

CCMR & CTE Leader Meeting

Jacob Hildebrand & Stephanie Tennyson

October 17, 2024 9:00 am

Sign-In Sheet

- As a reminder, we are no longer requesting your signature to capture attendance
- However, if you did not get a printed badge via our sign-in kiosks, please sign-in on the general sheet

Access to Presentation

Access the QR Code/Shortened URL on Your Table!

A copy will be provided to you at the conclusion of today's meeting.

Agenda

- Welcome
- October Connection
- October Tasks
- For Your Attention
- Tarleton State University
- TEA Updates and Reminders
- TEA CTE Leadership Committee
- Teacher and Student Opportunities
- Coffee & Classification Conversation
- Conclusion of Meeting
- Lunch provided by Bernard Chu of TRANSFR Inc.
- Engineering TEKS Review begins at 12:45 PM
- Xello Training for Perkins SSA Members begins at 2:00 PM

October Connection

- At your tables, share your favorite October activity



October Tasks

- Ensure all student coding is correct for Snapshot Day (10/25)
- Review first grading cycle attendance
- Collect and report all IBC results from June 1, 2024 through August 31, 2024
- Gather completed DD Form 4 "Enlistment/Reenlistment Document-Armed Forces of the United States" for graduates who committed to the military (Submit in Spring 2025)
- Continue your work to help remaining 2025 graduates who aren't yet CCMR met earn their CCMR measure; use CCMR Tracker to evaluate
- Verify all WBL sites were completed for first grading cycle



For Your Attention

Insights and Opportunities

Save the Dates: CCMR/CTE Leader Meetings

- 9:00 AM to 3:00 PM
 - [October 17, 2024](#)
 - [December 5, 2024](#) - VIRTUAL
 - [January 16, 2025](#)
 - February TBD - VIRTUAL
 - [March 6, 2025](#)
 - [April 17, 2025](#)
 - [May 15, 2025](#)



CCMR/CTE Leader Meetings - Regional Roundup

- Feedback to facilitate regional-based meeting
- Goal is to provide leader meeting for Cooke, Wise, & Denton counties and Palo Pinto, Parker, Erath, Hood, Somervell, & Johnson counties
- Looking at early spring semester



CTE Administrator Trainings

- CTE Administrator Fundamentals

- [Data-Driven Decision Making](#)
 - October 30, 2024
- [CTE Resources](#)
 - November 19, 2024
- [Partnerships](#)
 - January 29, 2025
- [Program Design](#)
 - April 10, 2025

- CTE Administrator Deep Dive

- [Planning for a Comprehensive K-12 College and Career Readiness Program](#)
 - December 11, 2024
- [Program Evaluation](#)
 - January 21, 2025
- [Program Expansion](#)
 - February 27, 2025
- [Supporting CTE Teachers](#)
 - May 14, 2025

CTE Counselor Trainings

- CTE Counselor Fundamentals
 - [CTE Programs—An Infrastructure for College, Career, and Military Readiness](#)
 - October 24, 2024
 - [Effective Advising for CTE](#)
 - January 23, 2025
- CTE Administrator Deep Dive
 - [Informed and Ongoing Career Advising for Middle School and High School Counselors](#)
 - November 13, 2024
 - [Planning for Comprehensive K-12 College and Career Readiness Advising](#)
 - March 26, 2025

