 15%

Data Source: Lightcast™. (2022). Occupation Table. Retrieved 9/27/2022.

For more information visit: <https://tea.texas.gov/academics/college-career-and-military-prog/career-and-technical-education/programs-of-study-additional-resources>

Education and Training Career Cluster

Statewide Program of Study: Early Learning

Course Information

	Course	Prerequisites Corequisites	Career Clusters
Level 1	Principles of Education and Training* 13014200 (1 credit)	Prerequisites: None Corequisites: None	
	Principles of Human Services 13024200 (1 credit)	Prerequisites: None Corequisites: None	
Level 2	Child Development 13024700 (1 credit)	Prerequisites: None Corequisites: None	
	Child Development Associate (CDA) Foundations N1300500 (1 credit)	Prerequisites: None Corequisites: None	
	Speech and Language Development N1302098 (1 credit)	Prerequisites: None Corequisites: None	
Level 3	Child Guidance 13024800 (2 credits)	Prerequisites: None Corequisites: None	
	Speech and Communication Disorders N1302099 (1 credit)	Prerequisites: None Corequisites: None	

* Indicates course is included in more than one Program of Study.

For additional information on the Education and Training Career Cluster, contact cte@tea.texas.gov or visit <https://tea.texas.gov/cte>

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Current requirements for meeting CCMR have multiple variables by graduating class

IBCs & Programs of Study work together to ensure strong career preparation and reinforces an alignment of programs and credentials to labor market needs.

Class of 2024 (2025 accountability) will receive CCMR credit for earning (not failed, not passed) an IBC and at least one level 2 course in the career and technical education program of study aligned with that IBC.

Annual Graduates	Accountability Year	IBC List	Program of Study
Class of 2022	2023	2019-2022 list with sunseting limit	--
Class of 2023	2024	2019-2022 and 2022-2025 lists with sunseting limit	--
Class of 2024	2025	2019-2022 and 2022-2025 lists with sunseting limit	1 course in aligned program of study ¹
Class of 2025	2026	2022-2025 list	Concentrator in aligned program of study ²
Class of 2026	2027	2022-2025 and 2025-2030 list with sunseting limit	Completer in aligned program of study ³
Class of 2027	2028	2025-2030 list	Completer in aligned program of study

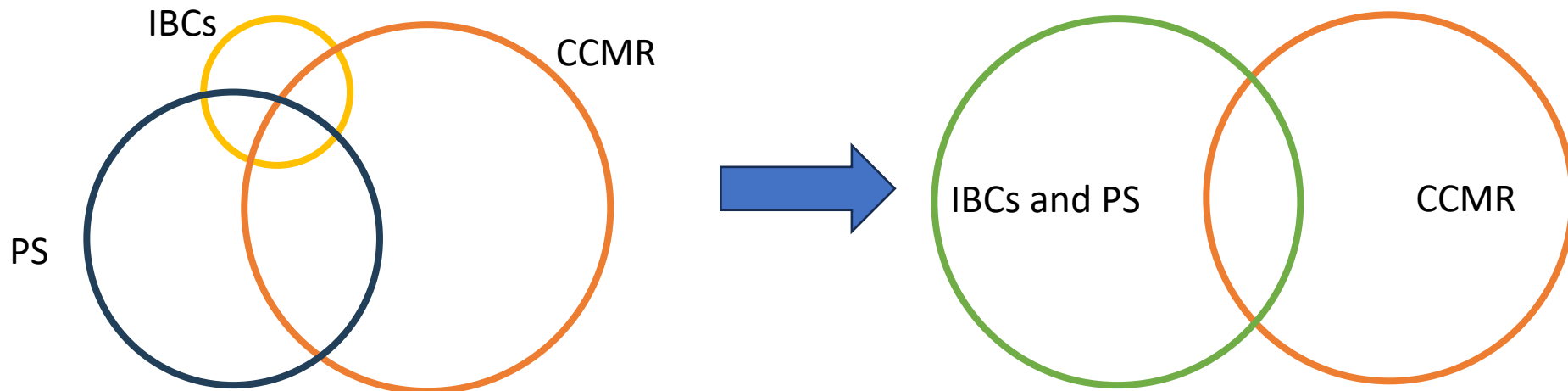
We are looking to improve cyclical components of CCMR.

Three important cycles interact in CCMR:

1. The industry-based certification list is currently updated every two years
2. The programs of study are currently updated every four years
3. The accountability system is refreshed every five years

For future cycles we intend to adjust these timelines to enable a more coherent planning and implementation cycle for LEAs

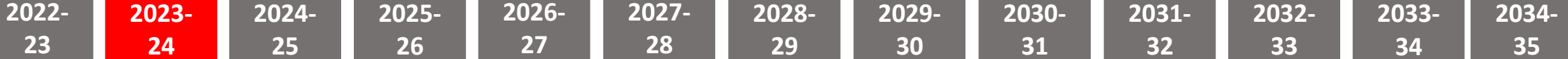
- Move to 5-year cycle for both IBCs and Programs of Study
- Offset with CCMR's 5-year cycle.





Previously, the IBC list was scheduled to change every two years and new programs of study lists would update every four years.

We are here



Previous IBC list review cycle



Previous programs of study review cycle



Under the updated timeline, updates would be aligned every year beginning in 2029-2030

We are here



There will not be a new IBC list for the 2024-25 school year. IBC list version 3 will remain in place for an additional year.

Updated IBC list review cycle



Version 4 of the IBC list will be in place for four years

Version 5 of the IBC list and programs of study v3 will be in place for five years.

Updated programs of study review cycle



The refreshed programs of study (version 2) will be in place for five years instead of four



Updated IBC and programs of study review cycle aligns with accountability

We are here

2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	2034-35
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IBC list review cycle

IBC v3	IBC v3	IBC v3										
		IBC v4 published	IBC v4	IBC v4	IBC v4	IBC v4						

Programs of study review cycle

PS v1	PS v1											
	PS v2 published	PS v2	PS v2	PS v2	PS v2	PS v2						

Very little change from PS v1 to v2. Mostly additions

Tentative IBC and Programs of Study for Accountability

2023 Rating Class of 2022	2024 Rating Class of 2023	2025 Rating Class of 2024	2026 Rating Class of 2025	2027 Rating Class of 2026	2028 Rating Class of 2027	2029 Rating Class of 2028	2030 Rating Class of 2029	2031 Rating Class of 2030	2032 Rating Class of 2031	2033 Rating Class of 2032	2034 Rating Class of 2033	2035 Rating Class of 2034
IBC v2	IBC v2 sunset	IBC v2 sunset	IBC v3	IBC v3 possible sunset	IBC v4	IBC v4	IBC v4	IBC v4 possible sunset	IBC v5	IBC v5	IBC v5	IBC v5
	IBC v3	IBC v3	IBC v4	IBC v4			IBC v5	IBC v5				IBC v6
		PS v2 1 course	PS v2 Concentr.	PS v2 Completer	PS v2	PS v2	PS v2	PS v2 possible sunset	PS v3	PS v3	PS v3	PS v3
<i>A-F Refresh</i>					<i>A-F Refresh</i>		PS v3	PS v3		<i>A-F Refresh</i>		PS v4

Sunsetting transition from IBC v3 to v4 may be impacted by the amount of change

Sunsetting transition to IBC v5 and PS v3 may be impacted by the amount of change

Programs of Study Refresh & CTE Alignment Moving Forward

Every Five Years

- Programs of Study
- IBCs
- TEKS-based CTE Courses
- Instructional Materials Review & Approval (IMRA)

