

Region One ESC

Career and Technical Education

Work-Based Learning

Training

April 23, 2021



©2020 Division of Instructional Leadership, School Improvement, and College Readiness Support



Presenters Background



Leo Saenz, M.Ed.

CTE Specialist

Region One ESC



©2020 Division of Instructional Leadership, School Improvement, and College Readiness Support

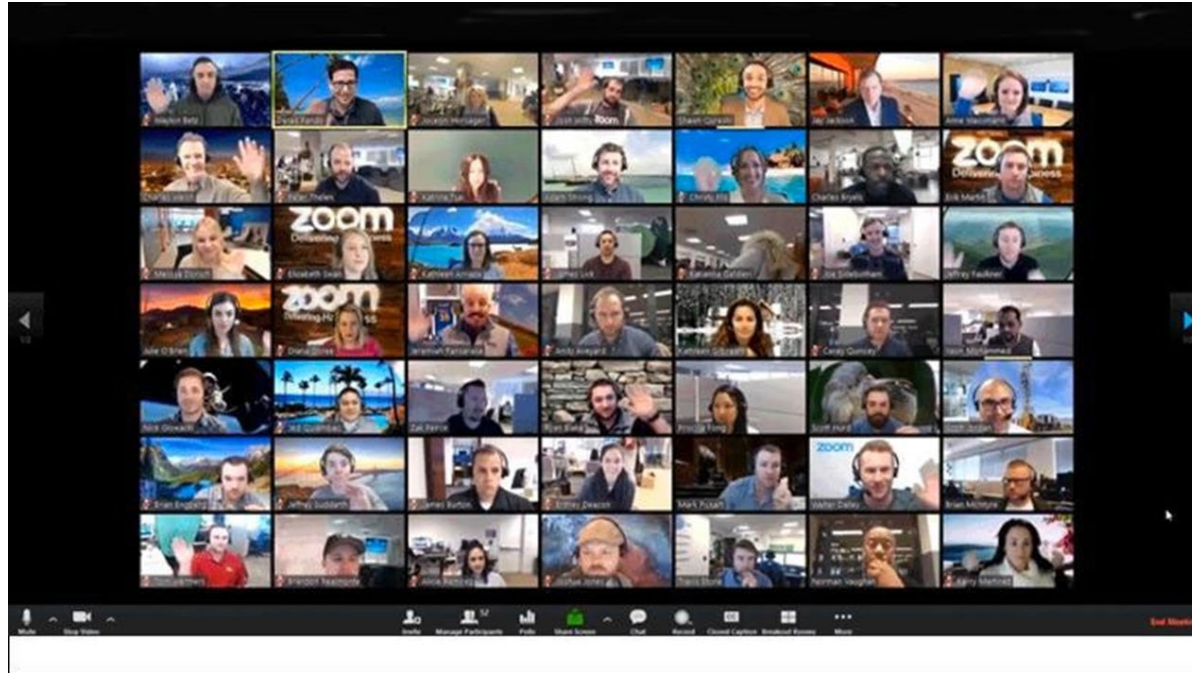


Agenda

- Introduction
- Overview & Benefits of WBL
- TEA and CTE Information
- Textbook and Curriculum Resources
- Program Management
- Safety
- Industry Partnerships
- Advisory Committees
- Career & Tech Student Organizations
- Wrap up and dismissal



Virtual conferences are the new reality.



