

SUCCESSFUL IMPLEMENTATION OF HB 5: RECOMMENDATIONS FOR STAKEHOLDER GROUPS

STAKEHOLDERS	RELEVANT RESEARCH FINDINGS	RECOMMENDATIONS
LEGISLATIVE POLICYMAKERS	Districts are frustrated by short policy implementation timeline	<ul style="list-style-type: none"> Allow additional time for implementation in future education legislation and align endorsement selection timeline with school calendar
	Districts feel they do not have enough counselors to serve all students.	<ul style="list-style-type: none"> Make additional funds available for districts to expand counseling program Conduct job analysis of current counseling roles, revise functions (especially testing responsibilities) and team makeup to create more time for counselors to engage in one-on-one student advisement Fund counseling positions in district with a counselor-to-student ratio above 1:350
	Districts and counselors want more on-demand training	<ul style="list-style-type: none"> Offer additional on-demand training by producing webinars Provide consistent training materials resources on the TEA website Provide modularized online counselor training that counselors can access specific help topics in their own time, as needed (OnCourse training under development)
	Districts struggle to recruit Career and Technical Education teachers	<ul style="list-style-type: none"> Improve CTE funding weight to make more attractive salaries possible Consider distance learning options for rural and remote schools unable to recruit qualified CTE teachers Partner with local institutions of higher education to provide dual credit classes as needed, adapt distance learning classes offered at college level to high school curriculum.
	Districts are concerned that increased busing to meet student course needs may prove unsustainable	<ul style="list-style-type: none"> Improve transportation funding allotment to cover cost of increased busing Explore distance education opportunities Find business locations closer to school campuses, willing to share space for CTE classes
	Districts perceive a lack of state guidance	<ul style="list-style-type: none"> Enhance the role of the TEA to provide training materials and advice, including: <ul style="list-style-type: none"> Improve the ESC support role by formalizing the HB 5 support positions away from part-time or consultant positions, as well as collect materials and promising practice cases to share by region Add such promising practice materials to the TEA website as a 'clearinghouse' for all resources related to HB 5 implementation Be aware of localized concerns for future education legislation Provide more rationale to local school leaders for the decentralized implementation process (e.g. creates district autonomy and freedom to innovate)
TEXAS EDUCATION AGENCY	Districts wish for a centralized resource at the state level	<ul style="list-style-type: none"> Designate TEA staff member (or team) as a point of contact for all districts Improve TEA website to post all training and advisement resources in a centralized location TEA should also add any TWC, THECB, or other relevant materials (including career exploration materials), to a centralized TEA 'resource portal' Advertise resource portal existence to all administrators and counselors across the state, share link with counseling staff across the state Create a dedicated TEA hotline to help counselors navigate questions in real time
	Districts are frustrated by the need to coordinate TEKS and endorsements	<ul style="list-style-type: none"> Provide crosswalk between TEKS and endorsement course requirements to assist districts in course planning Transfer testing responsibilities from trained guidance counselors to test invigilators
	Districts face barriers to certifying Career and Technical Education teachers	<ul style="list-style-type: none"> Make CTE teacher certification process easier, to help districts attract qualified teachers Incorporate distance learning and dual credit opportunities Provide incentives to local industry partners to provide work hours for CTE instruction by their employees as part of corporate social responsibility efforts to community Supervise such industry-based instructors by pairing them with a trained teacher (e.g. create a hybrid teaching team with a curriculum specialist and a content specialist to overcome barriers of CTE teaching certification and provide students with state-of-the-art training opportunities, as well as the potential to network for future opportunities with local industry). Such an arrangement has the potential to further strengthen ties between the education system and the local business community. (Also required would be the development of a new accountability matrix to ensure high quality teaching)