Every Year

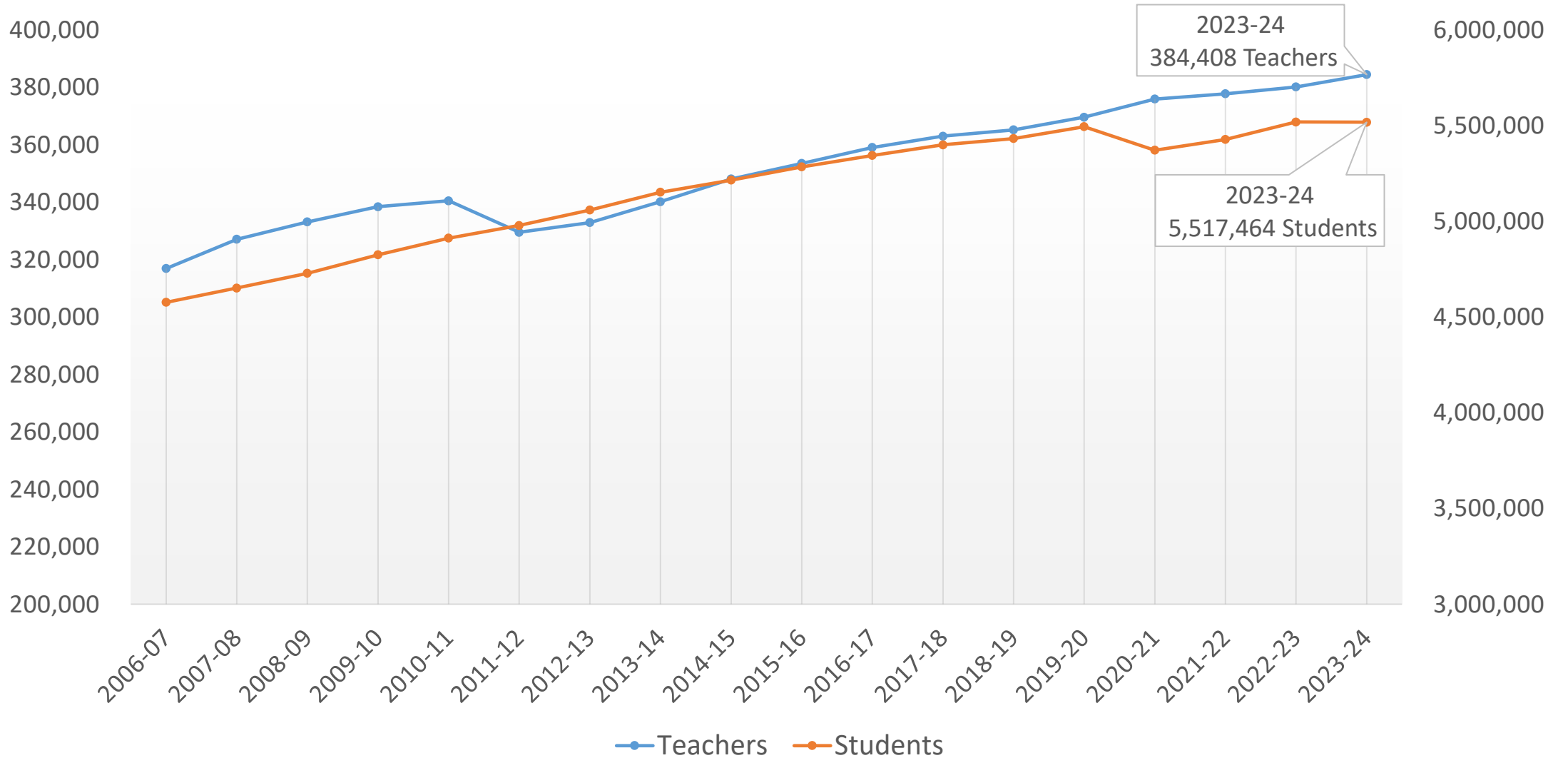
- Instructional Materials Review & Approval (IMRA)



Teacher Employment, Attrition, and Hiring

March 2024

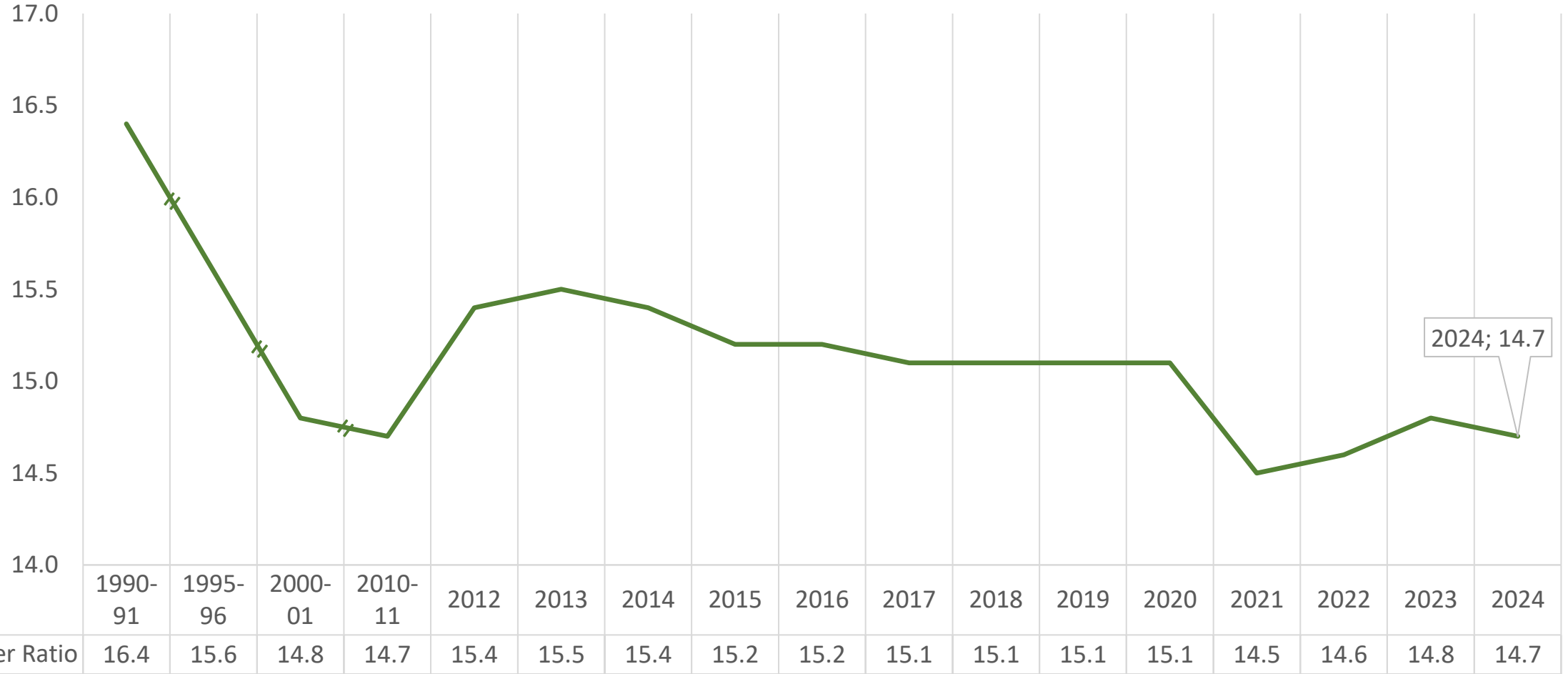
Student enrollment has recovered to pre-COVID levels, but is staying flat, while teacher hiring has continued to increase