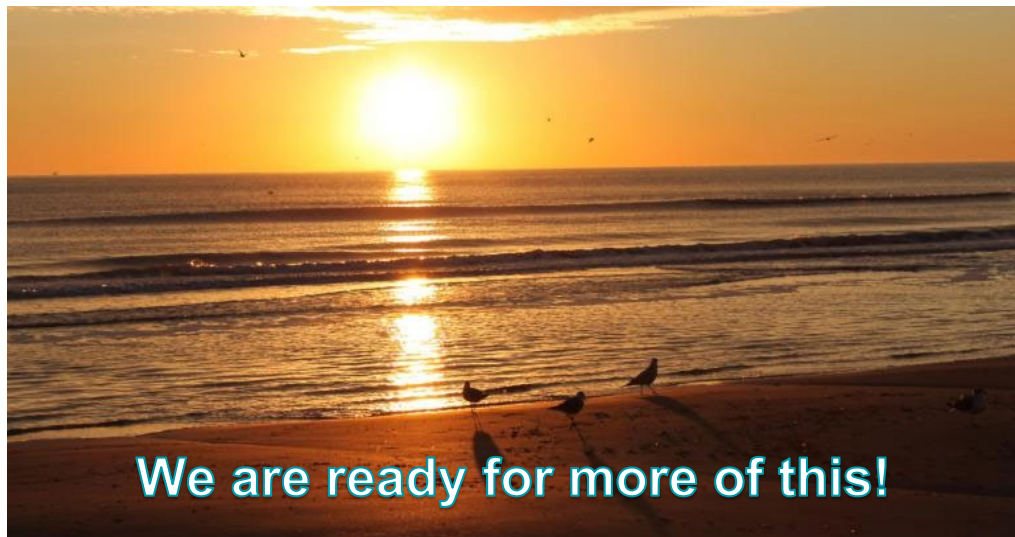
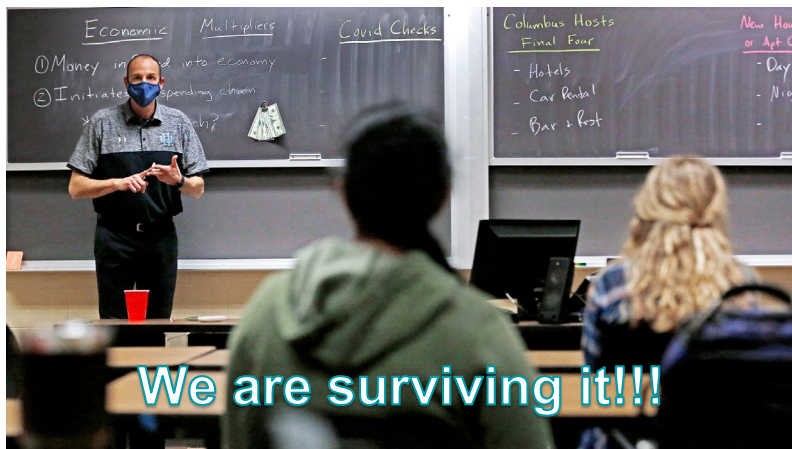
©2020 Division of Instructional Leadership, School Improvement, and College Readiness Support



Some housekeeping issues:

- You will only receive credit by completing the entire class.
- There will be breaks built into the session.
- Forms I am referencing are on the professional development site.
- This is generally a full day in person session; without interaction between participants and presenter (that's me!), it will probably be a bit shorter.
- When you finish this training, please make sure to go and evaluate the session so that you will be able to print your certificate.





Since we are a small class lets introduce ourselves.



when the teacher about to switch the
powerpoint slide and you still not done taking
notes



Why am I here?

In Texas, public school districts are responsible for ensuring that each teacher assigned to a career preparation or practicum course has completed appropriate training in state and federal requirements regarding work-based learning and safety.

This training is designed to help teachers who will be coordinating student work-based learning (WBL) experiences. It covers the basic information needed to implement work-based learning at Texas high schools.

It is the expectation of the Texas Education Agency (TEA) and the State Board for Educator Certification that WBL instructors will continue to enhance their knowledge and skills by participating in additional professional development opportunities after completing this training.



*Disclaimer

- Today's session will focus on "best practice" for coordination of Career Preparation & Practicum experiences. Local school districts may impose any requirements necessary for participation in Career Preparation or Practicum experiences by board approval.



What was your very first job?