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DISTRICT ADMINISTRATORS	Districts face administrative challenges around the middle-to-high school transition	<ul style="list-style-type: none"> • Develop district-wide student information management systems that track student endorsement and graduation plan progress through middle and high school • Create specific transition counselor roles to mitigate such workload challenges • Hire more administrative staff to support professional counselors with test administration, data entry, and additional administrative duties that take away from their guidance and career counseling functions
	Large districts struggle to unify approach across all schools	<ul style="list-style-type: none"> • Form cross-functional teams of personnel from all relevant departments to unify implementation strategies and communicate across school campuses • Create district-wide academic dean or guidance counselor leadership positions to help coordinate HB 5 implementation processes across large districts • Establish more cross-campus engagement opportunities, such as workshops where middle and high school counselors can share best practices and challenges related to transitioning students to high school endorsement pathways • Ensure superintendent leadership buys in to endorsement concept and helps support guidance counselor teams to experiment to mitigate challenges related to its implementation
	Districts worry about future staffing shortages for popular endorsements	<ul style="list-style-type: none"> • Closely monitor course enrollments and prioritize popular choices • Create earlier deadlines for course registration to allow more time for recruitment
	Districts are concerned about repercussions on students of early specialization	<ul style="list-style-type: none"> • Closely monitor student outcome data as first cohorts graduate under HB 5 • Initiate discussions with institutions of higher education about their perceptions
	Districts and parents are concerned about a lack of equal access to programming across districts (For example, some endorsements in smaller districts may only have 10 seats for a required class, with 100 students interested to join that endorsement)	<ul style="list-style-type: none"> • Develop and disseminate distance learning opportunities across the state, to mitigate this challenge as soon as possible • Identify local community college or industry partners who might be able to lend faculty or employees to teach such classes • Consider ways to partner with local community colleges offering similar coursework to build and supervise high school equivalent classes to meet short-term demand
CURRICULUM SPECIALISTS	Districts worry about student challenges arising from strict sequencing of courses in endorsements	<ul style="list-style-type: none"> • Provide more one-on-one advisement in middle school and early high school to avoid 'mid-stream' changes • Create 'check in' meeting time for students at end of freshman year, while changes to endorsements can still be made without disrupting sequencing • Provide parents information at the end of the freshman year, explaining the importance of students maintaining their endorsement path throughout high school
	Counselors concerned about lack of career exploration support before students required to select an endorsement	<ul style="list-style-type: none"> • Provide career exploration activities in late elementary and middle school and more systematically connect such efforts with the endorsement selection process • Ensure career exploration resources, as well as student's completed assessments are available to parents and counselors during the endorsement selection process • Ensure parents are aware of, can access, and successfully navigate the various software systems where such information resides
	Parents concerned students are too young to make endorsement selection in 8th grade	<ul style="list-style-type: none"> • Provide more intensive summer career exploration opportunities in the summers between 8th and 9th and 10th grades • Share links to the extensive and free career exploration resources online, with students and parents, as students enter middle school • Provide a standardized, year-long career exploration subject in 6th or 7th grade, so students have time to digest career paths and match their own interests and skills to the available endorsement pathways

