

AchieveTexas: Best Practices for Local Implementation

July 2009

karen.alexander@ttu.edu

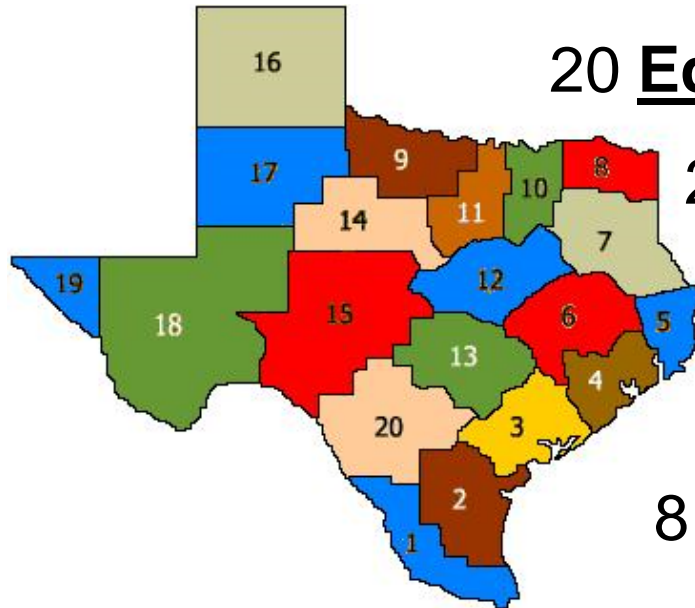


Copyright ©Notice

- The materials are copyrighted © and trademarked ™ as the property of the Texas Education Agency (TEA) and may not be reproduced without the express written permission of TEA, except under the following conditions:
 1. Texas public school districts, charter schools, and Education Service Centers may reproduce and use copies of the Materials and Related Materials for the districts' and schools' educational use without obtaining permission from TEA.
 2. Residents of the state of Texas may reproduce and use copies of the Materials and Related Materials for individual personal use only without obtaining written permission of TEA.
 3. Any portion reproduced must be reproduced in its entirety and remain unedited, unaltered and unchanged in any way.
 4. No monetary charge can be made for the reproduced materials or any document containing them; however, a reasonable charge to cover only the cost of reproduction and distribution may be charged.
- Private entities or persons located in Texas that are **not** Texas public school districts, Texas Education Service Centers, or Texas charter schools or any entity, whether public or private, educational or non-educational, located **outside the state of Texas** *MUST* obtain written approval from TEA and will be required to enter into a license agreement that may involve the payment of a licensing fee or a royalty.
- For information contact: Office of Intellectual Property, Texas Education Agency, Room 2-186, 1701 N. Congress Ave., Austin, TX 78701-1494; phone 512-463-9270 or 512-463-9713; email: copyrights@tea.state.tx.us.



Welcome to Texas



20 **Education Service Centers** (ESCs)

28 **Workforce** Development Areas

26 **Tech Prep** Consortia

10 **Higher Education** Regions

8 **Adult Education** Service Regions

5 **Rehabilitative** Service Regional Offices

11 existing & 9 developing **P16 Councils**

AchieveTexas
In Action

Texas - Update 2009



- Spanish College and Career Planning Guide
- College and Career Readiness Standards
- CTE TEKS Revisions
- Best Practices Guide

AchieveTexas
In Action

Career Development Spans All Grades

Steps to Success

Employment: Career Advancement

Continuing Education and Lifelong Learning

Postsecondary: Career Preparation

Achieving credentials: college, certification, apprenticeship, military

9-12: Programs of Study Related to a Career Goal

Academics and technical courses, intensive guidance, individual graduation plans

Grade 8: Career Exploration and Transition

Develop a graduation plan based upon personal/cluster interests

6-8: Initial Career Exploration

Discovering interest areas

K-5: Understanding the Importance and Value of Work and Jobs

Introduction to the world of careers

Thinking about a career as a Personal Financial Advisor?



www.achievetexas.org

This program of study may be for you! Personal financial advisors gather financial information, analyze it, and make recommendations to guide individuals in money management. They help individuals and families establish and meet short and long-term financial goals. Look inside to see suggested coursework and learning opportunities that will prepare you for an exciting and rewarding career.





Consumer Services is a program of study within the **Human Services Career Cluster**. A Career Cluster is a grouping of occupations and broad industries based on commonalities. There are 16 Career Clusters.

Career clusters link what students learn in school with the knowledge and skills they need for success in college and careers. The Human Services cluster prepares individuals for employment in career pathways related to families and human needs.