Overview and Benefits of Work-Based Learning



Connect High School to Career and College: Division of CCMP

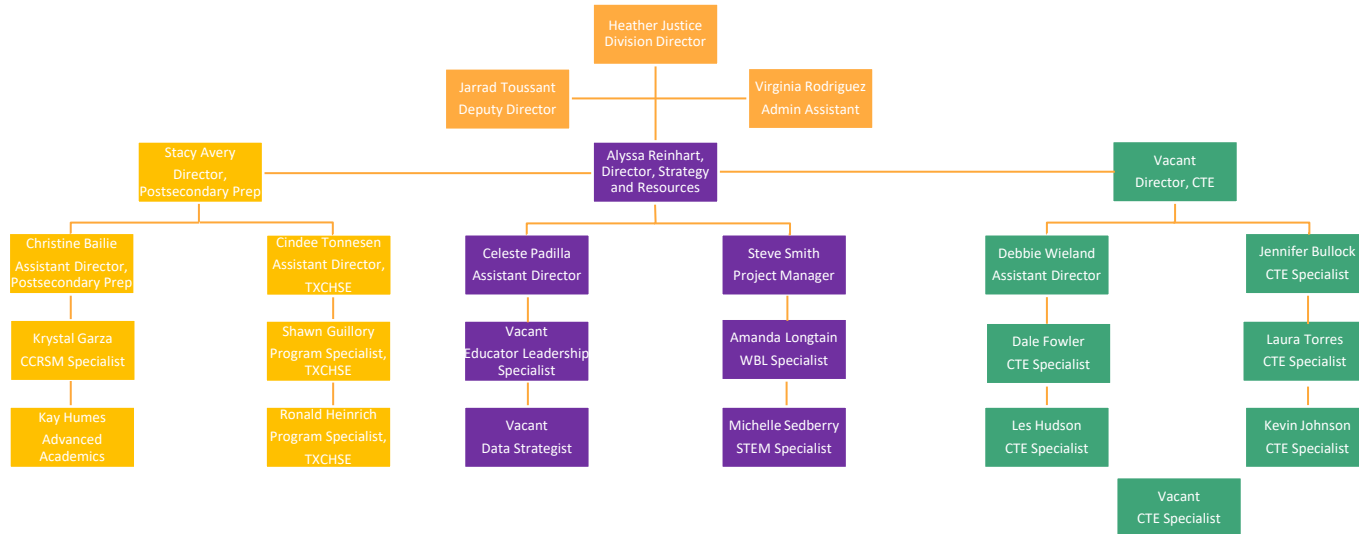
Aligning Texas's Educational Goals with Its Diverse Industry Needs and Opportunities



4/22/2021
13



College, Career, & Military Prep Division





Statewide Objectives for Work-Based Learning Framework

Increase opportunities for all students to participate in career awareness and exploration activities in early grades.

Increase access and opportunity for all students to participate in high-quality capstone work-based learning experiences aligned to regional labor market conditions.

Encourage deeper connections between business and education.

Students will develop and demonstrate employability skills as defined by the Employability Skills Rubric.

Local boards of education will adopt processes to support, monitor, and assess work-based learning experiences.

7/14/2019

7





Definition of Work-Based Learning

Work-Based Learning is a continuum of intentional activities and experiences designed to expand the boundaries of the classroom and prepare students for future career opportunities. Activities and experiences begin as early as pre-kindergarten and continue through postsecondary education.

Work-Based Learning provides opportunities for students to:

Apply academic and technical knowledge and skills learned in the classroom in a realistic setting

Engage with business and industry professionals

Explore and experience potential career options

Develop and practice essential employability skills



“Work-Based Learning (WBL) is an instructional method that links work experience with school-based instruction to promote critical thinking, foster social and psychological development, and enhance

Authentic work-based learning has four essential characteristics. It includes:

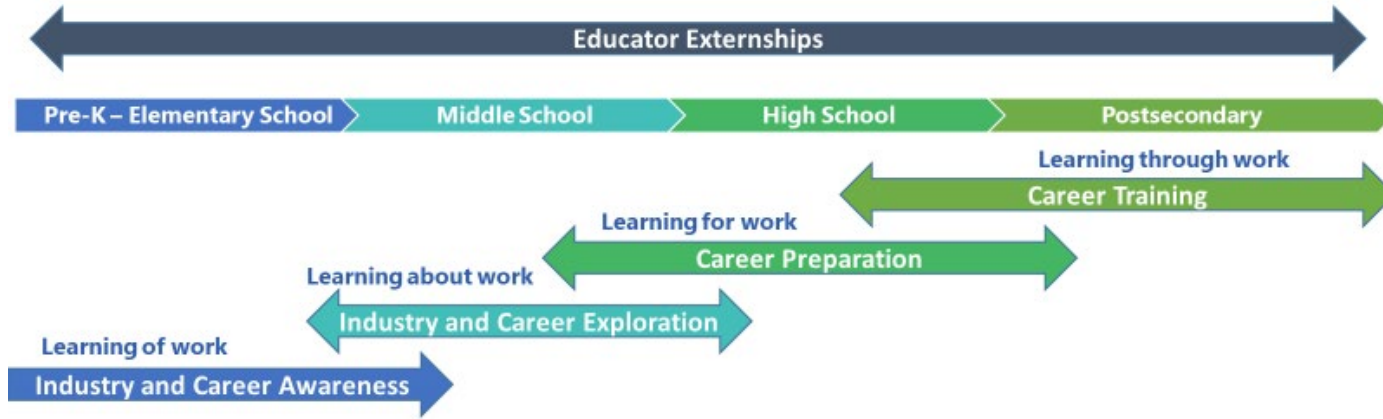
1. Integrated, well-planned instruction that results in progressive student learning.
2. A school-based instructional component taught by a qualified instructor.
3. Authentic work experience for the student which may be paid or unpaid.
4. The school-based instruction is linked to the work experience.

*Source: teawbltraining.org





Work-Based Learning (WBL) Continuum

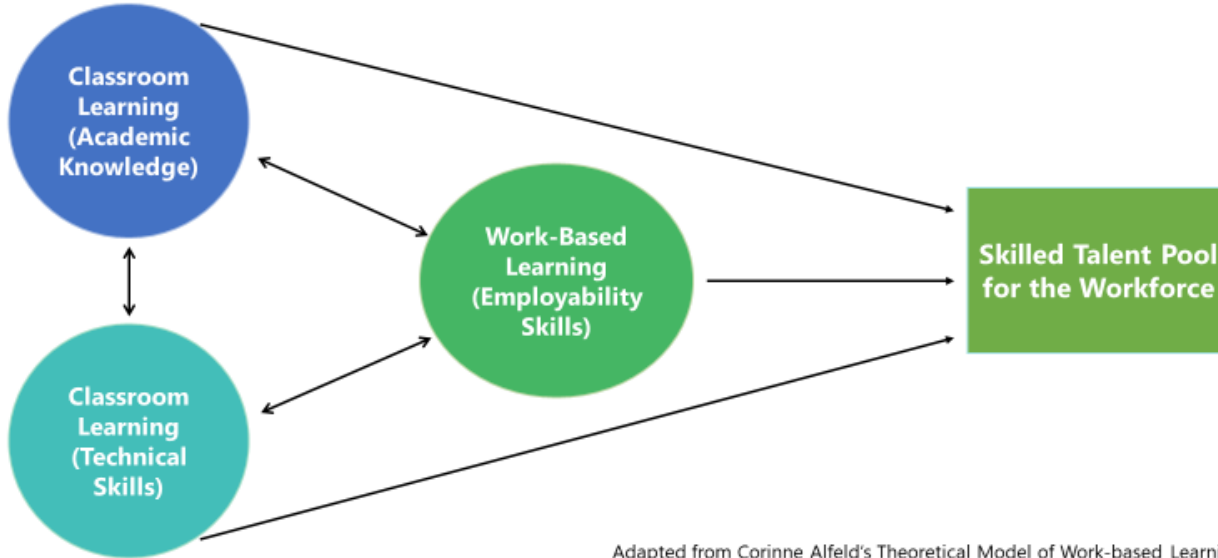


7/14/2019

9



Theoretical Model of Work-Based Learning



Adapted from Corinne Alfeld's Theoretical Model of Work-based Learning



Elements of High-Quality Capstone Work-Based Learning Experiences

Capstone work-based learning experiences provide “sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, firsthand engagement with the tasks required in a given career field, that are aligned to curriculum and instruction.”

Source: Strengthening Career and Technical Education for the 21st Century Act (2018).



Source: Hauge, K. (2018). *States Continue Advancing Strategies to Scale Work-Based Learning*. Washington, DC: National Governors Association.