Student to teacher ratio continues to be lower than pre-COVID levels

Student to Teacher Ratio



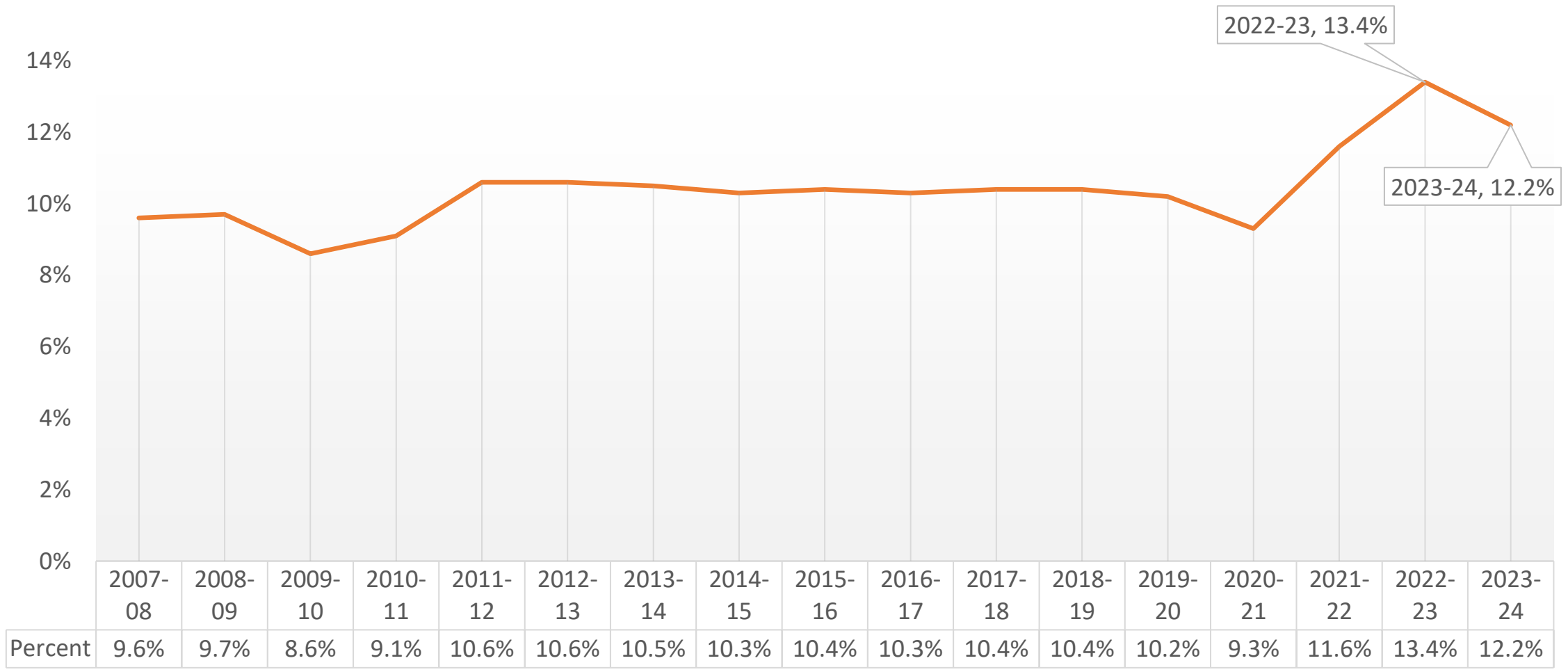
Student / Teacher Ratio

2024; 14.7



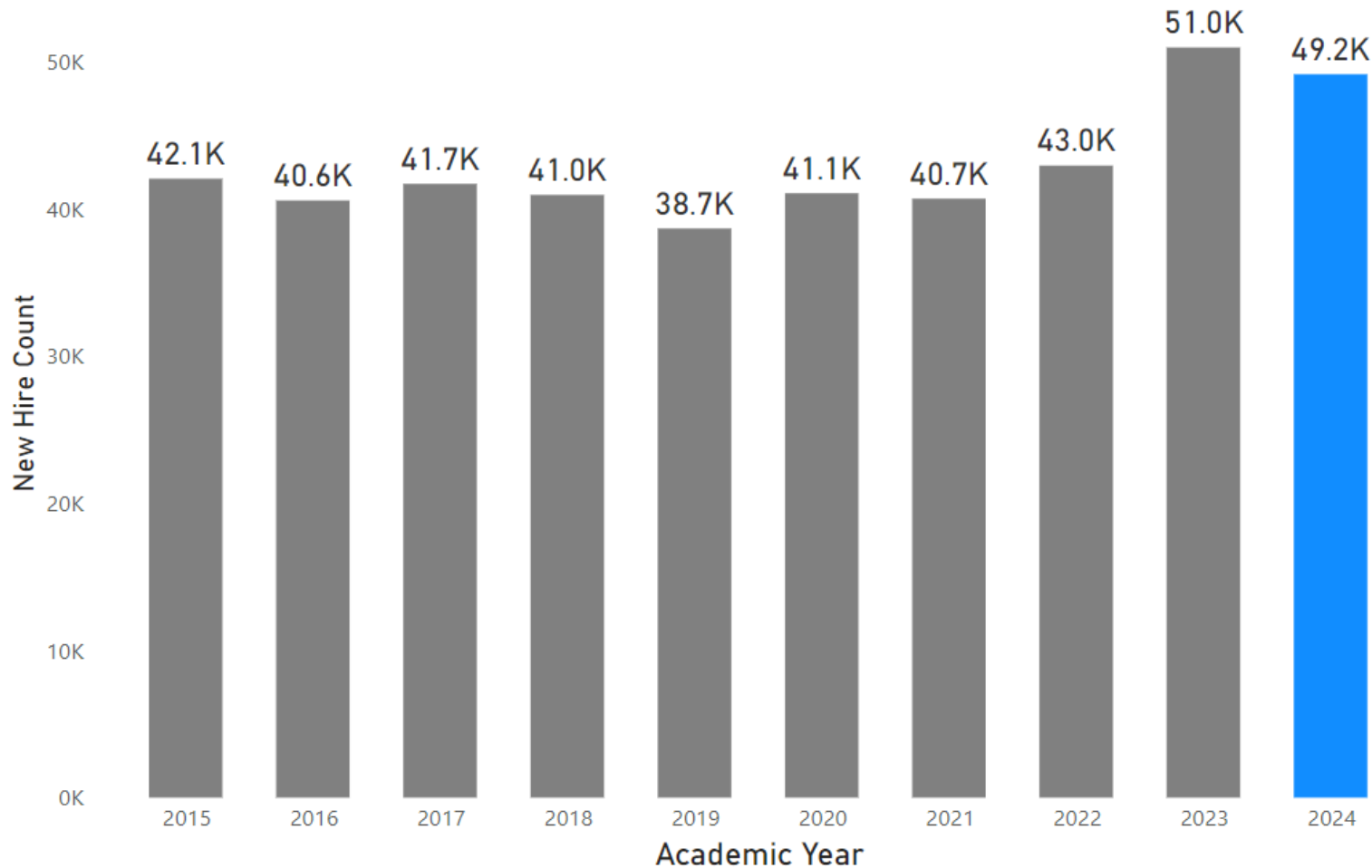
While it is still higher than the pre-Covid baseline, teacher attrition has started to decrease

Teacher Attrition Percent



New Hires have slightly declined but are still higher than the pre-COVID baseline