Pathways to Texas CCMR Summit Update



Tarleton State University

Dr. Xu, Dr. Fragos-Diaz, and Dr. Landaeta

Mayfield College of Engineering

Break

10:00

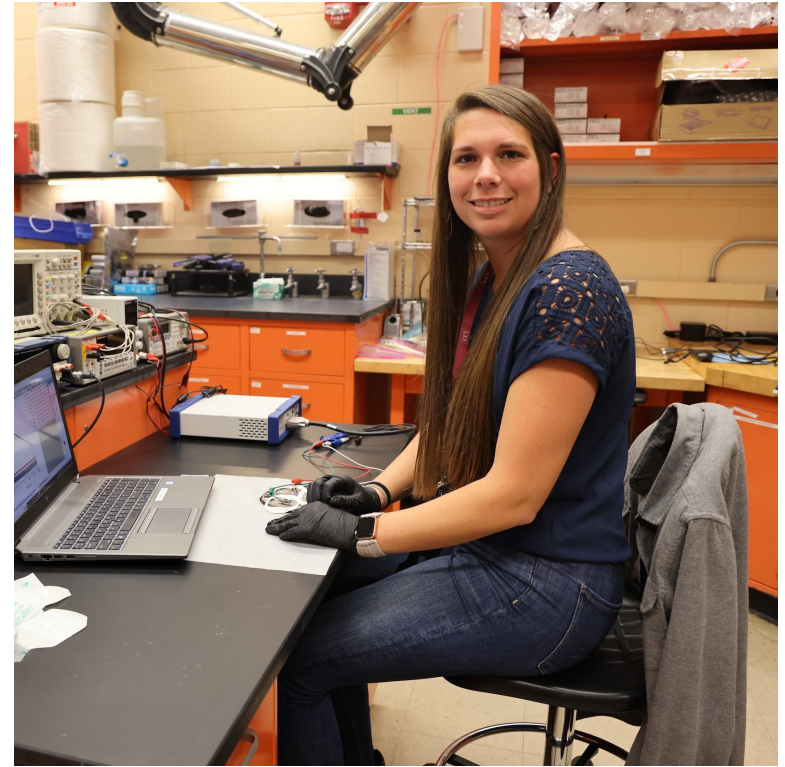
TEA Updates and Reminders

CADD Courses

- Introduction to CADD and Intermediate CADD moved from Innovative Course status to 19 TAC Chapter 127 in 2024-25
- If you have teacher candidates, the certification areas are:
 - Secondary Industrial Arts (Grades 6-12).
 - Secondary Industrial Technology (Grades 6-12).
 - Technology Education: Grades 6-12.
 - Trade and Industrial Education: Grades 6-12.
 - Trade and Industrial Education: Grades 8-12.
 - Vocational Trades and Industry.
- TAC Chapter 231 will be updated as soon as possible

Programs of Study

- Zip file is easier now to extract
- Endorsement language updated (Oct 2024) for
 - Diagnostic & Therapeutic Services
 - Biomedical Science
 - Civil Engineering
 - Cybersecurity
 - Electrical Engineering
 - Engineering Foundations
 - Geospatial Engineering and Land Surveying
 - Mechanical and Aerospace Engineering
 - Networking Systems
 - Nursing Science
 - Programming and Software Development
 - Renewable Energy
 - Robotics and Automation Technology
 - Web Development



Programs of Study

- Changes to PEIMS Course IDs in Education and Training cluster with Spring 2024 updates
- Removal of Audio/Video Production I and II prerequisites to none
- IBC name updates
 - Autodesk Certified Users
 - ESRI ArcGIS-2101
 - SolidWorks
 - Old Name/New Name format for ease of transition
 - EXAMPLE: Autodesk Associate (Certified User) AutoCAD / Autodesk Certified User AutoCAD
- Aligned to POS List to be updated online