7/14/2019

11





Tentpoles for Work-Based Learning Success

School culture which is supportive of work-based learning with buy-in from teachers and administrators

Dedicated staffing role(s) to support work-based learning efforts

Strong collaboration between core academics, career and technical education, and work-based learning coordinator/facilitator/liaison

Systems/Tools/Processes to monitor and measure student progress in work-based learning experiences and inform continuous improvement

Work-based learning opportunities aligned to regional labor market information and opportunities

Engagement with local workforce development board and employers

7/14/2019

12



Studies have shown that it's easy to lose focus during virtual training. So, this is our first built-in break.

Take 5 minutes; get a beverage; make a quick phone call.

When we come back, we will look at What TEA says about Career Preparation and Practicums



What TEA says about Career Preparation and Practicums....

“**Career Preparation** consists of time spent at an approved training site, as well as classroom instruction.

Practicums are specific to a Career Cluster and combine classroom instruction with learning experiences in a laboratory setting or at an approved training site.”

*Source: Student Attendance Accounting Handbook



Classes you can teach with WBL Certification

- ❖ Career Development Courses
 - ❖ Career Preparation I
 - ❖ Career Preparation II
- ❖ Innovative Course (Career Development)
 - ❖ Student to Industry Connection



Classes you can teach with WBL Certification

❖ High School CTE Practicum Courses

Subchapter A - §130.25	Practicum in Agriculture, Food, and Natural Resources (2-3 credits)
Subchapter B - §130.45	Practicum in Interior Design (2-3 credits)
Subchapter B - §130.48	Practicum in Architectural Design (2-3 credits)
Subchapter B - §130.62	Practicum in Construction Management (2-3 credits)
Subchapter C - §130.87	Practicum in Audio/Video Production (2-3 credits)
Subchapter C - §130.90	Practicum in Graphic Design and Illustration (2-3 credits)
Subchapter C - §130.95	Practicum in Fashion Design (2-3 credits)
Subchapter C - §130.98	Practicum in Printing and Imaging Technology (2-3 credits)
Subchapter D - §130.122	Practicum in Business Management (2-3 credits)
Subchapter E - §130.145	Practicum in Education and Training (2-3 credits)
Subchapter F - §130.122	Finance uses Practicum in Business Management (2-3 credits)
Subchapter G - §130.190	Practicum in Local, State, and Federal Government (2-3 credits)
Subchapter H - §130.205	Practicum in Health Science (2-3 credits)
Subchapter I - §130.227	Practicum in Culinary Arts (2-3 credits)
Subchapter I - §130.229	Practicum in Hospitality Services (2-3 credits)
Subchapter J - §130.250	Practicum in Human Services (2-3 credits)
Subchapter K - §130.280	Research in Information Technology Solutions (2-3 credits)
Subchapter L - §130.301	Practicum in Law, Public Safety, Corrections, and Security (2-3 credits)
Subchapter M - §130.330	Practicum in Manufacturing (2-3 credits)
Subchapter N - §130.348	Practicum in Marketing Dynamics (2-3 credits)
Subchapter O - §130.374	Practicum in Science, Technology, Engineering, and Mathematics (2-3 credits)
Subchapter P - §130.404	Practicum in Transportation, Distribution, and Logistics (2-3 credits)



Overview of Policies and Standards

Student enrollment:

- *Age – 16 is the minimum age for enrollment in a class which includes paid work-based instruction.*
- *Grade – 11-12 is recommended, as the capstone of a coherent sequence of courses.*



Overview of Policies and Standards

Student enrollment (continued):

- *Students with disabilities – We are encouraged to include students with disabilities, when appropriate into all CTE courses. Accommodations as identified the Admission, Review, and Dismissal (ARD) Committee should be made to facilitate student success.*



*Student Attendance Accounting Handbook *2019-2020*



Let's take a quick look at the relevant key points...