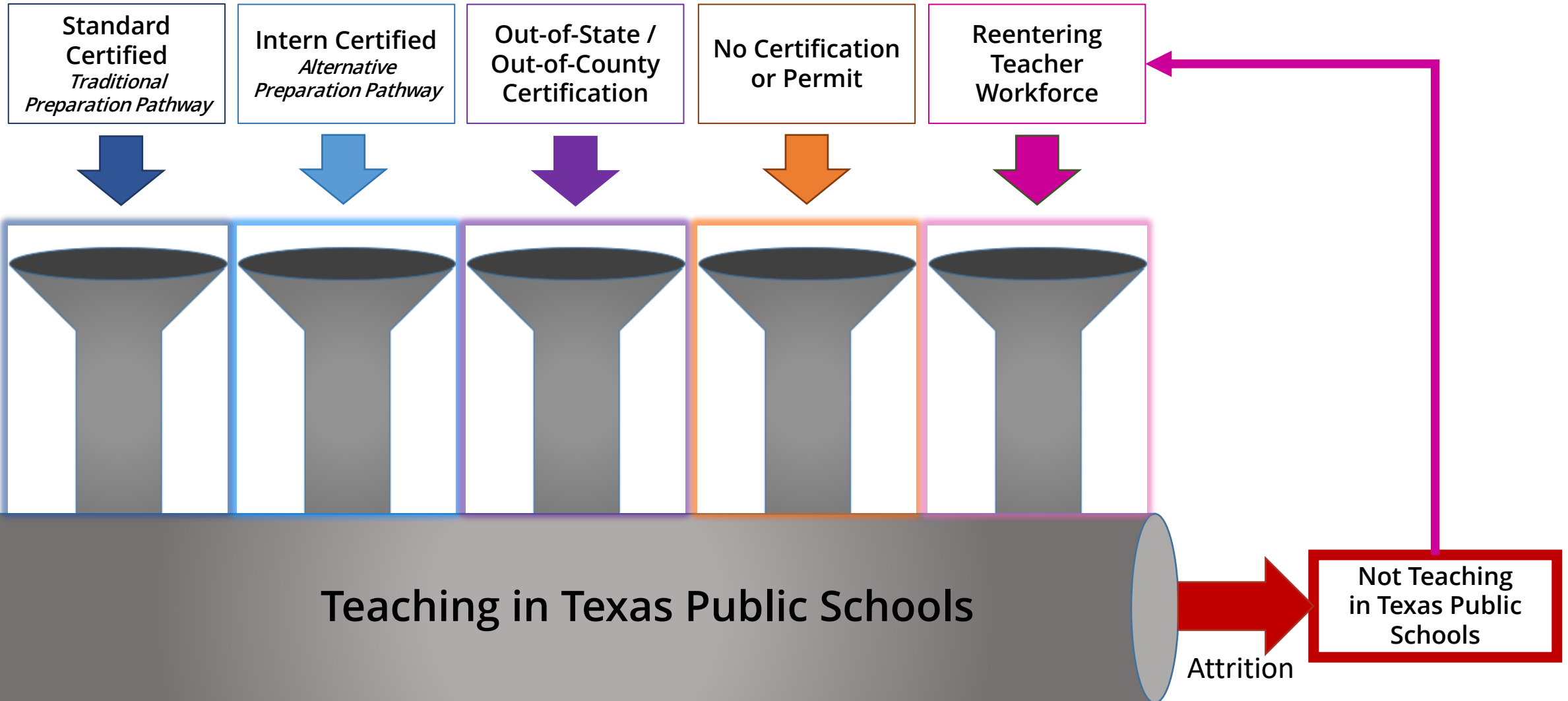
Number of New Hires from Texas



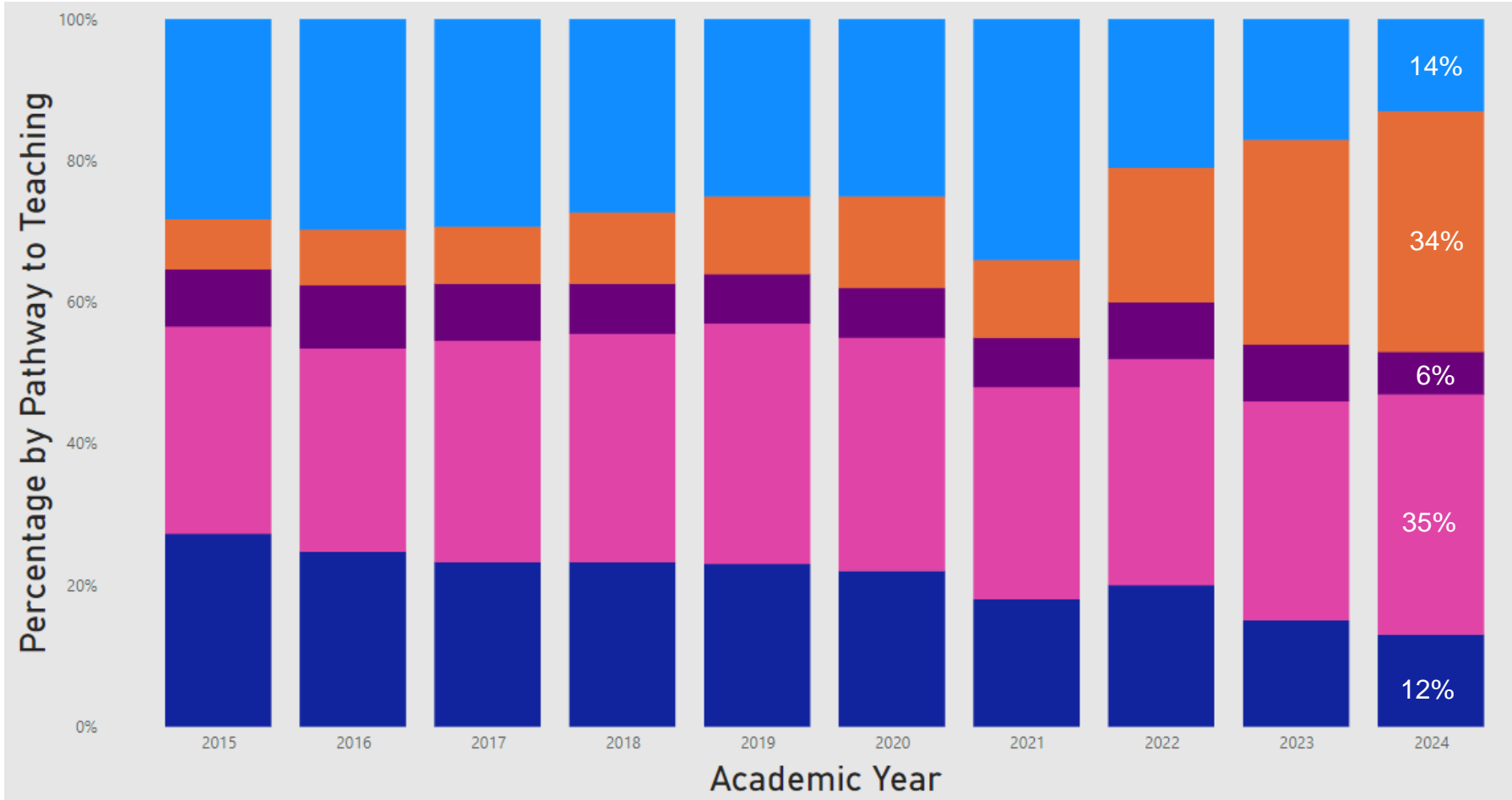
New Hire Definition

A new hire is an individual who is employed as teacher in the current academic year but was not in a teacher role in the previous academic year.

Newly hired teachers in Texas come from multiple sources



A Growing Percentage of New Hires are Non-Certified



Alternative certification, which includes teacher interns, has declined

Non-certified individuals grew to 34% of newly hired teachers in 2024 – an historic high