Graduation Endorsements

[Cheat Sheet](#) for Administrators and Counselors out of Region 17

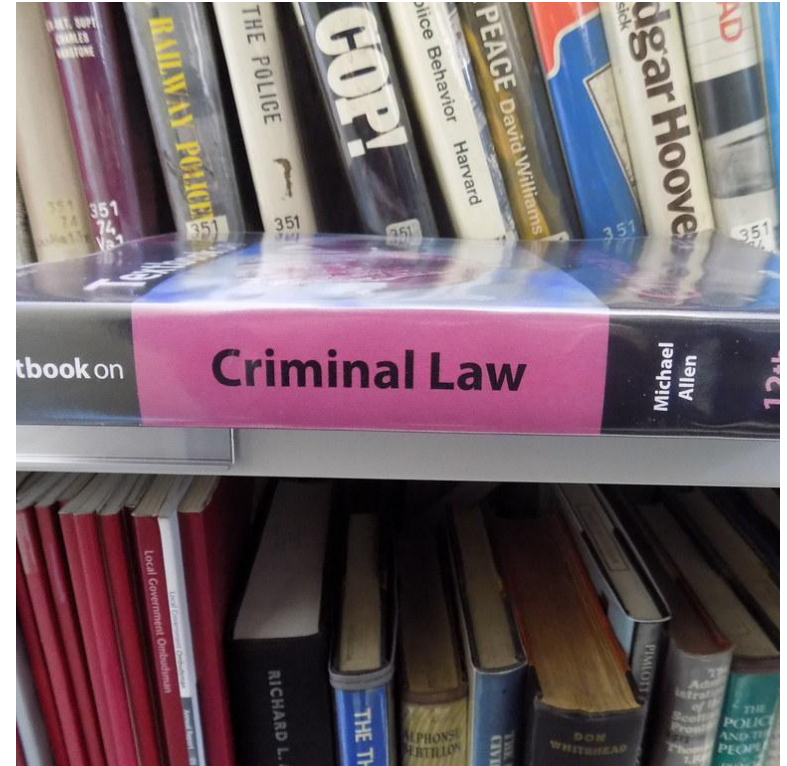


HB 1605

Instructional Materials Review and Approval (IMRA) replaces former Proclamation and Texas Resource Review (TRR) processes

TEA CTE is in the very early stages of working with this new process and developing High-Quality Instructional Materials (HQIM) rubrics

No guidance yet as the earliest CTE courses will not be considered until possibly IMRA Cycle 25/implementation in 2026-27



Advanced Academics Toolkits and Newsletters

Stay informed about AP, ACT, SAT, and TSIA updates by reviewing various resources provided by these college preparation assessment vendors:

Toolkits:

- [ACT Counselor Toolkit](#)
- [ACT Communication Toolkit](#)
- [SAT Toolkit for Counselors](#)
- [Digital SAT Suite Toolkit](#)

Newsletters:

- [ACT Counselor Newsletter](#)
- [ACT Administrator Newsletter](#)
- [Subscribe for College Board Counselor Newsletter](#)
- [TSIA Updates](#)

Additional Resources:

- [AP Coordinator Resources](#)
- [IB Resources for District Leaders](#)

Aligned College and Career Advising Survey

- TxCAN has opened the [Aligned College and Career Advising Survey](#) (20-25 minutes)
- Focus is to gather information on the challenges districts face in developing effective partnerships and identifying promising approaches to address these challenges.
- Participants are:
 - District-level personnel responsible for college and career advising (e.g., Superintendents, Directors of Counseling, Directors of CCMR)
 - Secondary administrators and school counselors
 - Teachers whose primary responsibilities include college and career advising (e.g., AVID teachers, college and career readiness course instructors)
- All survey respondents will have the option to enter for a chance to win one of several gift cards, including ten \$20 gift cards, four \$50 gift cards, and one \$100 gift card.

CTE Leadership Committee

Jason Cooper

CTE Leadership Committee

What creative strategies are you are using to hire and retain individuals leaving the industry to enter the teaching profession?

Jason Cooper, cooperjg@lisd.net



Teacher and Student Opportunities

Aim High Flight Academy

- The Aim High Flight Academy (AHFA) is an aviation scholarship for a three-week introductory flight program at various universities across the world. Students receive one-on-one training from Air Force and Certified Flight Instructors in a classroom and in the sky.
- Application window is open through October 31
- Questions: Andres Alvarez, CTR PM at andres.alvarez.2.ctr@us.af.mil



Apply to the
**AIM HIGH FLIGHT
ACADEMY**
curious about flying?

WHAT IS IT?

The Aim High Flight Academy (AHFA) is an aviation scholarship for a three-week introductory flight program at various universities across the world. The program is designed to inspire young adults to explore aviation. Students receive one-on-one training from Air Force and Certified Flight Instructors in a classroom and in the sky.