There are five programs of study in this cluster:

- Consumer Services
- Counseling and Mental Health Services
- Early Childhood Development and Services
- Family and Community Services
- Personal Care Services

Employment Outlook

Employment of **Personal Financial Advisors** is projected to grow much faster than the average through 2016. The rapid expansion of self-directed retirement plans, such as 401(k) plans, is expected to continue. As the number and complexity of investments rises, more individuals will look to financial advisors to help manage their money. Nationally, the average salary for Personal Financial Advisors is \$110,640. The salary range for this profession is from \$53,860 to \$135,070 (Occupational Outlook Handbook, 2008-2009).

Using this brochure

Inside you will find a suggested program of study that has lots of helpful information. The model is an example of the types of courses and extended learning experiences that are important for the Consumer Services Program of Study. Use this model to plan your course schedule, educational experiences, and career choices.

At the top of the model, you will find career goals with the corresponding O*NET code. The O*NET code is an official classification of jobs and can be used to locate career-related information. Your teacher, counselor, or media center should be able to help you locate further information.

The upper left side of the model highlights the core courses and career-related electives in high school that will help prepare you for your career goal. This model is based upon the Recommended High School Program graduation plan and can easily be adapted for the Distinguished Achievement High School Program graduation plan.

The upper right side of the model highlights examples of extended learning experiences that can enhance your knowledge and skills for your career goal. You will find examples of curricular activities, such as participation in Career and Technical Student Organizations like FCCLA, career learning experiences, service learning activities, and extracurricular activities.

The lower left side of the model indicates industry licensure/certifications and on-the-job training experiences that may be available while still in high school. This section also highlights the various levels of postsecondary education and examples of career options available to you once you have completed that level of education and training.

The lower right side of the model contains examples of professional associations available for financial management professionals. Many of these organizations allow preprofessional membership while enrolled in a postsecondary program. Most organizations have websites which can be easily located by entering the organization name in available search engines.

It is the policy of the Texas Education Agency to not discriminate on the basis of race, color, national origin, sex, or handicap in its career and technical programs, services, or activities.

Copyright © Texas Education Agency, 2009. All rights reserved.



Cluster Overview: Preparing individuals for employment in career pathways that relate to families and human needs.

Consumer Services

Career Goal (O*NET Code): Personal Financial Advisor (13-2052), Financial Manager (11-3031), Loan Counselor (13-2071), Sales Agent, Security & Commodity (41-3031), Compensation, Benefits, & Job Analysis Specialist (13-1072).

Student Name: _____

Grade: _____
School: _____

SUGGESTED COURSEWORK

EXTENDED LEARNING EXPERIENCES

Middle School	8th	HS Courses:	(Local districts may list high school credit courses here)	Curricular Experiences:	Extracurricular Experiences:	
High School	9th	Core Courses:	English I Algebra I Biology	World Geography Languages other than English I PE	Curricular Experiences: Business Professionals of America DECA Family, Career and Community Leaders of America Future Business Leaders of America Career Learning Experiences: Career Preparation Internship Job Shadowing	Extracurricular Experiences: Language Immersion Programs School Organization Officer Speech & Debate Team Student Government Summer-Camp Counselor UIL Academic Competition Yearbook Service Learning Experiences: Campus Service Organizations Community Service Volunteer Dynamic Leadership Financial Fitness Peer Mentoring/Peer Tutoring
		Career-Related Electives:	Principles of Human Services or Professional Communications			
	10th	Core Courses:	English II Geometry Chemistry	World History Languages other than English II		
		Career-Related Electives:	Interpersonal Studies or Dollars and Sense or Business Management			
	11th	Core Courses:	English III Algebra II Physics	United States History Communication Applications		
	Career-Related Electives:	Securities and Investments or Banking and Financial Services or Accounting I or Languages other than English III				
	12th	Core Courses:	English IV AP Statistics AP Environmental Science	Government/Economics Fine Arts	COLLEGE CREDIT OPPORTUNITIES – High School Students should take Advanced Placement (AP), International Baccalaureate (IB), dual credit, Advanced Technical Credit (ATC), or locally articulated courses (Tech Prep), if possible. List those courses that count for college credit on your campus.	
	Career-Related Electives:	Practicum in Human Services or Problems and Solutions or Languages other than English IV				
	On-the-Job Training	Account Collector Bank Teller	Billing & Posting Clerk Data Entry Clerk	Payroll & Timekeeping Clerk Sales Consultant	Professional Associations: American Institute of Certified Public Accountants Business Professionals of America Financial Planning Association Future Business Leaders of America Institute of Business & Finance National Association of Personal Financial Advisors	
	Certificates	Customer Service	OSHA CareerSafe	Career Options:		
		NOTE: These experiences may be started and/or completed as part of the high school experience.		NOTE: Students may earn all or part of these certificates as part of the high school experience.		
Postsecondary	Associate Degrees	Accounting Business Administration	Business Management Business Marketing	Financial Management & Services Management	Career Options: Accounting Clerk Accounting Office Manager Bookkeeper Procurement Clerk Sales Manager	
	Bachelor Degrees	Accounting Banking Finance Business Administration	Family & Consumer Sciences Financial Management Financial Services	Human Services & Consumer Sciences Personal Financial Planning	Career Options: Accountant Financial Consultant Loan Counselor Personal Financial Advisor Securities/Investment Broker	
	Graduate Degrees	Accounting Accounting-Audit & Financial Accounting	Accounting-Government & NFP Business Administration Finance or Financial Management	Human Services & Consumer Sciences Personal Financial Planning	Career Options: Chief Financial Officer Financial Analyst Financial/Estate Planner Financial Manager Personal Financial Manager	