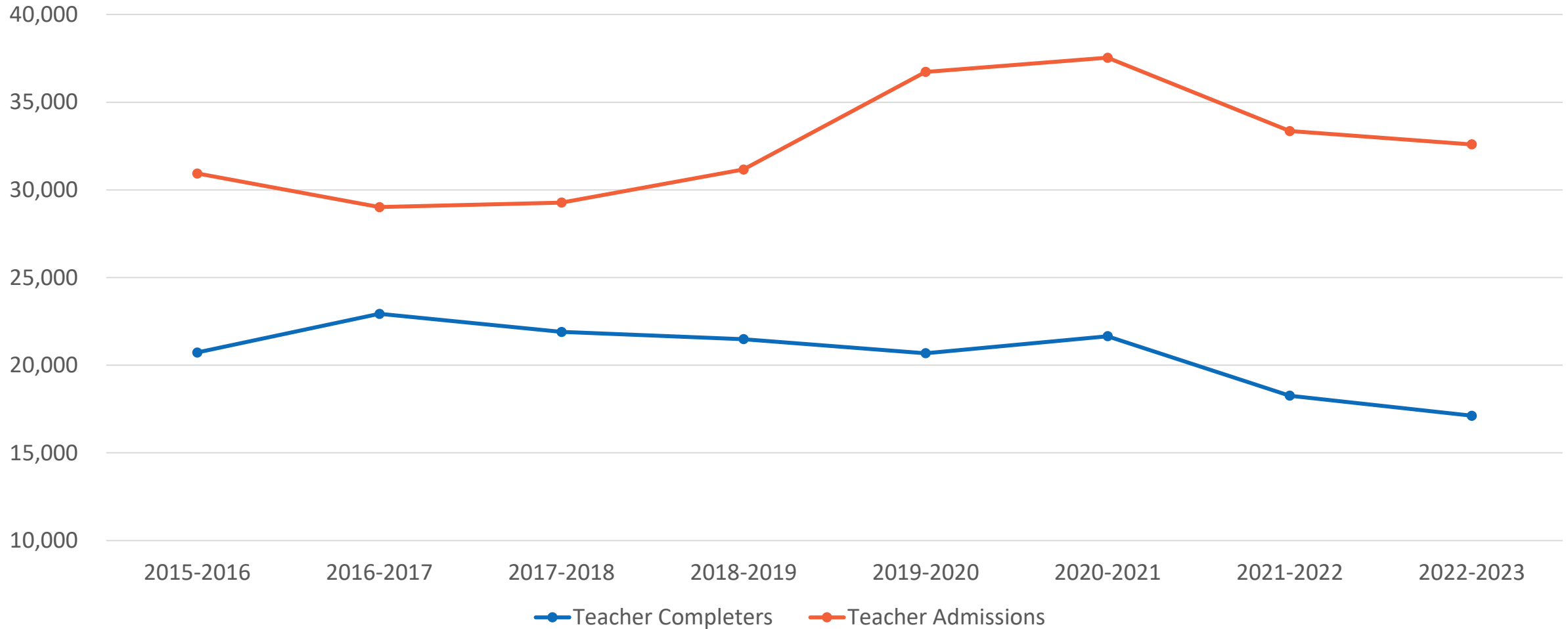
Out-of-State certification remains relatively steady

Re-entry includes individuals not teaching in the prior year and remains consistent

Traditional certification has continued to decline

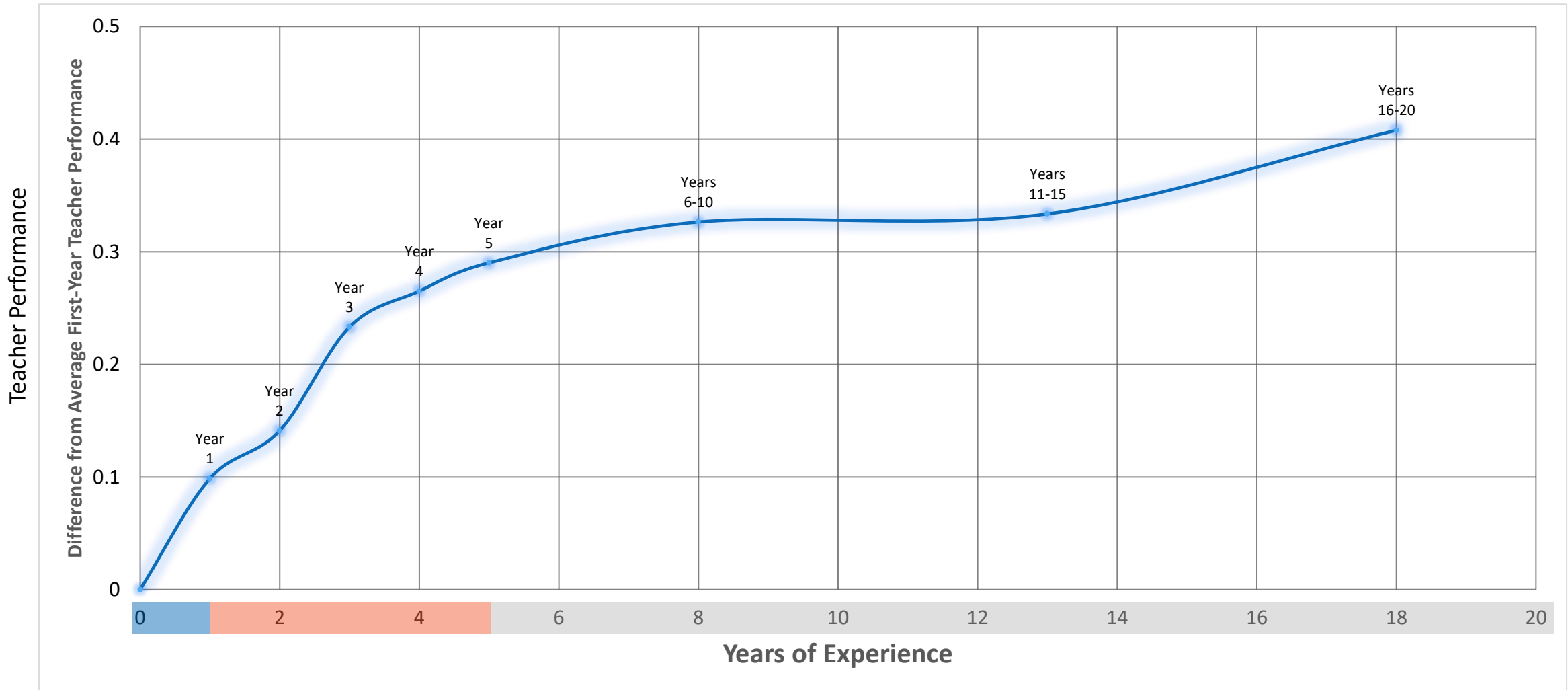
Leading Supply Indicator: Ed Prep Program Admissions and Completions are trending downward recently