APPLY HERE:
<https://www.recruiting.af.mil/Aim-High-Flight-Academy/>

Or scan the QR Code



Applications are open to high school students that:

- Are 16 by June 1st 2025
- Graduate in 2025 or 2026



Engineering TEKS Review

As leaders we will dive into the Engineering TEKS Review this afternoon.

Additionally, we have set up time for teachers and other team members who could not join today to provide feedback **Monday, October 28 from 3:30-5:00 PM.**

Join us: <https://esc11.zoom.us/j/99201455446>

Provided with email addresses, we will also send a calendar invitation.



High School Plumbing Program

- The PHCC put together a guidebook for high schools to implement a plumbing program from scratch
 - Physical layout of space required and requirements/logistics of program needs
 - Equipment and consumable needs per student with suggestions for cost reduction
 - Instructional resources with breakdown of class hours, aligned to TEKS, in chronological order for sophomore and junior year
 - Rising senior summer and senior year is spent in paid practicum setting



High School Plumbing Program

- PHCC members want to assist with classroom speakers at the middle school/recruitment age
- PHCC members want to assist with teaching content
- PHCC members want to assist with paid internship placement
- [Download the Guide here](#)
- Dr. Vicki VanNest, Executive Director of PHCC Texas, 512-523-8094



Coffee & Conversation

Let's take time to connect.

1. Break into the following table groups:
 - 1A-3A
 - 4A-5A
 - 6A
2. Connect. Collaborate. Support. Serve.
3. Connect with Jacob and Stephanie for emergent needs!





Thank You!

Jacob Hildebrand
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817-740-3691

Stephanie Tennyson
stennyson@esc11.net
817-740-7694

ESC Region 11 CTE [Website](#)

[CCMR/CTE Customer
Satisfaction Survey](#)



Break

15:00

TRANSFR Inc.

Bernard Chu, State Workforce Manager for TX and MD

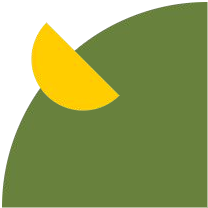


Welcome to Transfr!

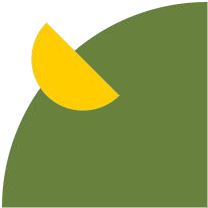
Classroom-to-Career Pathways for Millions of Students



When you were a kid, what did you dream about becoming?



What resources would have improved your career knowledge?





Career Exploration

30+ Careers



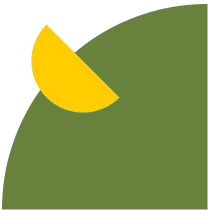
Video - 30 secs



Skills Training

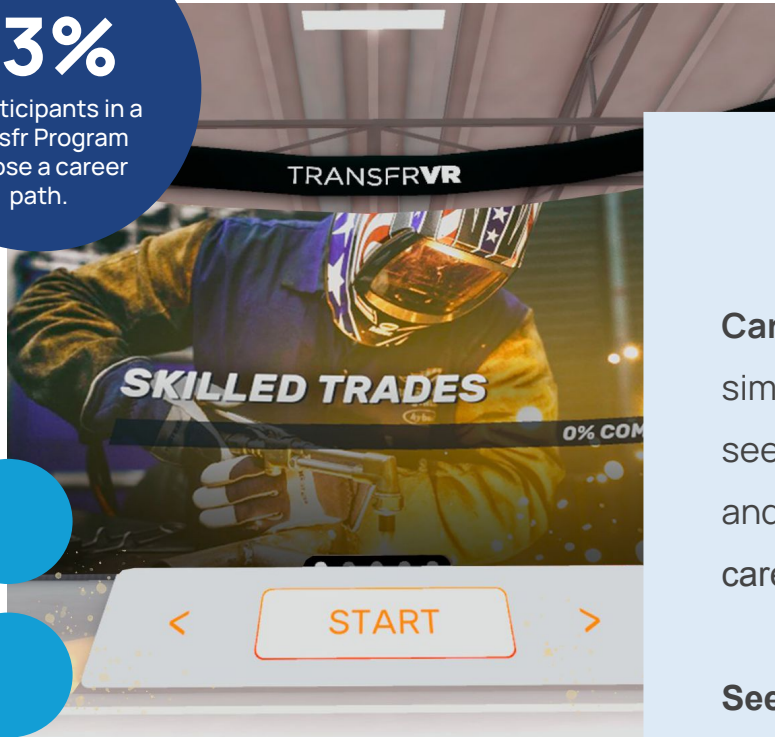


Video - 2 min



83%

of participants in a Transfr Program choose a career path.