Students may select other elective courses for personal enrichment purposes.

This plan of study serves as a guide, along with other career planning materials, for pursuing a career path and is based on the most recent information as of 2009. All plans meet high school graduation requirements as well as college entrance requirements.

Human Services: Consumer Services: Personal Financial Manager/Advisor - June, 2009



Cluster Overview: Preparing individuals for employment in career pathways that relate to families and human needs.

Consumer Services

Career Goal (O*NET Code): Personal Financial Advisor (13-2052), Financial Manager (11-3031), Loan Counselor (13-2071), Sales Agent, Security & Commodity (41-3031), Compensation, Benefits, & Job Analysis Specialist (13-1072).

SUGGESTED COURSEWORK

Middle School	8th	HS Courses:	(Local districts may list high school credit courses here)	
High School	9th	<i>Core Courses:</i>	English I Algebra I Biology	World Geography Languages other than English I PE
		<i>Career-Related Electives:</i>	Principles of Human Services or Professional Communications	
	10th	<i>Core Courses:</i>	English II Geometry Chemistry	World History Languages other than English II
		<i>Career-Related Electives:</i>	Interpersonal Studies or Dollars and Sense or Business Management	
	11th	<i>Core Courses:</i>	English III Algebra II Physics	United States History Communication Applications
		<i>Career-Related Electives:</i>	Securities and Investments or Banking and Financial Services or Accounting I or Languages other than English III	
	12th	<i>Core Courses:</i>	English IV AP Statistics AP Environmental Science	Government/Economics Fine Arts
		<i>Career-Related Electives:</i>	Practicum in Human Services or Problems and Solutions or Languages other than English IV	

Student Name: _____

Grade: _____

School: _____

EXTENDED LEARNING EXPERIENCES

Curricular Experiences:

[Business Professionals of America](#)

[DECA](#)

[Family, Career and Community Leaders of America](#)

[Future Business Leaders of America](#)

Career Learning Experiences:

Career Preparation

Internship

Job Shadowing

Extracurricular Experiences:

Language Immersion Programs

School Organization Officer

Speech & Debate Team

Student Government

Summer-Camp Counselor

UIL Academic Competition

Yearbook

Service Learning Experiences:

Campus Service Organizations

Community Service Volunteer

Dynamic Leadership

Financial Fitness

Peer Mentoring/Peer Tutoring

COLLEGE CREDIT OPPORTUNITIES – High School

Students should take Advanced Placement (AP), International Baccalaureate (IB), dual credit, Advanced Technical Credit (ATC), or locally articulated courses (Tech Prep), if possible. List those courses that count for college credit on your campus.

AchieveTexas is a best practice

- Programs of study developed with career clusters support:
 - Adolescent cognitive development
 - Students in generational poverty



Adolescent thinking???

- Abstract vs. concrete thinking
- Life planning, goal setting, career and college planning can be very abstract
- Payne suggests that mental models are necessary for making the abstract become concrete.

Mental Models

- To translate the concrete to the abstract, the mind needs to hold the information in a mental model.
- Can be a two-dimensional visual representation, a story, a metaphor, or an analogy.
- When directly taught, abstract information can be learned much more quickly because the mind has a way to hold it.
- One of the most important models for students to have is for time, which includes a representation of a past, present, and future.
- **Programs of Study are mental models!**





Human Resources

Career Goal (O*NET Code): Human Resource Manager (11-2040), Human Resource Assistant (43-4161), Interviewer (13-1071), Benefits (13-1072), Labor (13-1079), Training Specialist (13-1073), Organizational Psychologist (19-3032)

Cluster Overview: Business, Management, and Administration careers encompass planning, or business functions essential to efficient and productive business operations. Business, Management opportunities are available in every sector of the economy.