Teacher Admissions and Completers by Academic Year

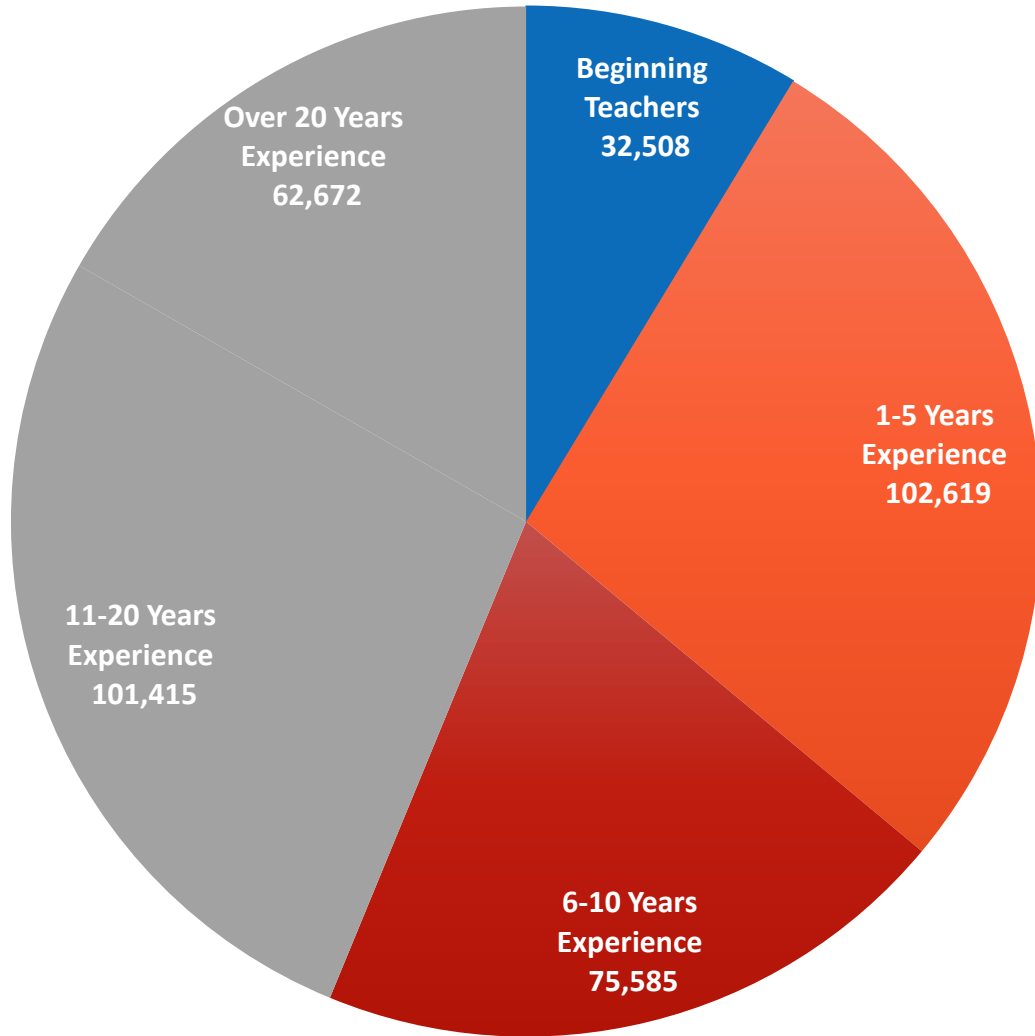


**What impact does
teacher preparation
have on teacher
retention and
effectiveness?**

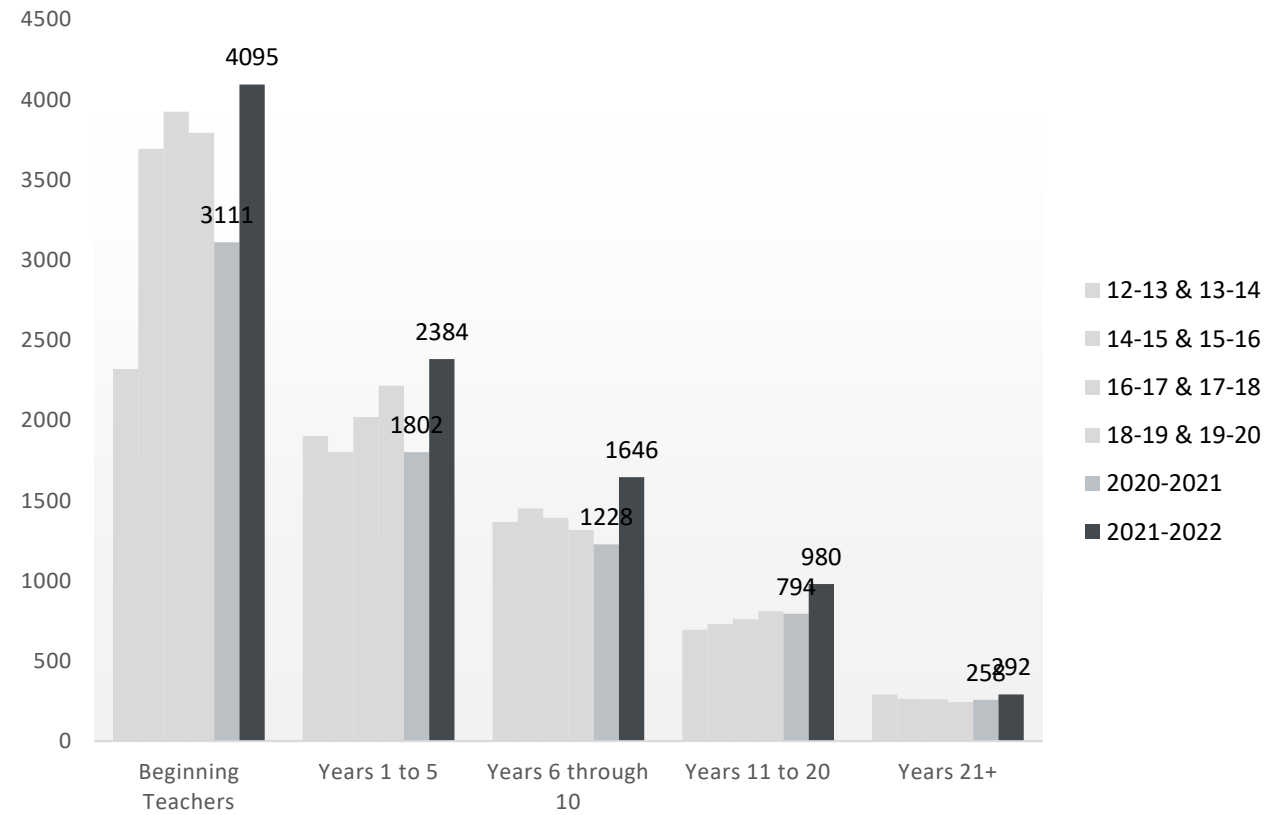
Novice teachers achieve less academic growth with students than more experienced teachers



Texas has large number of novice teachers. Novice teachers leave the profession at high rates.



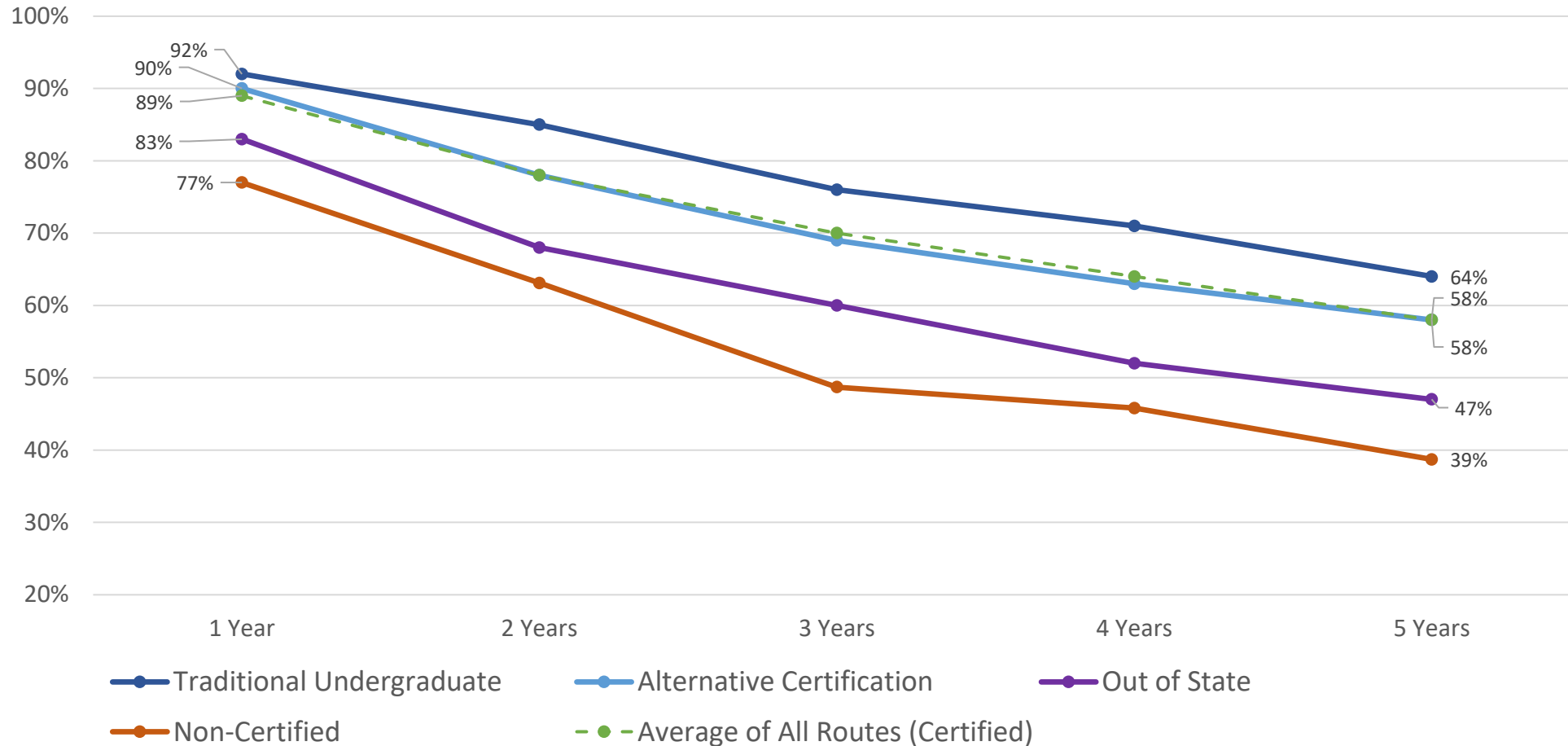
Average Count of Exiting Teachers by Experience Level