- **5.7.1 Career Preparation Eligibility Requirements – page 173-174 of excerpted Student Attendance Accounting Handbook**

- The **career preparation** course is for **paid or unpaid** experiences. The training component must address all the TEKS for the course and provide a student with a variety of learning experiences that will give the student the broadest possible understanding of the business or industry.
- Each career preparation course must consist of student participation in career preparation training appropriate to the instructional program plus participation in related CTE classroom instruction. The course should **span the entire school year, and classroom instruction must average one class period each day for every school week. (at least 45-89 minutes)** A student is expected to be enrolled the entire school year; however, in accordance with local district policy, a student may enter or exit the course when extenuating circumstances require such a change.
- A student must be a **minimum age of 16 and hold valid work documentation, such as a Social Security card, to participate in paid Career Preparation learning experiences.**
- Students **unemployed for more than 15 consecutive school days are not eligible for contact hours.**
- Your district may not enroll a student in a Career Preparation course in any setting that does not allow a student to be enrolled for the entire school year, such as credit recovery.



- 5.7.1 Career Preparation Eligibility Requirements

Classroom Instruction	Work-Based Instruction	Units of Credit
1 hour per day (average)	10 hours per week (average)	2
1 hour per day (average)	15 hours per week (average)	3



What if a Student CANNOT Find a Job?

- Consider volunteer/unpaid experiences for that student
- Examples?



Work-Based Learning Benefits for Students

- can develop and/or clarify their career goals and the education they need to reach those goals by exploring and learning about various fields and careers;
- are typically more motivated to take responsibility for their own development and acquisition of knowledge;
- are more likely to pursue postsecondary education;
- gain an understanding of what to expect in the workplace and job-appropriate behavior;
- learn valuable “employability skills,” such as decision making, problem solving, effective communication, etc., that can influence career success;
- gain confidence they need to pursue and land their desired job; and
- gain valuable work experience that can inform their career choices.



Work-Based Learning Benefits for Employers

- help ensure that the curriculum is supporting the development of essential skills;
- encourage and develop student interest in jobs and careers with their company and in their industry;
- help future workers understand the education and skills they need to obtain jobs and succeed in today's market;
- reduce their recruitment and training costs by hiring better-prepared employees who understand company policies and expectations;
- retain current employees by providing opportunities to improve their leadership and communication skills; and
- advance their reputation in their communities as supporters of local schools and talent.



How do I know what Practicums I can teach?

Have you ever heard of the
Chapter 231
Certification Chart?

Teacher Certification
Requirements

<http://ritter.tea.state.tx.us/sbecrules/tac/chapter231/ch231e.html>



How do I know what Practicums I can teach?

Teaching Certificate

- * Technology Education



Possible Practicums

- * Practicum In Architectural Design
- * Practicum in Construction Management
- * Practicum in Audio Video Production
- * Practicum in Graphic Design and Illustration
- * Practicum in Manufacturing
- * Practicum in STEM
- * Practicum in Transportation, Distribution, and Logistics
- * Research in IT Solutions

Copyright 2015 Texas Education Agency



Another Example...

Teaching Certificate

- * Business Education

Possible Practicums

- * Practicum in Business Management
- * Research in IT Solutions



Copyright 2015 Texas Education Agency



- **5.7.2 Practicum Course Eligibility Requirements – SAAH pg. 174-175**

- **Practicum** courses and other 2-3 credit CTE courses found in 19 TAC Chapter 130 may be used as laboratory-based, **paid or unpaid**, work experiences for students.
- Each practicum course using a work-based learning instructional arrangement must consist of student participation in training appropriate to the student’s coherent sequence of courses plus participation in related CTE classroom instruction. **A practicum course spans the entire year.** A student is expected to be enrolled the entire school year, however, in accordance with local district policy, a student may enter or exit the course when extenuating circumstances require such a change.
- In a **paid** practicum instructional arrangement, related classroom instruction must average one period each day for every school week.
- A student must be a minimum age of 16 and hold valid work documentation, such as a Social Security card, to enroll in any of the practicum learning experiences that have a **paid** component.
- Students unemployed for more than 15 consecutive school days in a **paid** practicum learning experience must be placed in an **unpaid** learning experience.



