

CATE MISSION STATEMENT



In Relentless Pursuit of Excellence

EMPOWER STUDENTS WITH MARKETABLE ACADEMIC AND TECHNIAL SKILLS NEEDED TO STRENGTHEN THE SOCIAL AND ECONOMIC FOUNDATION OF HOUSTON AND BEYOND.

WHAT IS CAREER AND TECHNOLOGY EDUCATION?

Houston Independent School District Career and Technology Education Department supports the state premise:

- that a rigorous academic foundation contributes to success in school and in life
- that all students should be provided equal opportunities to succeed, and
- that career and technology education should complement and enhance academic preparation by enabling students to apply academic principles and technology skills to a variety of community and career situations

There are six major objectives that career and technical education adheres to that contribute to effective career and technology education programs.

Academic Excellence	Quality Guidance and Counseling	Partnerships that benefit students and schools	Curriculum	Professional Development	Ongoing Evaluations
Provide additional opportunities for all students to develop and demonstrate the knowledge and skills necessary to read, write, compute, solve problems, think critically, apply technology, and communicate across all subject area, through a rigorous career and technology education program.	Provide a quality guidance and counseling program for all students in Pre-kindergarten through Grade 12 using career awareness (K-5); career investigation (6 th – 8 th); and career connections (9 th – 12 th).	Plan, develop, and implement partnerships that support efforts to help students develop the basic knowledge and skills necessary for managing the dual roles of family member and wage earner, gaining entry-employment in a high-skill, high wage job, and continuing the student's education or training at the post secondary level.	Provide all students with opportunities to participate in an academically rigorous curriculum that enables them to achieve their potential and participate fully in the economic and educational opportunities available to them throughout the nation.	Ensure that students are provided a quality education by planning, developing, and implementing comprehensive, high-quality professional development opportunities for all teachers, administrators, counselors, and other education partners.	Evaluate career and technology program in terms of (a) the program's effectiveness in enabling each public school student to master the basic knowledge and skills necessary for managing the dual roles of family member and wage earner; (b) the program's effectiveness in enabling each public school student to master the basic knowledge and skills necessary for gaining entry-level employment or continuing the student's education at the post-secondary level; and (c) make sure programs meet requirements to continue to receive supplemental federal funding.



Houston Independent School District
Career and Technology Education
Career Transition Initiative

A Career Pathway is a coherent, articulated sequence of rigorous academic and career courses, commencing in the ninth grade and leading to an associate degree, and/or a baccalaureate degree and beyond.

A Career Pathway is developed, implemented, and maintained in partnership among secondary and post-secondary education, business, and employers. Career Pathways are available to all students and are designed to lead to rewarding careers.

The essential characteristics of an ideal Career Pathway include the following:

1. The **Secondary Pathway** component:
 - meets state academic standards and grade-level expectations;
 - meets high school testing and exit requirements;
 - provides additional preparation to assure college readiness;
 - meets post-secondary (college) entry/placement requirements;
 - provides academic and career-related knowledge and skills in a chosen career cluster; and
 - provides opportunities for students to earn college credit through credit-based transition programs (e.g. dual/concurrent enrollment, ATC, tech prep, middle college high schools, and articulation agreements).
2. The **Post-secondary Pathway** component provides:
 - opportunities for students to earn college credit through dual/concurrent enrollment or articulation agreements;
 - alignment and articulation with baccalaureate programs;
 - industry-recognized skills and knowledge in each cluster area; and
 - employment, business, entrepreneurial opportunities in the chosen career cluster at multiple exit points.
3. **Pathway Partners** assure a culture of empirical evidence is maintained by regularly collecting qualitative and quantitative data:
 - using data for planning and decision making for continuous pathway improvement; and
 - maintaining ongoing dialogue among secondary, post-secondary, and business partners.

HOW ARE CAREER PATHWAYS ARE DEVELOPED USING CATE COURSES?

The Office of Vocational and Adult Education has identified sixteen career clusters for school to use when developing career pathways. The Career and Technology Education Department offers a variety of career education courses that prepares students for entry into institutions of higher learning or the School-To-Career Transition through a comprehensive study from one of the career clusters listed below. Career pathways are designed to follow a coherent sequence of courses in a graduation plan.

