This lesson will provide you with a brief overview of this course.
“The beginning is the most important part of the work.”

- Plato
Has anyone ever heard of Career and Technical Education?
Have students brainstorm: What do you think it is?
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:**
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

Allow a student to read the definitions for Career and Technical Education. Provide students with an index card and have them write a definition for CTE in their own words. Share responses.

If you choose to further explore the topic of Career and Technical Education, please see About CTE Presentation [http://cte.unt.edu/home/about.html](http://cte.unt.edu/home/about.html)
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.

Allow student a few moments to read the information on the slide and on the back of their index card write down all unfamiliar terms.

Lead a brief class discussion on the contents of the slide. Define and provide examples of all unfamiliar terms. Inform students of CTE venues available in your district, your campus and your program.
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:

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

Arts, AV Technology and Communication and Architecture (Fashion Design courses) and Construction (Interior Design courses) cluster information can be found at http://cte.unt.edu/
Career and Technical Education (CTE)

- You are currently enrolled in the course *Cosmetology I*
- *Cosmetology I* is a CTE course
- You are a CTE student
- I am a CTE instructor
A copy of this document is included in the Attachments section of this lesson.

The 16 clusters identified by the U.S. Department of Education, classify workforce preparation programs that are obtained through career and technical education.

What cluster do you think Cosmetology falls under? Have students read the descriptors for each cluster.
Cosmetology is in the Human Services Clusters.

If time permits, allow students to discuss other CTE courses available at your campus and determine their career clusters.
Cosmetology I is in the Human Services Cluster.
The Texas Education Agency has approved 12 high school courses in Human Services. Not all high schools offer all courses.

What is a coherent sequence?

The goal of CTE in high school is to progress through a sequence of courses that lead to the attainment of academic and technical skills. Discuss the sequence for Cosmetology on your campus/district.

If applicable, discuss other Human Services courses/sequences offered at your campus and in your district.

Inform students that it is possible to incorporate courses from other sequences or clusters into their personal program of study.

Example:
Sandra wants to someday own a hair salon. In addition to her cosmetology courses, she asks her counselor to enroll her in the course DOLLARS and SENSE (another Human Services course) so that she can learn about handling finances.

In the future, Juan would like to work in a salon and eventually provide for a family of his own. In addition to his cosmetology courses, Juan asks his counselor to enroll him in CHILD DEVELOPMENT, so he can learn as much as he can about children.

Encourage students to speak to their counselors.

Recommended sequences for all cluster courses can be found at: http://www.tea.state.tx.us/index2.aspx?id=5415
Sequence of courses available in our district/campus

Review the sequence available for your course.

If time permits, allow students to determine the sequences available for other CTE courses on their campus/district.
Each cluster has various Programs of Study. We have already established that Cosmetology I is in the Human Services career cluster. What Program of Study do you think it follows?
Yes, Cosmetology I is in the Human Services Cluster and is categorized under the **Personal Care Services** Program of Study.
Review labeled components.
Review the contents of this chart with the students, helping them make a connection between the cluster, selected program of study and possible career/occupations available to them.

This chart and frames for all career clusters can be found at: http://www.careertech.org/career-clusters/resources/career-frames.html
Click on logo to link to AchieveTexas Human Services component.
Possible Program of Study
The following licenses and certificates may be available through your high school cosmetology program:

- Cosmetology Operator License
- Esthetician Specialty License
- Hair Braiding Specialty Certificate
- Hair Weaving Specialty Certificate
- Shampoo/Conditioning Specialty Certificate
- Manicurist Specialty License

NOTE: Students may earn all or part of these certificates as part of the high school experience.

The facialist license is now esthetician specialty license.
The following are certificates as opposed to licenses
Hair braiding specialty certificate
Hair weaving specialty certificate
Shampoo/conditioning specialty certificate
Lots of options are available to you.
Provide students with a brief definition and explanation of the Texas Essential Knowledge and Skills (TEKS).

TEKS - the state standards for what students should know and be able to do
Differentiate between the Knowledge and Skills Statement and the Student Expectations.
Provide students with a copy of the course TEKS. Inform students that they will be referring to this document throughout the school year. Stress that all TEKS listed will be addressed. Briefly discuss upcoming course activities that correspond to the TEKS.
(2) The student combines academic skills with cosmetology requirements. The student is expected to:

(A) apply principles of biology, identifying living tissues, cells, and organisms to provide and select safe and effective personal care products and services;

(B) classify and apply principles of chemistry and explain the composition, structure, and properties of substances and of chemical processes to provide a broad range of personal care services;

(C) examine and apply basic principles of human anatomy to determine areas of potential problems and provide customized personal care services; and

(D) appraise marketing principles when selecting and using media to attract and retain clientele.

Briefly discuss upcoming course activities that correspond to the TEKS.
TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)
Cosmetology I

(3) The student applies the rules and regulations established by the Texas Department of Licensing and Regulation. The student is expected to:
(A) review and implement emergency policies and procedures regarding health and safety;
(B) research risks and potentially hazardous situations to maintain a clean record of safety when providing personal care services; and
(C) perform at least one-third of practical applications as required by the Texas Department of Licensing and Regulation or the governing body.

Briefly discuss upcoming course activities that correspond to the TEKS.
TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)
Cosmetology I

(4) The student describes the function and operates the tools, equipment, technologies, human resources, and materials used in cosmetology. The student is expected to:
(A) locate and compare vendor and sole-source provider resources to maximize benefits for personal care clients, businesses, or organizations;
(B) plan the range of personal care resources needed for business practice in order to access resources at appropriate times; and
(C) plan and maintain the range of human resources needed for efficient business practice.

Briefly discuss upcoming course activities that correspond to the TEKS.
(5) The student integrates the academic and technical knowledge and skills for cosmetology to simulated and actual work situations. The student is expected to:

(A) analyze and guide individuals in recognizing concerns and making informed decisions to select personal care services;
(B) create an individualized plan that reflects client preferences, needs, and interests in order to follow a course of treatment or action;
(C) apply time-management principles and techniques to achieve objectives and effectively serve clients;
(D) review client satisfaction with solutions, procedures, and products to enhance future services and interactions;
(E) implement ethical and legal conduct while working in the personal care industry; and
(F) execute actions that comply with legal requirements for person liability to guide personal conduct in the personal care services setting.

Briefly discuss upcoming course activities that correspond to the TEKS.
End of Course Project Options - Cosmetology I instructional lesson can be found on the SIRDC website.
Title on slide is hyperlinked to slide presentation for said lesson.
Next Lesson

Overview of Texas Cosmetology requirements
Any questions, comments or concerns?
Independent Practice: Instruct students to create their interpretation of the information on this slide. It may be used as the coversheet for their class binder, folder or journal. Students may draw or use a computer to complete the task.

Provide CTE Rubric.
Resources and References

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 Department of Licensing and Regulation
Occupational regulatory agency responsible for the state's 29 occupations and industries
http://www.license.state.tx.us/

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