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COUNSELING & GUIDANCE SPECIALISTS	Counselors face multiple responsibilities and limited time	<ul style="list-style-type: none"> • Following promising practices highlighted in this report, create transition counselor roles to mitigate burdens of HB 5 endorsement selection responsibilities across all counseling staff • Supplement counseling personnel by hiring more testing supervisors • Provide examples of innovative sharing of counseling roles to improve job satisfaction and create efficiencies in service delivery • Experiment with different sharing arrangements between counseling staff, build collaborative counseling teams • Experiment with counselors following student cohorts for multiple years
	Counselors are not specifically trained in career counseling	<ul style="list-style-type: none"> • Offer additional counselor training • Provide consistent training materials resources • Provide modularized online counselor training that counselors can access specific help topics in their own time, as needed (OnCourse training under development)
	Middle and high school counselors operate in silos	<ul style="list-style-type: none"> • Experiment, when possible, with revising counseling structure to allow counselors to rotate with student cohorts, starting in middle school • Create new counseling team arrangements, rotate responsibilities to avoid burnout, and identify shared roles that enhance efficiencies, following promising practices identified in this report
	Counselors face barriers to communicating with parents	<ul style="list-style-type: none"> • Individual districts should continue to distribute information amongst multiple communication channels while surveying parent preferences for receipt of information • In addition, individual districts must consider district demographics relevant to their unique student population makeup, including native language preferences of parents, home access to computers and internet service, comfort with technology, and usage of smartphones and applications) • Select communication platforms which allow parents to select how they receive information (e.g. via text, email, robo-call, social media), which holds the greatest chances of parent access to, and engagement with, the materials
INDUSTRY & CHAMBERS OF COMMERCE	School administrators and counselors report challenges in building long-term, proactive partnerships with local business partners	<ul style="list-style-type: none"> • Build backward from business priorities or regional economic development plans, rather than forward from the interests and needs of the K-12 education system alone, to increase business engagement in the education process • Create incentives for participation, such as tax breaks, subsidies, and local acknowledgement of partners
	Rural districts lack available industry partners	<ul style="list-style-type: none"> • Reach out to districts in surrounding rural areas to offer opportunities to pool resources and join industry partnerships • Approach industry associations representing wider geographical regions and identify ways to partner across the region • Experiment with 'cyber-partnerships' with long-distance business partners who are willing to connect with rural student populations • Create incentives to encourage employers to more proactively engage and invest in school partnerships and provide work-based learning opportunities. Examples include subsidizing businesses or providing tax credits to offer internships or work-study opportunities for high school students, or targeting federal work-study funding
	Districts face difficulties recruiting and certifying CTE teachers	<ul style="list-style-type: none"> • Provide grants or incentives to help districts recruit CTE teachers • Consider options for the creation of state-wide distance learning opportunities for students, especially in partnership with local community college campuses offering similar career pathways • Develop innovative instruction models blending distance learning with local businesses to provide practical experiential learning opportunities for students
	Districts without dedicated staff face challenges establishing partnerships	<ul style="list-style-type: none"> • Provide grants to hire staff or loan employee time to help schools develop partnerships
	Districts lack specialized facilities and equipment	<ul style="list-style-type: none"> • Loan space or equipment, or provide grants, to make new partnerships feasible
	Students, especially in rural, poorer, or remote areas, lack access to work-based learning opportunities (including internships, shadowing, or mentoring experiences)	<ul style="list-style-type: none"> • Cultivate employer champions who recruit their fellow businesses to partner with workforce and education systems to offer work-based learning and other career awareness experiences to students while they are in high school • Internships offered by employers, by the state, or through public-private partnerships, can be targeted to encourage students to enter high-demand fields • Support and highlight districts that are actively involved in scaling up career development activities for all students and disseminate promising practices to other districts not yet involved in the work

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HIGHER EDUCATION	Districts worry about alignment of endorsements with higher education expectations	<ul style="list-style-type: none"> • Work with districts to improve alignment of K-12 and higher education standards • Develop stronger communication channels between districts and institutions of higher education so higher education delivers a consistent message to high school students across the state about expectations and guidelines via a vis student endorsement selection and admissions requirements to 4-year universities
	Small, rural districts struggle to establish partnerships with geographically distant institutions of higher education	<ul style="list-style-type: none"> • Work to establish partnerships with online institutions of higher education • Work to establish strong partnerships with regional community colleges, including sharing dual credit coursework opportunities • Share campus space for in-person college level classes open to high school students as well as college students
PARENTS	Parents have expressed concern in not receiving any or not enough information, or not the right type, or through the right communication channel, nor understanding the relevance or importance of materials provided	<ul style="list-style-type: none"> • Ensure parents are receiving the information, understand the significance of signing off on a graduation plan or endorsement form • Provide information through multiple channels, including directing parents across the state to a single source of information on endorsements (TEA Graduation Toolkit) • Advertise new career exploration portals widely, to parents and students alike
	Parents have expressed concern around counselor preparation to explain endorsement selection process to parents and students	<ul style="list-style-type: none"> • Enhance counselor training, access to resources, and their sense of empowerment to speak about the endorsement process beyond “the legal documents provided” • Provide parents with access to a state-level helpline or customer service email if they are unable to get answers to their specific questions at the school or district level
	Parents have expressed “Parent Nights” as not the right venue to provide individualized attention or answer substantial questions raised during the session	<ul style="list-style-type: none"> • Although a large portion of counselors report parents are disinterested in attending information sessions solely devoted to endorsement selection, parents report they do not attend because they perceive that the group sessions are not an effective use of the time • Schools should consider different ways to disseminate endorsement information (such as through an online webinar link) that would create more time for face-to-face advisement and Q&A sessions with smaller groups of parents

5 Steps to Enhance HB 5 Implementation:

- 1 Enhance Consistent Support, Training, and Resource Sharing across State
- 2 Support Agile Experimentation at the District & School Level
- 3 Create Higher Quality and More Advising Time with Students
- 4 Align Parent Communication Strategies to Parent Preferences
- 5 Focus on Enhancing Industry Partnerships Driven by Economic Development Trends