Agriculture, Food & Natural Resources

Art, A/V & Communications

Education & Training

Government & Public Administration

Hospitality & Tourism

Information Technology

Manufacturing

Science, Technology, Engineering & Mathematics

Architecture & Construction

Business, Management & Administration

Finance

Health Science

Human Services

Law, Public Safety & Security

Marketing, Sales & Service

Transportation, Distribution & Logistics

Career and Technology Education is organized in seven instructional program areas that students may pursue. They are:

- Agriculture Science Technology Education
- Business Education
- Family and Consumer Science
- Marketing Education
- Health Science Technology Education
- Technology Education
- Trade and Industrial Education

Each of these program areas have specialty areas that are outlined in the chart below.

Agriculture Science Technology	Agri-business Marketing, and Management Environmental and Natural Resources Horticulture Leadership Development Mechanized Agriculture Value-Added and Food Processing Food and Fiber Production
Business Education	Financial Services Information Technology Business Management /Marketing

Family and Consumer Science	Family Studies and Human Services Child Development, Education, and Services Nutrition and Wellness, Food Science and Technology Hospitality Consumer and Resource Management Textiles and Apparel Environmental Design
Marketing Education	Economic Foundation of Marketing Human Resources Foundation Marketing and Business Foundation
Health Science Technology	Health Informatics/Biotechnology Support Services Diagnostic Services Therapeutic Services
Technology Education	Foundation Courses
Trade and Industrial Education	Communication and Media Systems Construction – Maintenance Systems Electrical-Electronics Systems Industrial and Manufacturing Systems Metal Technologies Systems Personal and Protective Systems Transportation Systems

The seven instructional program areas overlap and are included in more than one of the career clusters. (See chart below)

Agricultural Science , Food & Natural Resources	Agriculture Science Family and Consumer Science
Architecture & Construction	Technology Education Trade and Industrial Education
Arts, A/V Technology & Communication	Business Education Marketing Education Trade and Industrial Education
Business, Management & Administration	Business Education Marketing Education
Education & Training	Family and Consumer Sciences Business Education
Finance	Business Education Marketing Education
Government & Public Administration	Trade and Industrial Education
Health Science	Health Science Education
Hospitality & Tourism	Family and Consumer Science Marketing Education
Human Services	Family and Consumer Science Trade and Industrial Education

	Business Education n Marketing Education
Information Technology	Business Education Trade and Industrial Education
Law, Public Safety & Security	Trade and Industrial Education Business Education
Manufacturing	Technology Education Trade and Industrial Education
Marketing, Sales & Service	Marketing Education Business Education
Science, Technology & Manufacturing	Technology Education Trade and Industrial Education
Transportation, Distribution & Logistics	Trade and Industrial Education

These career pathways provide a way for schools to organize instruction and student experiences through the Career and Technology Education Department and supports the sixteen broad categories that encompass virtually all occupations from entry through professional levels identified by the US Department of Education.

DOES CATE PROVIDE POST-SECONDARY OPPORTUNITIES FOR STUDENTS?

