Copyright © Texas Education Agency, 2012. These 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 Copyrights, Trademarks, License Agreements, and Royalties, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494; phone 512-463-7004; email: copyrights@tea.state.tx.us.
Career and Technical Education (CTE)
Career and Technical Education (CTE)

Definition #1:
Career and Technical Education (CTE) instruction aims at developing foundational skills, core workplace competencies, and specific skill competencies in various occupational areas.

Definition #2:
Career and Technical Education (CTE) prepares young people to manage the dual roles of family member and wage earner and enable students to gain entry-level employment in a high-skill, high-wage job and/or to continue their education.
Career and Technical Education (CTE)

Internships, practicum courses, career preparation courses, dual enrollment programs, and apprenticeships are a few venues that deliver career and technical education by providing meaningful opportunities for learners to apply their academic and technical skills.
Career and Technical Education

Historical Side Notes:

In the past, Career and Technical Education (CTE) was organized by program areas, but is now organized by career clusters.

Example:

Family and Consumer Sciences (program area) courses are now located in five career clusters:

- Architecture and Construction (Interior Design courses)
- Arts, AV Technology and Communication (Fashion Design courses)
- Education and Training
- Hospitality and Tourism
- Human Services
Career and Technical Education (CTE)

- You are currently enrolled in the course **Child Guidance**
- **Child Guidance** is a CTE course
- You are a CTE student
- I am a CTE instructor
16 Career Clusters™

The career clusters icons above are used with permission of the States’ Career Clusters Initiative, 2007. For more information, visit www.careerclusters.org
16 Career Clusters™

Career Clusters

- Agriculture, Food & Natural Resources
  - Processing, production, distribution, and development of agricultural commodities and natural resources

- Architecture & Construction
  - Designing, managing, building, and maintaining the built environment

- A/V Technology & Communications
  - Creating, exhibiting, performing, and publishing multimedia content

- Business Management & Administration
  - Organizing, directing, and evaluating functions essential to productive business operations

- Government & Public Administration
  - Executing governmental functions at the local, state, and federal levels

- Human Services
  - Providing for families and serving human needs

- Information Technology
  - Providing diagnostic and therapeutic services, health informatics, support services, and biotechnology research

- Marketing
  - Designing, supporting, and managing hardware, software, multimedia, and systems integration

- Manufacturing
  - Performing marketing activities to reach organizational objectives

- Transportation, Distribution & Logistics
  - Managing movement of people, materials, and goods by road, pipeline, air, rail, and water

- Family & Consumer Sciences
  - Providing legal, public safety, protective, and homeland security services

- Health Science
  - Providing educational and training services, and related learning support services

- Finance
  - Financial and investment planning, banking, insurance, and business financial management

- Hospitality & Tourism
  - Managing restaurants and other food services, lodging, attractions, recreation events, and travel-related services

- Public Safety, Corrections & Security
  - Providing educational and training services, and related learning support services

The career clusters icons above are used with permission of the States’ Career Clusters Initiative, 2007. For more information, visit www.careerclusters.org
Child Guidance

Providing for families and serving human needs

The Cluster icon above is used with permission of the State’s Career Clusters Initiative, 2007. For more information visit www.careerclusters.org
Texas Education Agency recommended sequence of courses

Human Services

Principles of Human Services

- Lifetime Nutrition & Wellness (may be added to any sequence)
- Dollars and Sense
- Interpersonal Studies
- Child Development
- Family & Community Services
- Introduction to Cosmetology

Child Guidance

- Counseling & Mental Health
- Practicum in Human Services

Cosmetology

- Cosmetology I
- Cosmetology II

August 2009 © 2009 Texas Education Agency
Sequence of courses available in our district/campus
Human Services
Programs of Study

• Consumer Services
• Counseling and Mental Health Services
• Early Childhood Development & Services
• Family and Community Services
• Personal Care Services
Human Services
Programs of Study

- Consumer Services
- Counseling & Mental Health Services
- Early Childhood Development & Services
- Family & Community Services
- Personal Care Services
## Career and Technical Education (CTE)

<table>
<thead>
<tr>
<th>Career Cluster</th>
<th>Program of Study</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Services</td>
<td>Early Childhood Development and Services</td>
<td>Child Guidance</td>
<td>Providing for families and serving human needs</td>
</tr>
</tbody>
</table>

The Cluster icon above is used with permission of the State’s Career Clusters Initiative, 2007.
For more information visit [www.careerclusters.org](http://www.careerclusters.org)
Preparing individuals for employment in career pathways that relate to families and human needs.