Retention for newly hired teachers is different for different preparation and certification statuses

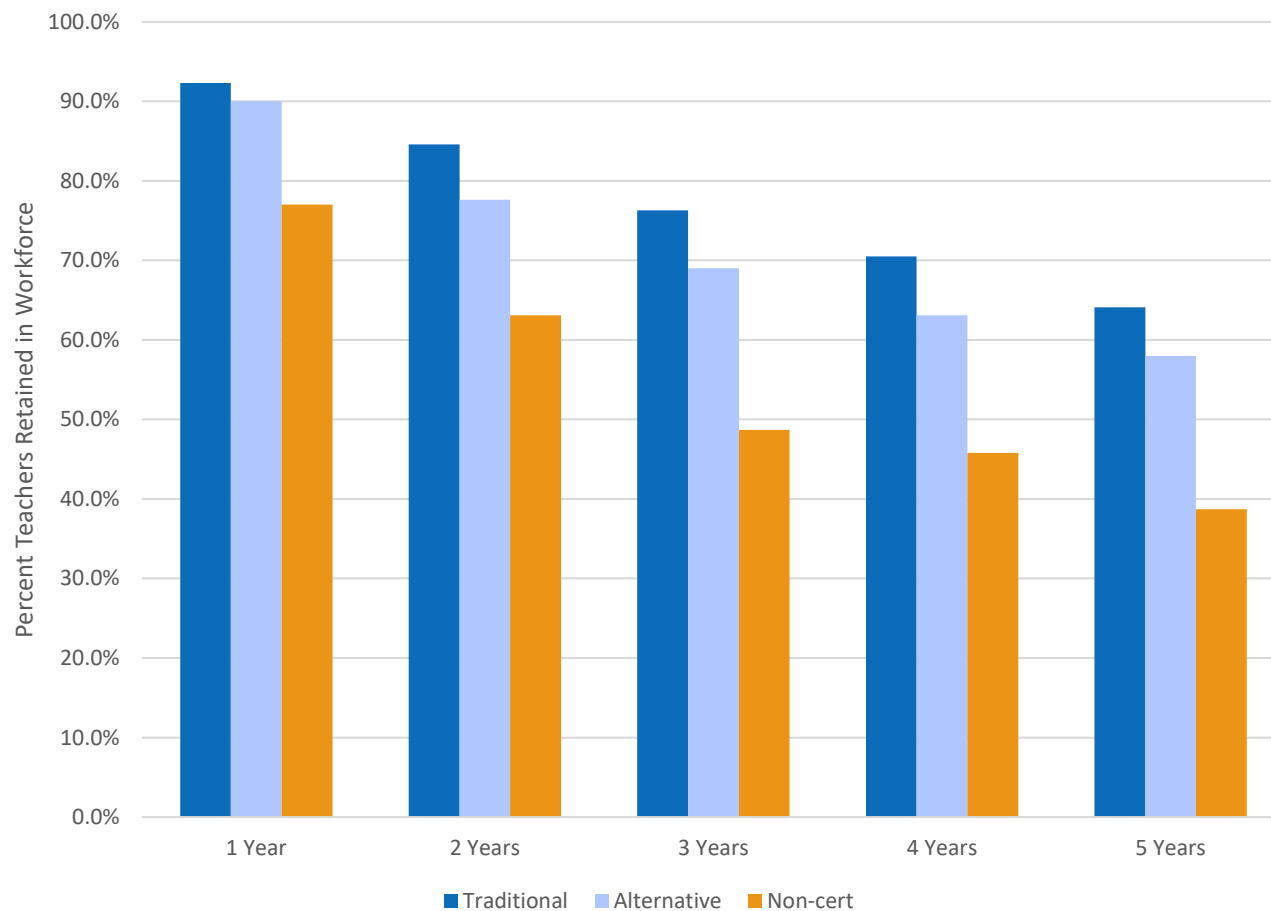
Percent of Teachers Retained in the Public Education Workforce



While hiring non-certified individuals may address short-term needs, this contributes to increased retention challenges.

Differences in retention by preparation route impact the demand for new teachers.

Percent of Teachers Retained in the Texas Teaching Workforce, By Route



If teachers prepared through alternative certification programs were retained in their first 5 years at the same rate as teachers prepared through traditional certification programs, LEAs would have needed to hire **3,163** fewer teachers.

