



**HALLSVILLE INDEPENDENT SCHOOL DISTRICT
CAREER AND TECHNICAL EDUCATION
Board Report
June Report**



Growing All Learners to Achieve Excellence in CTE

- **Eastman Apprenticeship Program/Process Technology Meeting**
 - HISD Process Technology Instructor, Scott Sandvik and Kathy Gaw met with officials from Longview Economic Development Corporation, Kilgore College Representatives and Longview ISD to begin planning an apprenticeship program for our students that are enrolled in our CTE Energy Program of Study.

Specific topics addressed were:

 - Intern selection will need to explore various TEA and legal concerns.
 - Will selection be set up as a scholarship, appointment, tested, etc?
 - Testing requirements were discussed for students including TALOGY and Work Keys.
 - Most students would likely be scheduled to Eastman in the afternoon but we will keep morning as an individual student option.
 - Age requirements are not a problem for Eastman with high school seniors.
 - Eastman will set up students to work in various areas in order to explore and better choose a career area.
 - Eastman will have an on-boarding process that will include drug screening. Liability can be covered through ISD school insurance and a parent release will be required.
 - A combined MOU (Memorandum of Understanding) will be developed.
 - **Next steps/Meeting July 16th at LEDCO**
 - KC will develop a Dual Credit Pathway - PTAC Career Map including the Internship
 - Eastman will finalize the discussed information this summer and bring updated info as information pertaining to internship.
 - Eastman will then work with KC & and ISD's on a combined MOU
 - SD's and KC will involve local CTE Advisory Councils
 - All parties will plan/schedule a PTAC Day for ISD campuses as a recruitment tool.
 - ISD's & KC will develop their schedules for enrollment beginning Fall 2027. All parties will develop a process to identify and place interns
- **CTE PEIMS Summer Submission- Completed and sent to Jill Buchanan (June 3rd)**

- **Gregg County Workforce and Education Alignment – Longview Chamber of Commerce**
 - Superintendent John Martin, Principals-Clayton Farrell/James Gibson and Kathy Gaw met with business and industry partners and representatives from Kilgore, Longview and Pine Tree to discuss workforce readiness, career pathways, accountability, technology and the future of talent development.
 - The strongest message from the Superintendent Forum is that Gregg County has an opportunity to move beyond isolated programs and toward a more connected workforce system.
 - See attachment for additional details
- **Texas Association of Future Educators - National Competition**
 - Kylie Cotton, Julia Seal and sponsor, Jenny Seal departed on Friday, June 19th. Kylie will compete on Saturday, June 20th. Julia will serve as District Representative and will attend leadership sessions throughout the conference.
 - Students and teacher will return on Monday, June 20th
- **CTAT Forensic Science, Law and Public Service Conference**
 - Conference will be held in San Marcos, June 16th-18. Rob Best, CTE Criminal Justice Instructor will represent Hallsville ISD.
 - This conference includes content specific sessions to stay at the forefront of LPS Education, legislative updates, law-enforcement techniques used by licensed peace officers, along with teacher focused sessions, TCOLE credit options on the pre-con day, the conference provides networking opportunities with other CTE professionals from all across Texas.
 - Mr. Best will attend sessions as well as serve as a presenter. His presentation title is **"AI in Criminal Justice Education: Bringing Learning to Life with AI"**
- **Hallsville ISD FFA Recognition**
 - The Hallsville FFA Chapter recently received some exciting news! The National Chapter Award application has been scored, and Hallsville FFA has earned a Gold Ranking and has been named as one of the Top 25 FFA Chapters in Texas. As a result, the chapter application will advance to the national level, with national results to be announced in August.
 - In addition to receiving a Gold Ranking, Hallsville FFA was also selected as one of only three chapters in Texas to receive a Premier Chapter Award. Texas FFA recognizes three chapters for having outstanding ("Premier") activities in each of the three National FFA divisions: Growing Leaders, Building Communities, and Strengthening Agriculture. Hallsville FFA was selected in the Growing Leaders division.
 - Congratulations to all Hallsville FFA members, instructors and supporters for making this possible. Thank you for your hard work, dedication, and teamwork. Your efforts made this achievement a reality.
- **East Texas Leaders in Washington DC/East Texas Coalition-** Kathy Gaw has been invited to participate in a partnership with Longview, Kilgore, Tyler, Whitehouse and Lindale Chamber of Commerce to be held November 8th-11th 2026. More details to follow.