**Sample Career Specialties/Occupations**
- Directors, Childcare Facilities
- Assistant Directors, Childcare Facilities
- Elementary School Counselors
- Preschool Teachers
- Educators for Parents
- Nannies
- Teachers' Assistants
- Childcare Assistants/Workers
- Clinical and Counseling Psychologists
- Industrial-Organizational Psychologists
- Sociologists
- Career Coaches
- School Counselors/Psychologists
- Substance Abuse and Behavioral Disorder Counselors
- Mental Health Counselors
- Vocational Rehabilitation Counselors
- Career Counselors
- Career Facilitators
- Employment Counselors
- Residential Advisors
- Marriage, Child and Family Counselors
- Community Service Directors
- Adult Day Care Coordinators
- Coordinators of Volunteers
- Licensed Professional Counselors
- Religious Leaders
- Directors, Religious Activities/Education Programs
- Human Services Workers
- Social Services Workers
- Vocational Rehabilitation Counselors
- Employment Counselors
- Career Counselors
- Vocational Rehabilitation Service Workers
- Leisure Activities Coordinators
- Dieticians
- Geriatric Service Workers
- Adult Day Care Workers
- Residential Advisors
- Emergency and Relief Workers
- Community Food Service Workers
- Community Housing Service Workers
- Social and Human Services Assistants
- Barbers
- Cosmetologists, Hairdressers, & Hairstylists
- Shampooers
- Nail Technicians, Manicurists & Pedicurists
- Skin Care Specialists/Estheticians
- Electrolysis Technicians
- Electrologists
- Funeral Directors/Morticians
- Embalmers
- Funeral Attendants
- Personal and Home Care Aides
- Companions
- Spa Attendants
- Personal Trainers
- Massage Therapists
- Consumer Credit Counselors
- Consumer Affairs Officers
- Consumer Advocates
- Certified Financial Planners
- Insurance Representatives
- Bankers
- Real Estate Services Representatives
- Financial Advisors
- Investment Brokers
- Employee Benefits Representatives
- Hospital Patient Accounts Representatives
- Customer Service Representatives
- Consumer Research Department Representatives
- Consumer Goods or Services Retailing Representatives
- Market Researchers
- Account Executives
- Sales Consultants
- Event Specialists
- Inside Sales Representatives
- Field Merchandising Representatives
- Buyers
- Small Business Owners

**Cluster Knowledge and Skills**
- Academic Foundations
- Communications
- Problem Solving and Critical Thinking
- Information Technology Applications
- Systems
- Safety, Health and Environmental
- Leadership and Teamwork
- Ethics and Legal Responsibilities
- Employability and Career Development
- Technical Skills
Possible Program of Study
Director, Childcare Facilities
**Early Childhood Development & Services**

**Career Goal (O*NET Code):** Preschool Teacher (25-2011), Special Education Teacher, Preschool (25-2041), Child Care Worker (39-9011), Preschool & Child Care Program Administrator (11-9031), Teacher Assistant (25-9041).

**Student Name:**

**Grade:**

**School:**

### Middle School

<table>
<thead>
<tr>
<th>Grade</th>
<th>Courses:</th>
</tr>
</thead>
<tbody>
<tr>
<td>8th</td>
<td>Core Courses: English I, Algebra I, Biology</td>
</tr>
<tr>
<td></td>
<td>Career-Related Electives: Principles of Human Services</td>
</tr>
</tbody>
</table>

### High School

<table>
<thead>
<tr>
<th>Grade</th>
<th>Courses:</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th</td>
<td>Core Courses: English I, Algebra I, Biology</td>
</tr>
<tr>
<td></td>
<td>Career-Related Electives: Principles of Human Services</td>
</tr>
<tr>
<td>10th</td>
<td>Core Courses: English II, Geometry, Chemistry</td>
</tr>
<tr>
<td></td>
<td>Career-Related Electives: Child Development or Interpersonal Studies or Lifetime Nutrition and Wellness</td>
</tr>
<tr>
<td>11th</td>
<td>Core Courses: English III, Algebra II, Physics</td>
</tr>
<tr>
<td></td>
<td>Career-Related Electives: Child Guidance or Languages other than English III</td>
</tr>
<tr>
<td>12th</td>
<td>Core Courses: English IV, AP Statistics, AP Environmental Science</td>
</tr>
<tr>
<td></td>
<td>Career-Related Electives: Practicum in Human Services or Problems and Solutions or Languages other than English IV</td>
</tr>
</tbody>
</table>

### Extended Learning Experiences

**Curricular Experiences:**
- Language Immersion Programs
- Peer Mediation
- Red Cross Courses
- School Newspaper
- Student Government
- UIL Academic Competitions
- Yearbook

**Extracurricular Experiences:**
- Family, Career and Community Leaders of America
- Texas Association of Future Educators

**Career Learning Experiences:**
- Career Preparation
- Internship
- Job Shadowing

**Service Learning Experiences:**
- Before/After-School Assistant
- Community Service Volunteer
- FACTS
- Families First
- Ready, Set, Read!
- Summer-Camp Counselor

**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.
Sample Bachelor Degrees

- Child Development
- Early Childhood Education
- Family & Consumer Sciences
- Human Development & Family Studies
Graduate Degrees