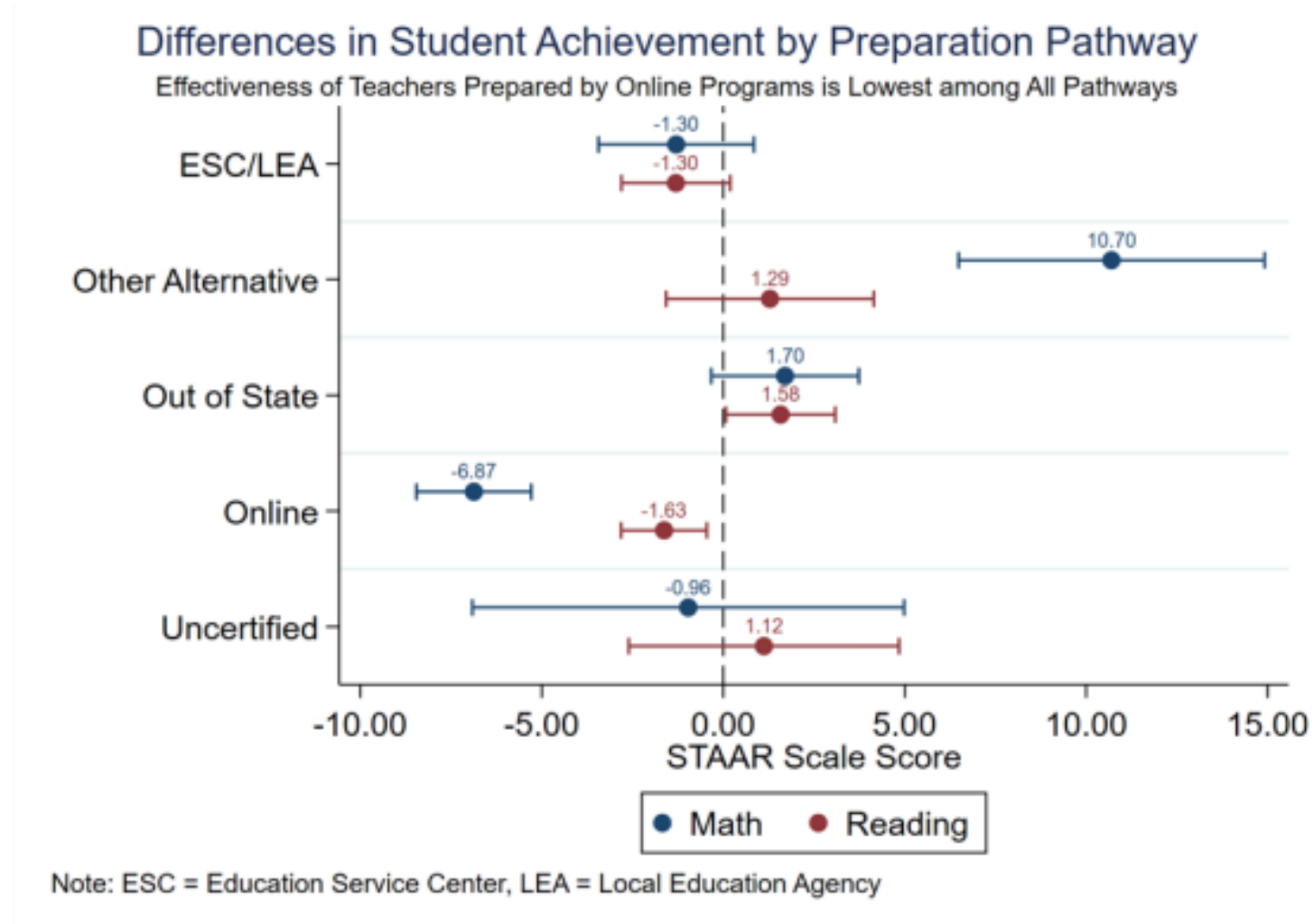


If teachers who entered as uncertified were retained in their first 5 years at the same rate as teachers prepared through traditional certification programs, LEAs would have needed to hire **7,735** fewer teachers.



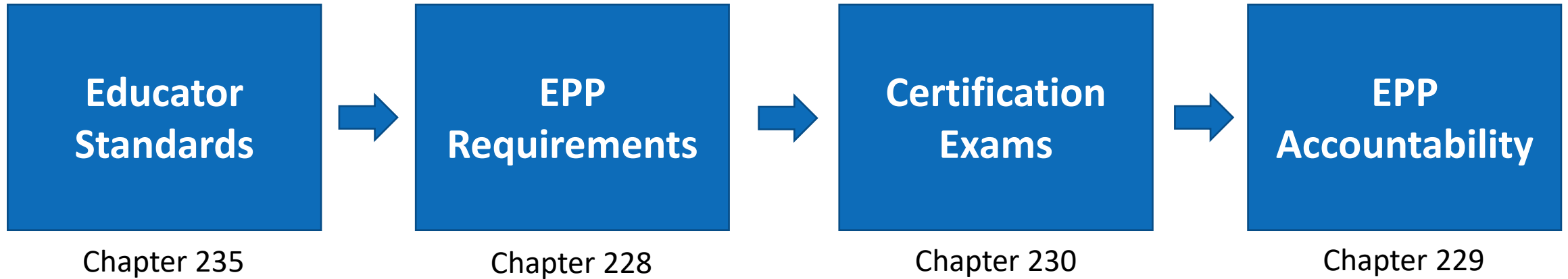
If teachers from both routes were retained at the higher rate, LEAs would have needed **10,898** fewer teachers.

ACPs also vary in effectiveness on student outcomes. Teachers prepared by online ACP programs is by far the lowest compared to other pathways.



What can be done to improve EPP quality and consistency to ensure teachers are retained and effective?

Educator Preparation Policy Framework



In our system of standards-based educator preparation, **standards** describe what future teachers should know and do. **Program requirements** define supports candidates receive during preparation. **Certification exams** determine if the candidates have mastered those standards in their certification field and are ready to teach. **Program accountability** holds programs accountable for results.

Chapter 228 and Chapter 230 have been recently updated by SBEC to improve candidate support.



SBEC voted in February to upgrade Educator Preparation requirements to support districts & teacher candidates

These upgrades WILL

- increase flexibility for candidates completing EPP requirements
- increase supports for candidates
- hold educator preparation programs accountable for candidate supports that districts need



These upgrades WILL NOT

- lengthen the path to certification
- increase testing requirements
- increase burden on districts
- make it harder to become a teacher

Examples of new teacher flexibilities include...

- allowing for more options for how candidates complete early field-based experiences, including during summer school and in roles such as teacher of record, substitute teacher, and educational aide,
- shifting student teaching requirements from a required number of weeks to hours to account for different school schedules, and
- allowing for some virtual/asynchronous observations of candidates.

SBEC upgrades increase supports to teacher candidates that preparation programs are required to provide

Examples of new teacher supports provided by EPPs include...

- increasing early field-based experiences to provide more early classroom exposure and practice,
- increasing coaching supports for late hire teachers by providing multiple touchpoints with an EPP coach within the first 8 weeks,
- increasing coaching supports by providing informal observations early in and throughout the candidate's internship or student teaching, and
- implementing a new optional teacher residency preparation route that defines the components of a high-quality teacher residency.

SBEC upgrades increase accountability of educator preparation programs to district needs

Examples of increased accountability include requiring EPPs to...

- conduct informal observations and coaching at least once every 6 weeks,
- make explicit connections between coursework and early field-based experiences,
- ensure candidates have opportunities to practice important skills in their coursework, and
- provide additional supports for late hire candidates.

SBEC's new requirements should improve new teacher retention

ACP EPP: Region 4 ESC

Region: Houston

1-year retention: 91%

ACP EPP: Region 19 ESC

Region: El Paso

1-year retention: 90%

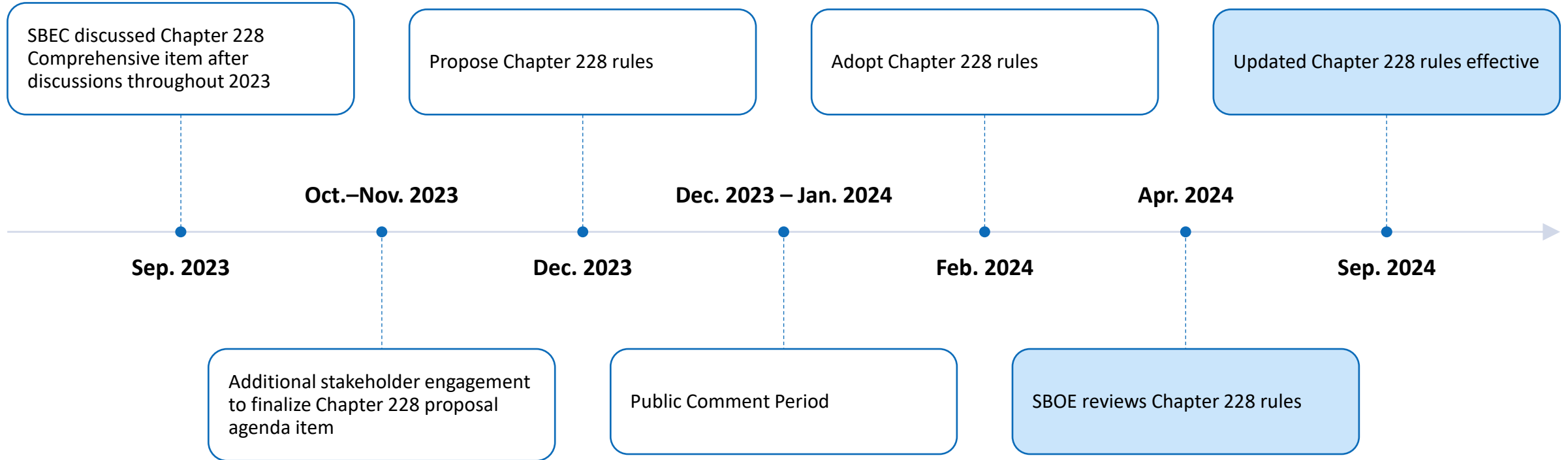
No EPP: Uncertified

Region: Statewide

1-year retention: 77%

Several ACPs are already successfully implementing many or all of the updated requirements currently adopted by the SBEC because they recognize the importance of providing additional support to new teachers.

Chapter 228 Rulemaking Timeline and Additional Information





Questions?