Gregg County Workforce & Education Alignment

A Business Perspective on Future Policy Considerations

Executive Summary

For the past several years, the Longview Chamber has convened Gregg County superintendents to discuss workforce readiness, career pathways, accountability, technology, and the future of talent development.

The purpose of these conversations has never been to focus on operational challenges or advocate for a particular education agenda. Rather, the goal has been to better understand the realities facing our schools and identify opportunities where business, education, workforce organizations, and policymakers can work toward greater alignment.

These discussions have provided valuable insight into the opportunities and obstacles shaping the future workforce of Gregg County.

A clear message has emerged.

Gregg County does not lack commitment.

It does not lack partnerships.

It does not lack programs.

Across our community, educators, employers, workforce organizations, economic development professionals, nonprofit leaders, faith-based organizations, and community volunteers are investing significant time and resources to help students succeed.

The challenge is not a lack of effort.

The challenge is that many of these efforts operate independently while pursuing the same outcomes.

Business leaders, educators, workforce organizations, and policymakers all share a common goal: preparing students for successful careers and strengthening the long-term competitiveness of our economy. Yet the systems designed to support that goal often create unnecessary complexity, duplication, fragmented engagement, and barriers to innovation.

At the same time, schools are being asked to prepare students for a workforce that is evolving faster than ever before, while navigating accountability systems, technology shifts, workforce shortages, and changing policy expectations.

The conversations with Gregg County superintendents have reinforced an important reality: workforce development is no longer solely an education issue. It is an economic competitiveness issue that requires stronger alignment across the systems that influence talent development.

The following policy considerations emerged from those discussions and are offered as opportunities to strengthen workforce readiness, improve collaboration, and better position Gregg County for long-term

Policy Consideration #1

Move Career Exploration Earlier

Students are often asked to select Career and Technical Education pathways during 8th grade.

However, many students have had limited exposure to the broad range of careers available in today's economy before making that decision.

Career exploration should not begin when students select a pathway.

It should begin in elementary school.

Students need opportunities to:

- Meet professionals
- Visit workplaces
- Explore industries
- Understand entrepreneurship
- Experience problem-solving
- Learn about skilled trades
- Discover emerging careers

Parents also need greater awareness of modern workforce opportunities, certifications, apprenticeships, and technical career pathways.

Business Recommendation:

Support policies that encourage age-appropriate career awareness beginning in elementary school and continuing throughout a student's educational journey.

Success should be measured not by how early students choose a pathway, but by how informed they are when they make those decisions.

Policy Consideration #2

Align Accountability with Student Success

Superintendents consistently expressed support for accountability.

The concern was not accountability itself.

The concern was whether current systems measure the right outcomes.

Students grow.

Interests change.

New opportunities emerge.

A student who selects one pathway in 8th grade may discover a better fit in 10th or 11th grade.

From a workforce perspective, helping students discover the right pathway should be viewed as success.

Current accountability structures may unintentionally create tension between pathway completion and pathway exploration.

Another concern involved changing accountability measures.

Businesses operate in competitive environments with accountability standards. However, those standards are generally stable enough to allow organizations time to improve, invest, evaluate, and adjust.

Schools often face evolving measurements, changing accountability indicators, shifting funding formulas, and new policy requirements.

By the time districts fully implement a strategy, the goalposts may have moved.

Business Recommendation:

Support accountability systems that:

- Prioritize long-term student success
- Allow sufficient time for implementation and evaluation
- Reward meaningful workforce outcomes
- Encourage informed career exploration
- Provide greater stability and predictability

Policy Consideration #3

Improve Outcome Measurement

An important question emerged during the discussion:

How do we know if students are successful after graduation?