Career Exploration

5-8 mins per sim

Career Exploration takes place in a virtual, simulated career environment that helps job seekers understand various occupation options and get started on a path to choosing the right career for them.

See the list of new simulations [here](#).



Virtual Training Facility



Hospitality & Tourism



Healthcare



Aviation Maintenance



Automotive



Construction



Electrical Construction



Manufacturing



Diesel Technology

**Transfr has
Training for 8**

of the Nation's
Highest-Growing Job Sectors

Virtual Training Facility

12-60 mins per sim

The **Virtual Training Facility** is a simulated training environment where trainees master the skills they need to get hired for well-paying jobs in a safe, supportive setting, under the expert guidance of Transfr's digital coach.

VR
Environment



**Actual
Garage**



Here's a link to our full [Product Catalog](#)



Transfr is about more than just showing off occupations. VR simulations are designed to give students a genuine understanding of the daily tasks and expectations of a variety of jobs.

Equipped with these experiences and supported by instructors and counselors, they're better prepared to make important decisions about their future careers.

Virtual Coaches

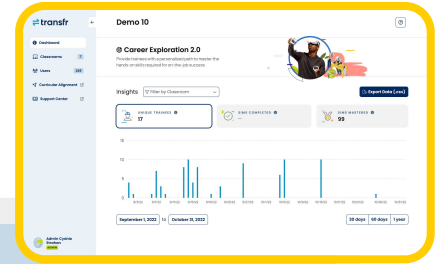
Guide learners through specific scenarios in each career specialty with tools and environments that **replicate real-world work settings** without expensive equipment or specialized classrooms



Realistic Tasks

Short, engaging **SIMS** give students a look at daily tasks of each career, backed by experiences from seasoned industry professionals.

Students can learn which jobs are right for them... and which ones aren't!



Insights Dashboard

Transfr dashboards provide educators with group and/or individual-level views into **progress, engagement, and interests**.

See what students like and don't like and get them on the right career pathway!

Lesson Plans

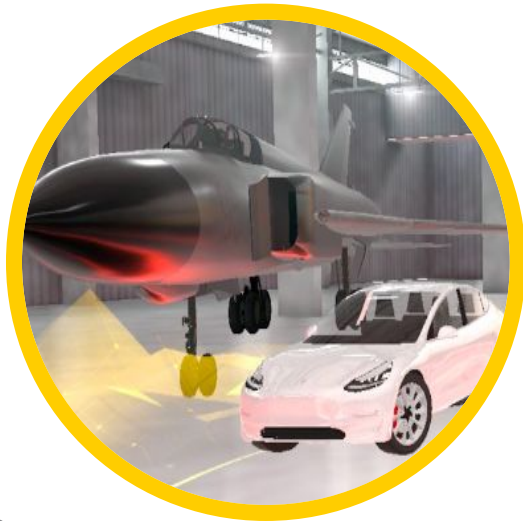
Access an 8-week Career Exploration Curriculum Resource for teachers to facilitate VR experiences into an existing learning program.

What's included

- Daily lessons
- Weekly overviews
- Student handouts
- Instructional materials
- Standards based unit plan
- Student facing slide decks
- Differentiated instructional practices
- Formative, summative and portfolio assessments



Immersive Learning Benefits



Boost Engagement & Motivation

Intro To Career Pathways

Learning Retainment

Increases Student Confidence

Differentiated Learning

(Closed Captioning, Multi-Language Supports, etc.)