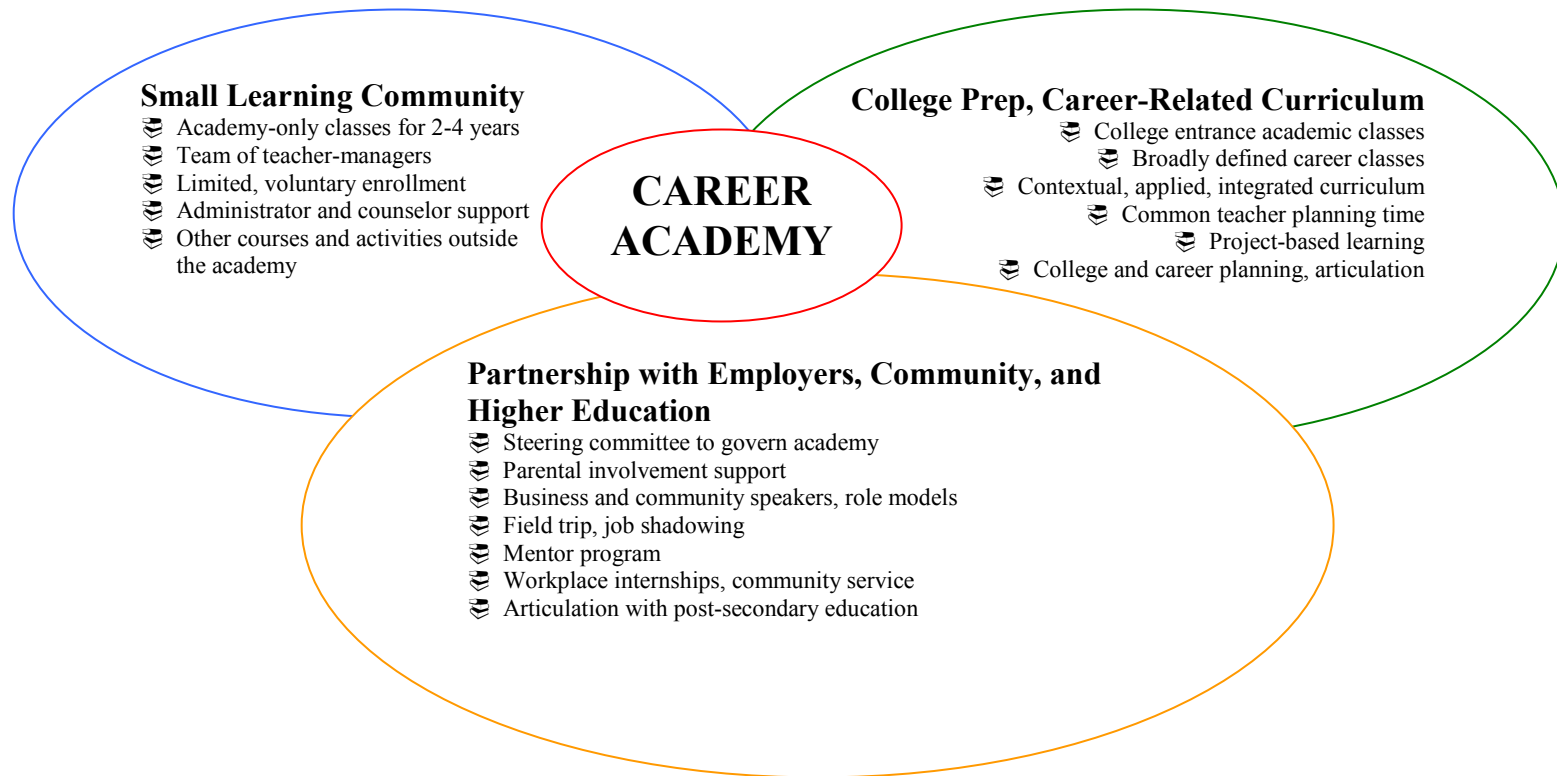
	Dual Credit	Advanced Technical Credit	Tech Prep Credit
Description	1. Dual credit courses are college-level courses taken by high school students in which they receive college and high school credit at the same time. Courses are taught by college-approved instructors.	1. Articulated courses that are state-wide developed and lead to college credit in technical courses. Courses are taught by local high school teachers who have received specialized training.	1. Articulated courses that are locally developed and lead to college credit in technical courses. Courses are taught by local high school teachers who have received specialized training.
Eligibility	2. Courses are open to students in grades 11 – 12, who are in good academic standing (passed the Mathematics or Language Arts TAKS assessment).	2. High school juniors or seniors who are in good academic standing. Students have to pass prerequisite course(s).	2. High school juniors or seniors who are in good academic standing. Students have to pass prerequisite course(s).
Grades	3. Students are taught and graded in the same way as college students who take the same course. Students who earn a grade of 3.0 (B) or better may count these courses as advanced measures for the Distinguished Achievement Program (DAP) graduation plan.	3. Students are taught and graded in the same way as college students who take the same course. Students who earn a grade of 3.0 (B) or better may count these courses as advanced measures for the Distinguished Achievement Program (DAP) graduation plan.	3. Students are taught and graded in the same way as college students who take the same course. Students who earn a grade of 3.0 (B) or better may count these courses as advanced measures for the Distinguished Achievement Program (DAP) graduation plan.
College Credit	4. The college or university offering the class awards credit immediately after students successfully complete the course.	4. Credit is not awarded until students enroll in a college technical degree plan.	4. Articulated course credit is awarded by the college or university after the student has enrolled at the college or university.
Cost	5. Community colleges waive tuition and fees for high school students.	5. Articulated courses are free, but students must enroll in a participating college before the credit will be awarded.	5. Articulated courses are free, but students must enroll in a participating college before the credit will be awarded.

HOW DOES CATE SUPPORT THE SCHOOL REFORM MOVEMENT?

CAREER AND TECHNOLOGY SUPPORT SMALLER LEARNING COMMUNITIES

Definition of Career Academies

Graphic Version



Source: Career Academy Support Network
University of Berkeley