- Administration
- Child Development
- Early Childhood Education
- Educational Administration
- Elementary Education
Sample Career Options

- Child Care Administrator
- Child Care Supervisor
- Child Life Specialist
- Preschool-Elementary Teacher
- Special Education Teacher
TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)  
CHILD GUIDANCE
(3) The student identifies the importance of a well-written business plan. The student is expected to:

- (A) categorize a business plan and the need for a well-orchestrated business plan;
- (B) research business plan outlines, resources, and templates using web search engines;
- (C) explain a marketing plan, including price competition, non-price competition, market analysis, competition, marketing research, market segmentation, demographics, and sales forecasting;
(1) The student analyzes roles and responsibilities of caregivers. The student is expected to:

(A) determine the roles and responsibilities of caregivers related to the physical, intellectual, emotional, and social development of children;

(B) apply ethical codes of conduct to positive role modeling behaviors;

(C) identify strategies for optimizing the physical, intellectual, emotional, and social development of children, including those with special needs;

(D) write with proper voice, tense, and syntax, assuring it conforms to standard English, in creating examples of coherent written communication between parents and children;

(E) investigate the legal responsibilities and laws involved in caring for children;

(F) analyze the impact of changing societal patterns and demographics on the role of parents, children, and other family members;

(G) access resources available for effective management of multiple adult roles that affect child care;

(H) investigate parenting skills and responsibilities, including child support and other legal rights and responsibilities that come with parenthood;

(I) analyze relationship skills, including money management, communication skills, and marriage preparation; and

(J) examine skills relating to the prevention of family violence.
(2) The student analyzes child care options. The student is expected to:

(A) compare child care options for children of various ages;
(B) compare and contrast the financial considerations of child care options;
(C) examine criteria for selecting quality child care; and
(D) review minimum standards for licensing and regulations for center-based and home-based programs.
(3) The student analyzes responsibilities that promote health and wellness of children. The student is expected to:

(A) identify signs of good health and symptoms of illness in children;

(B) describe child guidance practices that contribute to the health and wellness of children such as requirements for rest, exercise, obesity prevention, public and personal safety, and sanitation;

(C) apply safe procedures in creating environments for children;

(D) prepare nutritious snacks or meals for children following the food guidelines in promoting children's health such as portion control, caloric requirements, and nutrient needs;

(E) determine resources available for managing the health care of children such as children's insurance, Children's Health Insurance Program, and county health clinics;

(F) recognize symptoms of children in family crisis situations; and

(G) discuss society's role in the protection of children and families.
(4) The student analyzes the effect of play in the development of children. The student is expected to:

(A) create examples of play that promote the physical, intellectual, emotional, and social development of children;
(B) describe characteristics and safety features of developmentally appropriate play activities, toys, and equipment for children;
(C) describe strategies caregivers may use to encourage constructive and creative play;
(D) determine potential uses and management of technology, media, and resources to foster healthy child development; and
(E) determine safeguards to prevent misuse and abuse of technology and media with children.
TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)
Child Guidance

(5) The student summarizes appropriate guidance techniques for children of various ages and developmental levels. The student is expected to:

(A) identify the various types of guidance and the effects on children;
(B) determine appropriate guidance techniques;
(C) explain behaviors that may lead to child abuse; and
(D) identify strategies that deter abusive behavior.
(6) The student makes informed career decisions that reflect personal, family, and career goals. The student is expected to:

(A) analyze the impact of career decisions on care giving;
(B) propose short-term and long-term career goals;
(C) assess personal interests, aptitudes, and abilities needed in the child-care profession;
(D) exhibit employability skills such as communication, problem solving, leadership, teamwork, ethics, and technical skills;
(E) demonstrate effective verbal, nonverbal, written, and electronic communication skills;
(F) demonstrate skills and characteristics of leaders and effective team members; and
(G) evaluate employment and entrepreneurial opportunities and educational requirements for early childhood development and services.
End of Course Project Option - Child Guidance
Next Lesson

Overview of Child Guidance
Career and Technical Education (CTE)

Child Guidance

Early Childhood and Services

Providing for families and serving human needs

The Cluster icon above is used with permission of the State’s Career Clusters Initiative, 2007.
For more information visit www.careerclusters.org
References and Resources

AchieveTexas
Education initiative designed to prepare students for a lifetime of success.
http://www.achievetexas.org

Learning that Works for America™
Sponsored by The National Association of State Directors of Career Technical Education Consortium (NASDCTEc). Aims to support an innovative CTE system that prepares individuals to succeed in education and their careers.
http://www.careertech.org/career-clusters/glance/at-a-glance.html

Texas Education Agency
Texas Essential Knowledge and Skills. The mission of the Texas Education Agency is to provide leadership, guidance and resources to help schools meet the educational needs of all students.
http://ritter.tea.state.tx.us/rules/tac/chapter130/index.html