

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

Subchapter B. High School

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

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

- (2) The student identifies and develops key partnerships related to a problem, issue, or interest under the supervision of one or more mentors or advisors. The student is expected to:
- (A) identify key stakeholders;
 - (B) research and select appropriate mentor(s) or advisor(s); and
 - (C) recruit appropriate collaborators, partners, or contributors.
- (3) The student determines timeline goals for project completion and appropriate benchmarks to measure progress and success of a project. The student is expected to:
- (A) identify and use effective communication strategies to use with mentor(s) or advisor(s) to provide updates and status reports;
 - (B) research and identify key performance indicators (KPI) that demonstrate successful progress of a project; and
 - (C) select appropriate method(s) to benchmark measurement of KPI such as a Gantt chart.
- (4) The student develops a project management timeline for deliverables. The student is expected to:
- (A) define the key activities necessary for successful implementation of a project;
 - (B) identify deliverable dates for key activities to support completion of a project within an established timeline; and
 - (C) develop and execute a plan to monitor and complete key deliverables.
- (5) The student creates a risk analysis for a project. The student is expected to:
- (A) identify potential risks such as financial, economic, regulatory, ethical, environmental, or

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

§127.20. Career Preparation I (Two Credits), Adopted 2023.

- (a) Implementation.3 Tc -0.004 Tw 9.96 0 0 9.96 144 64cw 9.96 0 0 9.96 a(.

- (2) The student develops essential skills necessary for success in the workplace. The student is expected to:
- (A) identify and model appropriate hygiene, grooming, and attire for various workplaces;
 - (B) demonstrate professionalism by being dependable, solving problems, taking initiative, communicating effectively, and listening actively
 - (C) model appropriate workplace etiquette in physical and digital environments;
 - (D) demonstrate accountability by working with other employees to support the organization, completing assigned tasks and taking responsibility for mistakes; and
 - (E) demonstrate time management, including prioritizing work to fulfill responsibilities and meeting deadlines.
- (3) The student applies academic skills to the workplace. The student is expected to:
- (A) apply appropriate industry-specific mathematical skills;
 - (B) develop and analyze a personal budget for a variety of economic situations such as part time and fulltime employment;
 - (C) interpret data from industry-specific tables, charts, and graphs to find solutions to problems;
 - (D) organize, write, and curate industry-specific documents and electronic communication using appropriate language; and
 - (E) interpret and calculate information included in an earnings statement, including wages, deductions, taxes, and other benefits such as tips earned.
- (4) The student exemplifies appropriate interpersonal skills in the workplace. The student is expected to:
- (A) explain how interpersonal skills affect human relations on the job;
 - (B) differentiate between characteristics of successful and non-successful working relationships;
 - (C) explain the importance of respecting the rights of others;
 - (D) explain how different personalities, experiences, and workstyles of employees can affect the workplace and
 - (E) demonstrate professional verbal and nonverbal communication, including proper phone usage, body language, and interactions with customers and coworkers in person and online
- (5) The student applies ethical codes of conduct and legal responsibilities within school and the workplace. The student is expected to:
- (A)

- (E) describe the potential consequences of violating privacy laws related to Family Educational Rights and Privacy Act (FERPA), Health Insurance Portability and Accountability Act (HIPAA), and Children's Online Privacy Protection Rule (COPPA);
 - (F) research and explain the rights and responsibilities established by the Civil Rights Act of 1964, Title VII, and the Education Amendments of 1972, Title IX; and
 - (G) research and describe laws and regulations related to a student's employment or a chosen industry or career
- (6) The student applies concepts and skills related to safety in the workplace. The student is expected to:
- (A) identify and demonstrate safe working practices in the workplace;
 - (B) identify and illustrate solutions related to unsafe work practices;
 - (C) explain the importance of Occupational Safety and Health Administration regulations in the workplace; and
 - (D) describe physical health and mental wellness practices that influence job performance.
- (7) The student evaluates personal attitudes, work habits, and skills that support job retention and advancement. The student is expected to:
- (A) identify and develop effective leadership skills through participation in activities such as career and technical student organizations;
 - (B)

§127.21. Career Preparation II (Two Credits), Adopted 2023.

- (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2024-2025 school year.
- (b) General requirements. This course is recommended for students in Grade 12. Prerequisite: Career Preparation I. Students shall be awarded two credits for successful completion of this course.
- (c) Introduction.
- (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
 - (2) Career planning is a critical step and is essential to success. Accessing to multiple career and technical education clusters, the career preparation courses provide students with a framework for current employment and future career opportunities to become productive and contributing members of society
 - (3) Career Preparation II provides additional opportunities for students to develop business and industry employment experiences that may be outside the student program of study alongside advanced classroom instruction. The goal is to prepare students with a variety of skills to transition from job to career mindedness. This course provides a continuing focus on collaborative feedback between the employer, teacher, and student. Career Preparation II expands on Career Preparation I by increasing, supporting student attainment of academic standards, and effectively preparing students for college and career success.
 - (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
 - (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (d) Knowledge and skills.
- (1) The student applies and evaluates employability skills to improve the student's marketability within the workplace. The student is expected to:
 - (A) differentiate between a job and a career;
 - (B) refine an industry-specific professional portfolio;
 - (C) identify appropriate sources for writing and obtain letters of recommendation;
 - (D) model proper interview skills based on a chosen career cluster; and
 - (E) evaluate the effectiveness of various methods to gain employment.
 - (2) The student demonstrates essential skills necessary for success in the workplace. The student is expected to:
 - (A) maintain appropriate hygiene, grooming, and attire for the workplace;
 - (B) model appropriate workplace etiquette in physical and digital environments;
 - (C) justify time-management decisions to fulfill responsibilities and meet deadlines;
 - (D) analyze employer expectations by reflecting on evaluations;
 - (E) demonstrate effective listening skills used in the workplace through appropriate interactions with customers and coworkers;
 - (F) cultivate and improve professionalism by continuously being dep0.004 Tw 9.96 0 .9 (e)1vTd (-)Tj

(A)

- (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
- (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(d) Knowledge and skills.

- (1) The student demonstrates employability skills as required by business and industry. The student is expected to:
 - (A) identify and participate in training, education, or preparation for licensure, certification, or other relevant credentials to prepare for employment;
 - (B) complete work tasks with high standards to ensure delivery of quality products and services; and
 - (C) demonstrate and apply planning and time management skills to work tasks.
- (2) The student demonstrates essential skills for success in the workplace. The student is expected to:
 - (A) demonstrate and apply professional standards and personal qualities needed to be employable such as punctuality, initiative, and cooperation;
 - (B) apply appropriate content knowledge, technical concepts, and vocabulary in the workplace;
 - (C) apply effective listening skills to obtain and clarify information in the workplace; and
 - (D) maintain appropriate hygiene, grooming, and attire in the workplace.

- (D) describe and perform a hazard analysis of the workplace.
- (7) The student participates in a paid or unpaid career preparation experience. The student is expected to:
 - (A) conduct, document, and evaluate learning activities in a supervised employment experience;
 - (B) assess and report on advanced technical knowledge and skills related to the student occupational objective and growth;
 - (C) evaluate strengths and weaknesses in technical skill proficiency; and
 - (D) document experiences related to the workplace and curate work samples.