Increased Instructor Capacity

Skills Performance & Related Motor Skills

Enriched Programming

Day-in-the-Life Occupation Experiences

Employability



Transfr's Efficacy

- **Engagement/Motivation**

- **60% less off-task** thinking was reported from trainees when learning via Transfr sims compared to traditional lectures.

- **Learning Retention**

- **Learning gains** from **VR** was **2x higher** than that from traditional learning, regardless of gender, income, and age, from a healthcare simulation study. The average post-test score was 1.56 standard deviations higher than the pre-test score of test users.

- **Skill Performance**

- Participants showed **65% improved performance** after learning from Transfr sims, versus step-by-step instruction provided by ChatGPT and YouTube, in a study conducted in Kentucky.

- **Employability**

- Observed a **40% increase** in students achieving grade "A" in associate degree and certificate programs with Transfr sims from a study with Texas State Technical College.

Pricewaterhouse Coopers



VR learners were:

4x

faster to train than in
the classroom

275%

more confident to apply skills
learned after training

3.75x

more emotionally connected to
content than classroom learners

4x

more focused than their
e-learning peers



Texas & Transfr



Schertz-Cibolo-Universal City Independent School District



Chapel Hill ISD



Somerset Independent School District
"A" Rated School District



Texas Workforce Commission



Robstown ISD & Transfr



See [here](#)
(2 min)

Fast Company



Read [here](#)
(2 min)

Annual Investment- Software AND Headsets

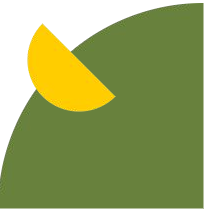
Transfr Product License	Price per License	Qty	Annual Investment
Career Exploration with Headset	\$2,200	10	\$22,000
All Access (includes Career Exploration and all Career Training) with Headset	\$5,200	10	\$52,000

Note:

- *Tax not included in the above investment*
- *Can also base price on 3 year agreement (can be paid annually if desired). Above reflects the annual investment.*



Door Prize!!



⇒ transfr

Thank you!



Thank you TRANSFR Inc.

Enjoy Lunch! We will see the demonstration shortly.

Bernard Chu, bernard@transfrvr.com

Afternoon Session – Engineering TEKS Focus Group

Overview of the CTE TEKS Review and Revision Process



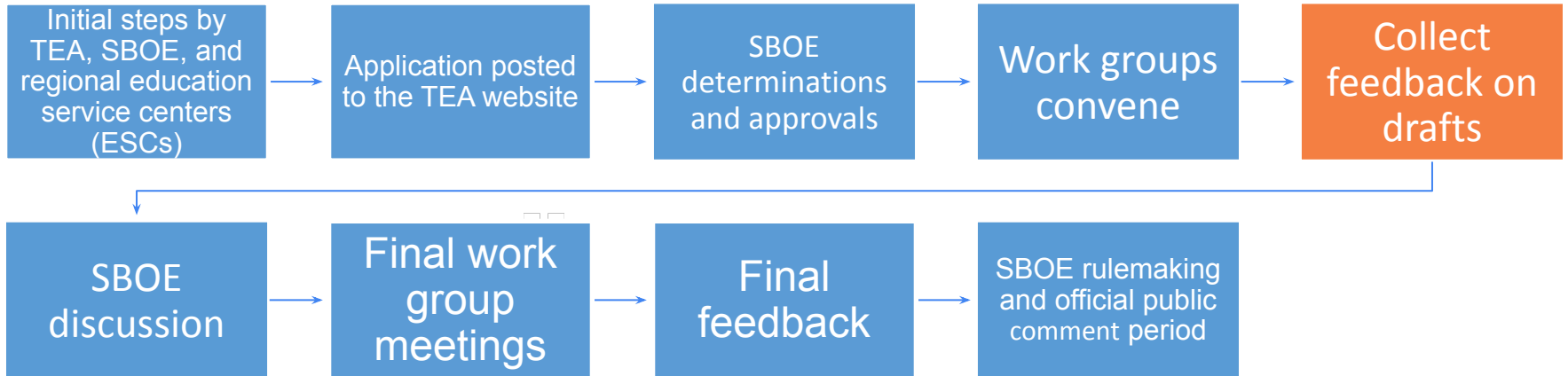
“The State Board of Education, with the direct participation of educators, parents, business and industry representatives, and employers shall by rule identify the essential knowledge and skills of each subject of the required curriculum that all students should be able to demonstrate and that will be used in evaluating instructional materials . . . and addressed on the assessment instruments. ”