Schools increasingly are expected to prepare students for workforce success, credential attainment, and postsecondary achievement.

Yet districts often have limited ability to track graduates once they leave the K-12 system.

Without stronger connections between education, workforce, higher education, and employment data systems, measuring long-term success remains difficult.

Business Recommendation:

Support policies that improve longitudinal workforce outcome tracking while protecting student privacy.

Better information will lead to better decisions.

Policy Consideration #4

Create Shared Workforce Infrastructure

Gregg County is home to seven independent school districts serving approximately 132,000 residents.

Each district works to recruit:

- Advisory board members
- Industry partners

- Guest speakers
- Internship providers
- Apprenticeship opportunities
- Job-shadowing experiences
- Work-based learning opportunities

At the same time, employers are frequently approached by multiple organizations seeking support.

This includes schools, colleges, workforce organizations, nonprofits, churches, chambers, economic development organizations, and youth-serving programs.

The challenge is not a lack of activity.

The challenge is coordination.

Organizations such as Junior Achievement, Workforce Solutions East Texas, LEDCO, the Longview Chamber, local churches, colleges, and employers are all contributing to meaningful work.

Yet there is no central clearinghouse to help coordinate those efforts.

Program sustainability can also become challenging due to volunteer capacity, financial resources, leadership transitions, and competing priorities.

Business Recommendation:

Explore the creation of a countywide workforce coordination model that could:

- Serve as a central connection point
- Reduce duplication
- Coordinate employer engagement
- Improve communication
- Align career awareness efforts
- Support long-term sustainability

The question is not what program should exist.

The question is who should own coordination.

Policy Consideration #5

Modernize Industry Engagement

Participants discussed challenges associated with maintaining effective advisory boards for Career and Technical Education programs.

For both small and large districts, keeping pace with rapidly changing workforce demands is increasingly difficult.

Many workforce needs are shared across Gregg County.

However, current structures often require districts to operate independently.

Several participants questioned whether greater collaboration among CTE leaders, employers, and industry representatives could strengthen program quality while reducing duplication.

Business Recommendation:

Explore policy changes that encourage:

- Shared industry advisory boards where appropriate
- Cross-district collaboration
- Joint workforce planning
- Shared employer engagement strategies
- Regional labor market analysis

Employers do not operate within district boundaries.

Workforce systems should reflect that reality.

Policy Consideration #6

Prepare Students for the Future Workforce

Perhaps the most future-focused discussion centered on technology and artificial intelligence.

Businesses have been integrating automation, augmentation, robotics, machine learning, and artificial intelligence for years.

AI may be a new political discussion.

It is not a new workforce reality.

Participants discussed concerns regarding technology policy and whether future decisions will focus primarily on restricting access rather than preparing students for a technology-enabled workplace.

The question is not whether students will encounter AI.

They already are.

The question is whether students are learning how to use technology responsibly, ethically, and effectively.

Business Recommendation:

Future technology policies should be evaluated through a workforce readiness lens.

Before implementing restrictions, policymakers should ask:

Will this decision better prepare students for the workforce they are entering?

Or does it prepare them for a workforce that no longer exists?

The future workforce will require:

- Adaptability
- Digital literacy

- Critical thinking
- Problem solving
- Human judgment
- Responsible Technology use

Those skills will remain valuable regardless of how technology evolves.

Conclusion

The strongest message from the Superintendent Forum is that Gregg County has an opportunity to move beyond isolated programs and toward a more connected workforce system.

The goal is not additional bureaucracy.

The goal is alignment.

Business leaders need talent.

Students need opportunity.

Schools need stability.

Employers need engagement pathways.

Policymakers need better information.

By focusing on career awareness, accountability, outcome measurement, coordination, industry engagement, and future readiness, Gregg County can strengthen the systems that support both workforce development and long-term economic competitiveness.

The question is no longer whether we care about workforce readiness.

The question is whether our policies and systems are designed to achieve it.