

**Webinar #7 – Q & A**  
**January 21, 2016**

**Q: I am confused as I thought Health Science was in the Public Service Endorsement. Why is it in the STEM bulletin?**

A: When we worked with the TEA to come up with the crosswalk that would help our career software users link the endorsement options to the nearly 900 occupation titles which are available, one thing we noticed was that many of the occupations actually aligned with more than one endorsement option. To simplify the alignment, we decided to point out with those occupation titles that connected with more than one endorsement, a designation for the “*most likely endorsement alignments*” and “*secondary endorsement options*.”

Nearly all of the occupations in the health care industry fall under this category. Though they all have *Public Service* as their most likely endorsement alignment, they all also require foundational knowledge within the STEM field as part of their education and training.

Because our goal was to provide real-world career connections for students, we thought it was appropriate to include these occupations in the STEM version of this series as well.

**Q: May we post a link to this publication on our school’s website also?**

A: Yes you can, and we encourage you to share the link with other schools in your district and region.

**Q: Is it possible to add school district website or campus contact information to back page of bulletins?**

A: That is not something the agency is capable of doing, but if your school wants to add stickers on the backs of these bulletins so that your parents and community leaders know how to get in touch with your staff, we do not have a problem with that.

**Q: What is the expected timeline on having publications delivered if ordered within the week?**

A: Our response time is actually fairly quick. On average, once shipped, materials can get to you in 2-5 days.

**Q: Can you elaborate on the career selfie booth?**

A: Sure, the drawings that you see in these bulletins (along with a few others) have been blown up and mounted onto 16x20 foam-core boards, but we have removed the heads. I take these boards with me to career fairs along with backdrops and selfie sticks to allow students to “try on” different occupations, and take selfies with the cartoons. They seem to really like it.

**Q: What was the thought process behind which careers were displayed with the cartoon graphics?**

A: There were a few things we had to think about when determining what occupations would be included.

- First, we considered employer demand for the occupations. We wanted to ensure that jobs we showcased would have healthy projections.
  
- We also took into account student interest; not just in specific occupations, but industry-wide as well. So rather than including Dentists in the STEM bulletin, we used Dental Hygienist. This way, a student who may already be interested in dentistry can learn about another occupation in the field.

- We thought about showcasing some non-traditional occupations as well. For example, in this STEM version, instead of just including a litany of Engineers or Computer Programmers, we included Architects and App Developers.
- We also considered that we wanted to include occupations that have several different levels for the method of entry and education requirements. For example, the STEM bulletin includes jobs that require all of the following education requirements: High school diploma, Associate degree, Bachelor's degree, Master's degree, and Professional degrees.

**Q: I'm concerned about page 4 not listing the foundation with endorsements program.**

A: The information about the Foundation requirements is found on page 4. The information about individual endorsement options is located on page 5. This information was taken directly from the TEA and HB 5 legislation. All of the information students need to navigate the Foundation High School Program and endorsements are in the bulletin, they just may not be on the same page. When designing the layout, we wanted to make sure the pages were all inviting and appealing to students. We were afraid that including too much text on any one page would cause some readers to skip through the content. We thought this specific content was important enough to have its own space and attention.

**Q: My other concern is that our school district requires speech, whereas, page 4 does not show this.**

A: Again, the information within the bulletin that outlines the state requirements for credits earned by students was collected from the House Bill 5 itself as well as the TEA. The state no longer requires a credit of Speech in order to graduate high school. Rather, students simply need to demonstrate proficiency of this skill, and they can do so within their core classes. If your school requires speech as an exception to the state standard, we think that making a simple adjustment to the table on this page using stickers (much like a previous question response) you can absolutely do so.

**Q: Do the local offices have these?**

A: Not yet. In fact, no one does. As of today, we just received the proofs from our printer. Once we approve those, we are hoping to get them in our hands ASAP. We are thinking this may take 2-3 weeks.

**Q: I am concerned that we are trying to get our students to pick an endorsement, but with the careers that overlap it becomes confusing on what they should pick. Advice? Also, Health Science, we would say pick public service, but with the occupations on STEM it will be confusing? Solutions?**

A: That is hard to answer because when putting these together we were looking at the content from two perspectives; education and workforce.

Add the fact that not every school or district is offering the same endorsements or the same courses to earn the endorsements, the conversations you will have with individual students will all look different. But one thing is consistent; we want to be sure to provide students with a real-world representation of what their workforce options will look like depending on the different kinds of training and education they start out with. When working with our TEA partners to align occupation titles to endorsements, we noticed that many of them had to include "*secondary endorsement options*" because the training needed for the jobs could easily fit into more than one endorsement area. We showcase many of these in our multi-disciplinary bulletin and address the fact that many occupations can dip into more than one option. Ultimately, if nothing else is accomplished, we just want to provide students with knowledge of job possibilities that are new and exciting to them, and we understand that some of the titles they see in these bulletins may be jobs they have never heard

about; and that's a great thing! This is also why we encourage them to discuss this with Counselors and to spend time researching their interests and options. Then we point them to some tools to help them do just that.

We have an obligation to prepare students as best we can for what life on the job is going to be like when they are long out of the classroom. The first step to that is helping them understand that the workplace is constantly changing and also very interconnected. The Health Science jobs are one great example of this. A foundation in the Public Service area is absolutely necessary for this line of work, but there is no disputing that a foundation in STEM is also necessary. From the workforce perspective, this is industry standard and a STEM foundation can provide students the kinds of "minimum requirements" they will encounter in job ads when seeking work. Who will hire a nurse, pharmacist, surgeon, or Vet who does not have a strong foundation in chemistry, physics, anatomy & physiology, or calculus?

**Q: Are samples available in the counselor sample packet?**

A: Once they are in print, yes they will be. More than likely, we will include one bulletin in each Counselor packet that goes out (rather than all 5).

**Q: What is the recommended age again?**

A: Our bullseye target was 8<sup>th</sup> grade, but we could see these being utilized in 7<sup>th</sup>-10<sup>th</sup> grades.

**Q: Is the earnings data for occupations specific to Texas or national averages?**

A: It is all Texas data. Currently our projections go out to year 2022, but those figures will be updated in the fall of 2016 to indicate projections through 2024. Our goal is to keep up with those projections to ensure our bulletins are always up to date.