Texas Education Code §28.002(c)



- The State Board of Education (SBOE) has authority over the state curriculum standards, the Texas Essential Knowledge and Skills (TEKS).
- The TEKS are what students should know and be able to do at the end of each course or grade level.
- The SBOE may not adopt rules that designate the methodology used by a teacher.
- The SBOE may not adopt rules that designate the time spent by a teacher or a student on a particular task or subject.
- The TEKS review and revision process usually takes between one to two years from start to finish.
- Typically, the SBOE reviews and revises one or more subject areas each year.
- Due to the volume of CTE courses, the SBOE has plans to continually review the CTE TEKS (different career clusters each year).

Overview of CTE TEKS Review and Revision Process



Expected CTE Engineering TEKS Review Schedule

Tentative Timeline	TEKS Review
September/October 2024	Work group drafts are posted and TEA collects feedback on <u>draft recommendations</u>
November 2024	SBOE public hearing and discussion;
December 2024	<ul style="list-style-type: none"> • Work group Meeting 4 to address SBOE guidance and public feedback • Work group final recommendations are posted • TEA collects feedback from business and industry on <u>final recommendations</u>
January 2025	SBOE public hearing and first reading and filing authorization
February/March 2025	Official public comment period
April 2025	SBOE second reading and final adoption
2025-2026	Earliest possible implementation date*

CTE Engineering Programs of Study

- A new engineering career cluster was established as a result of the 2023 program of study refresh.
- The SBOE is conducting the 2024 CTE engineering TEKS review to develop TEKS to complete sequences of courses for the new engineering career cluster and its four statewide programs of study.

Engineering Foundations

Focus

Wide range of skills applied across engineering fields



<https://bit.ly/engineering-foundations>

Mechanical and Aerospace Engineering

Focus

Machines and structures related to aircraft and spacecraft



<https://bit.ly/mechanical-aerospace>

Electrical Engineering

Focus

Electrical motors, radar, navigation systems, and communication systems



<https://bit.ly/engineering-electrical>

Civil Engineering

Focus

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



<https://bit.ly/engineering-civil>

2024 CTE TEKS review programs of study and courses under review and to be developed

Engineering Foundations – Design Courses

- Engineering Design and Presentation I and II
- Engineering Design and Problem Solving
- Environmental Sustainability*
- Engineering Design Process (TBD)
- Programming for Engineers (TBD)
- Practicum of Engineering (TBD)
- Extended Practicum of Engineering (TBD)

Engineering Foundations – Fluids, Mechanics of Materials, and Statics Courses

- Fluid Mechanics (TBD)
- Mechanics of Materials (TBD)
- Statics (TBD)

Civil Engineering

- Civil Engineering and Architecture(TBD)
- Civil Engineering I and II (TBD)
- Engineering Project Management (TBD)
- Surveying and Geomatics (TBD)

Mechanical and Aerospace Engineering

- Aerospace Design I and II (TBD)
- Mechanical Design I and II (TBD)

***Innovative course
(TBD) To be developed**

2024 CTE TEKS review programs of study and courses under review and to be developed

Engineering Foundations – Design Courses

- Engineering Design and Presentation I and II
- Engineering Design and Problem Solving
- Environmental Sustainability*
- Engineering Design Process (TBD)
- Programming for Engineers (TBD)
- Practicum of Engineering (TBD)
- Extended Practicum of Engineering (TBD)

Engineering Foundations – Introduction Courses

- Fluid Mechanics (TBD)
- Mechanics of Materials (TBD)
- Statics (TBD)

Draft recommendations for Programming for Engineers, Environmental Sustainability, and Extended Practicum of Engineering are not complete at this time. The draft recommendations will be shared with ESCs once complete.