SUGGESTED COURSEWORK

EXTENDED LEARNING EXPERIENCES

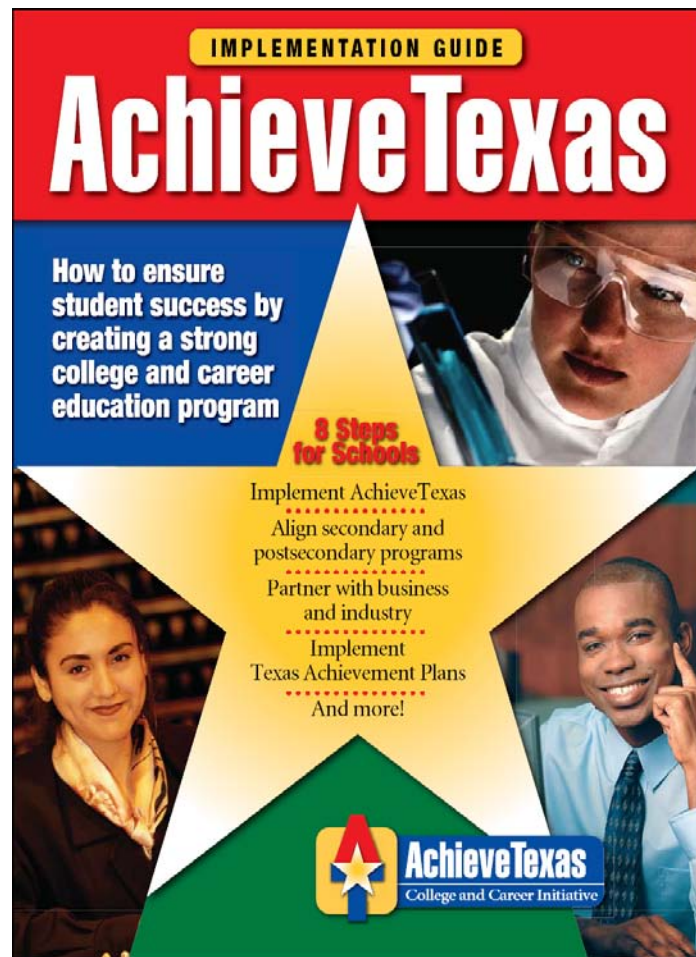
High School		SUGGESTED COURSEWORK		EXTENDED LEARNING EXPERIENCES		
9th	Core Courses	English I Algebra I Biology	World Geography Languages other than English I Health/PE or Equivalent	Curricular Experiences: Business Professional of America (BPA) DECA Future Business Leaders of America (FBLA)	Extracurricular Experiences: Academic Decathlon UIL Language Tutor School Newspaper Yearbook	
	Career-Related Electives	Introduction to Business or Business and Technical Careers or Recordkeeping				
	10th	Core Courses	English II Geometry Chemistry			World History Languages other than English II Business Computer Information Systems I**
	Career-Related Electives	Administrative Procedures or Database Fundamentals or Banking and Financial Systems				
11th	Core Courses	English III Algebra II Physics	United States History Communications Applications PE or Equivalent	Career Learning Experiences: Career Preparation - Paid and Unpaid Job Shadowing Internship	Service Learning Experiences: Boys and Girls Clubs of America Boy Scouts of America Community Service Volunteer Girl Scouts of the USA	
	Career-Related Electives	Business Law AND Constitutional Law, Law and Justice or Business Support Systems or Business Computer Information Systems II				
12th	Core Courses	English IV Precalculus Environmental Systems	Government/Economics Fine Arts			
	Career-Related Electives	Career Preparation* or Business Communications or Administrative Procedures I or Psychology or Business Image Management and Multimedia** or Independent Study				
On-the-Job Training	Human Resource Clerk	Human Resource Assistant Receptionist	Records Clerk Office Aide			
Certificates	Adobe Certified Expert (ACE) Microsoft Office Specialist (MOS)	Internet and Computing Core Certification (IC3) Office Proficiency Assessment and Certification (OPAC)		Career Options: Data Entry Clerk Web Assistant	Adobe Expert Editing Assistant	
Associate's Degrees	Business Administration and Management Administrative Secretarial Services Human Services	Human Resource Management Business and Data Processing Accounting		Career Options: Personnel Recruiter Training Clerk	HR Information Specialist Applicant Records Coordinator	
Bachelor's Degrees	Human Resource Management Personnel Management Business Psychology Human Services	Organizational Behavior Management Information Systems Human Relations and Business Technology Leadership and Supervision		Career Options: Human Resource Manager Payroll and Benefits Analyst	EEO Specialist OSHA/ADA Compliance Officer Compensation Coordinator	
Graduate Degrees	Human Resources and Training Human Resources Development Leadership Training and Development Business Administration	Business - Human Resource Management Human Resource Development Labor and Industrial Relations Applied Technology and Performance Improvement		Career Options: Training Specialist Labor Relations Organizational Psychologist	Human Resource Information Systems Manager Operations Manager Talent Acquisition Director Human Resource Advisor	