Summary of Proposed Changes to the TEKS

The following strands have been added to most of the courses:

- **Employability skills strand** - All proposed new engineering CTE TEKS include the same knowledge and skills statement KS(1) for employability skills.
- **Engineering design process strand** - Courses that include content related to the engineering design process include the engineering design process strand for KS(2).
- **Project management strand** – Courses that include content related to project management include the project management strand for KS(3).

The strands for level 1 and 2 courses are differentiated from the strands for the advanced level 3 and 4 courses.

Level 1 and 2

1	The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:
A	explain the importance of dressing appropriately, speaking politely, and conducting oneself in a manner appropriate for the profession and work site;
B	describe teamwork, group dynamics, and conflict resolution and how they can impact the collective outcome;
C	present written and oral technical communication in a clear, concise, and effective manner for a variety of purposes and audiences;
D	identify time-management skills such as prioritizing tasks, following schedules, and tending to goal-relevant activities how these practices optimize efficiency and results;
E	define work ethic and discuss the characteristics of a positive work ethic, including punctuality, dependability, reliability, and responsibility for reporting for duty and performing assigned tasks;
F	discuss the importance of professionalism and ethics in engineering design as defined by professional organizations such as the National Society of Professional Engineers;
G	Demonstrate respect for diversity in the workplace;
H	identify consequences relating to discrimination, harassment, and inequality;
I	identify and discuss elements of professional codes of conduct or creeds in engineering such as the National Society of Professional Engineers Code of Ethics for Engineers;
J	discuss the importance of safety in the workplace and why it is critical for employees and employers to maintain a safe work environment; and
K	describe the roles and responsibilities of managers.

Level 3 and 4

1	The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:
A	demonstrate dressing appropriately, speaking politely, and conducting oneself in a manner appropriate for the profession and work site;
B	analyze how teams can produce better outcomes through cooperation, contribution, and collaboration from members of the team;
C	present written and oral technical communication in a clear, concise, and effective manner for a variety of purposes and audiences, including explaining and justifying decisions in the design process;
D	use time-management skills in prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that optimizes efficiency and results independently and in groups;
E	describe the importance of and demonstrate punctuality, dependability, reliability, and responsibility in reporting for duty and performing assigned tasks as directed;
F	explain how engineering ethics as defined by professional organizations such as the National Society of Professional Engineers applies to engineering practice;
G	demonstrate respect for diversity in the workplace;
H	identify consequences relating to discrimination, harassment, and inequality;
I	analyze elements of professional codes of conduct or creeds in engineering such as the National Society of Professional Engineers Code of Ethics for Engineers and how they apply to the knowledge and skills of the course and the engineering profession;
J	identify the components of a safety plan and why it is critical for employees and employers to maintain a safe work environment; and
K	compare skills and characteristics of managers and leaders in the workplace.

Engineering Foundations-Design Courses

Course	Summary of Proposed New TEKS
Engineering Design Process	<ul style="list-style-type: none"> • New course, one credit • Prerequisite: Algebra 1 • Students understand that there are different stages of the engineering design process and the importance of working through and documenting each stage as part of an iterative process to create a viable solution to an engineering problem and manage a project • The stages of the engineering design process include defining an engineering problem; researching the problem; creating ideas and concepts for a solution; selecting a solution; drawing, modeling, and prototyping the solution; designing experiments to test the solution; and reflecting on each stage and then iterating when necessary
Engineering Design and Presentation I	<ul style="list-style-type: none"> • Revised engineering design process, teamwork, and project management knowledge and skills statements and student expectations • Added new occupational safety and health standards • Added visual and spatial reasoning knowledge and skills statement and student expectations • Clarified computer-aided drafting and design knowledge and skill statement and student expectations • Added knowledge and skills statement and student expectations for presenting a solution derived through the engineering design process

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