* May substitute for the required credit for Physical Education
 ** Satisfies the required credit for Technology Applications
 *** May substitute for the required credit for Health Education

Students should take Advanced Placement (AP), International Baccalaureate (IB), dual credit, or Advanced Technical Credit (ATC) state-wide-articulated courses, if possible.

This plan of study serves as a guide, along with other career planning materials, for pursuing a career path and is based on the should meet high school graduation requirements as well as college entrance requirements.

Implementation Guide



AchieveTexas
In Action

8 steps for system building

1. Decide to implement AchieveTexas
2. Span all grades
3. Add Texas Achievement Plans
4. Enhance guidance and counseling
5. Build seamless connections
6. Establish extended learning
7. Build strong partnerships
8. Support intense professional development



2008 Questions

How well have the 8 Steps of AchieveTexas been communicated?

Which local implementation strategies appear most promising?



AT – *Learning Around Clusters*

- Academic faculty participate
- POS curriculum selected based on postsecondary prerequisites
- POS aligned to external scholarships
- Assessments part of Cluster Action Plan

Span All Grades – *understand* explore

- Vertical alignment and bridges
- ATC/cluster team channels information
- Director of Guidance and Testing assigned to district, not a campus
- Weekly cluster related hands-on activities for all PreK-5 students

TAP – *compatible with goals*

- TAP **support scheduling** courses
- Specifies options for **both** academic dual credit and Advance Technical Credit
- Designed with post-secondary partner as **6 year** plan
- Parents, counselors, teachers, and students have **ready access** to TAP to modify if goals change



Guidance – *student decisions*

- Open enrollment policies
- Formal application, interview, orientation
- Texas Achievement Plans (TAPs)
 - Advisory Groups
 - Career Connections or Investigation Class
 - Review Cycle
 - Communicate home



Seamless Connections—*Co-develop*

- Cluster faculty jointly grade research papers
- Core academic teachers and CTE teachers develop thematic units
- CTE teachers bring activities into math and science classes
- Curriculum Specialist is dually qualified in core content and Career Cluster/CTE



Seamless Connections-*Co-develop*

- Texas Tech University College of Engineering, South Plains College, the Lubbock Independent School District and the Lubbock Economic Development Alliance have partnered to develop a Seamless Automotive Technology Curriculum
- The educational program of study provided by the Seamless Automotive Technology Curriculum allow high school students to participate in automotive programs without limiting their opportunities for college careers

AchieveTexas
In Action

Extended Learning - *Motivate*

- Poll students
- Infuse technology; measure gains
- Promote awareness of student service
- Summer Cluster Leadership Camps
- Students join cluster-aligned CTSO



Extended Learning - *WBL*

- Economic Development Clusters
- Branch out; explore related fields
- Students perform a set number of critical, supervised, experiences
- Qualify students for industry certifications
- Global perspective in projects



Build Partnerships – *At all levels*

Formal and informal partnerships

at all levels

helping all *students succeed*



Build Partnerships – *At all levels*

- **Parent Teacher Association (PTA)**
convenes Career Cluster Parent meetings
- Faculty Attend Career Cluster Committee Meeting held by Local **Workforce Board**
- **State & national industry associations**
curriculum recommendations
- **County Agent** support services



Offer PD – *Active Educators*

- Weekly, rotating PLC meetings
- Select PD based on project goals
- *Career/Go Center* training
- Schedules support results-driven, team-focused collaboration
- Include Administration



What's Next?

P-16 Director, ACC
President, CTAT

“Achieve Texas could and should be the key tool used by school districts to “Close the Gaps”. Achieve Texas addresses all of the issues surrounding public school reform and provides the framework that can help Texas remain economically competitive in this global economy.”

AchieveTexas
In Action

Why is that?

P-16 Director, ACC
President, CTAT

“Many initiatives are so tightly structured that they fail to serve all students. The beauty of AchieveTexas is that it is designed to serve all students....it is a key component that can provide structure for the redesign process.”



Your turn

Questions
Answers
Responses

karen.alexander@ttu.edu

AchieveTexas
In Action