Guidelines for Credit



Instructional Arrangement	Credit	Courses
Laboratory-based, internship, clinical or unpaid work experience of LESS than 15 hours/week (avg.)	2	Any Practicum
Paid or unpaid work experience of LESS than 15 hours/week (avg.)	2	Any Practicum OR Career Preparation
Laboratory-based, internship, clinical or unpaid work experience of 15 hours or more per week (avg.)	3	Any Practicum
Paid or unpaid work experience of 15 or MORE hours/week (avg.)	3	Any Practicum OR Career Preparation



- **5.7.3 Training Plan Requirements and Date on Which Students May Earn Contact Hours – SAAH pg. 175**
- **Written training plans, MUST be on file** for any student participating in either **paid or unpaid** learning experience at an approved training site except for a student participating in an unpaid practicum for which the teacher of record provides all of the training. Training plan forms are available at [http://tea.texas.gov/CTE Career Preparation and Practicum Courses/](http://tea.texas.gov/CTE_Career_Preparation_and_Practicum_Courses/)
- A student in **paid** work-based instruction may be counted for contact hours on the first day of enrollment, provided a training plan for the student is on file **within 15 school days** of the **student's employment date.**
- A student participating in **unpaid** practicum work-based instruction may be counted for contact hours on the first day of enrollment, provided a written training plan is completed and on file **before the student begins** participating in **training at the site.**



○ 5.7.4 Additional Requirements for Students Participating in Paid Learning Experiences

- For a student participating in **paid** experiences, employment must begin within **15 school days of the student's enrollment date.**
- If a student's employment ends before the end of the school year, contact hours may be counted without interruption provided the student's **paid** training resumes within 15 school days and a written training plan is on file within 15 school days of employment.



○ 5.7.5 Required Site Visits by Teachers

- A teacher assigned to teach courses involving work-based learning experiences, both **paid and unpaid, must** visit each student training site at least **6 times** each school year.
- The teacher **must be provided time within his or her schedule to visit the training sites.** The training site visits must not be conducted during the teacher's planning and preparation period. (could even be getting a sub 1-2 days each grading period).
- Regardless of the length of a grading period, **at least one training site visit must be conducted during each grading period** to earn contact hours for that reporting period.



- **5.8 Project-Based Research – SAAH pg. 176**

- A Project-Based Research course must be cooperatively planned by the student and teacher, continuously supervised by the teacher, & conducted by the student with the guidance and support of a mentor or interdisciplinary team.
- Your district must maintain a **written project plan** for each student enrolled in the Project-Based Research course.
- Your district may count a student in a Project-Based Research course for contact hours on the first day of enrollment, provided the student's project plan is written within 15 school days of the student's enrollment date.
- If a student's project plan is not written within this time period, your district may count the student for contact hours beginning on the first day the project plan is written.



● 5.8 Project-Based Research

- The Project-Based Research course provides a combination of classroom instruction and supervised research equivalent to an average of five (5) class periods per week.
- The student and teacher must meet for instruction at least once each week for the purpose of project planning, reporting, evaluation, supervision and coordination.
- The student must use remaining class time to conduct research, work with the project mentor or interdisciplinary team, analyze and interpret project data, compile evaluation results, and compose a project presentation.
- A ***project progress evaluation*** for each grading period is required for the student to earn contact hours for that reporting period.



Project Plan Templates

Research Plan/Proposal

Originator's Name: _____ School: _____
Teacher's Name: _____ Company/Affiliation: _____
Area of Study: _____
Scope of Proposed Work: _____

General areas of study that area closely related to your topic (check all that apply):

Language arts Science Computer science
 Social studies Art Business/accounting
 Mathematics Music
 Personal/social development Other _____

Reasons for selecting this topic:

- 1.
- 2.
- 3.

Resources: The following facilities (libraries, etc.), literature (periodicals, journals, etc.), technology (computers, Internet, software), and/or people (teacher, others) will be the principal resources for my investigation at this time.

- 1.
- 2.
- 3.
- 4.

Knowledge and/or skills I must improve in order to fully investigate my topic (for example, a new computer language, how to use a particular library, develop a specialized vocabulary, learn CAD):

- 1.
- 2.

Which of the following may limit this study? Check any that may apply.

Available resources Age restrictions Cost
 Interest/commitment Parental approval Time limits
 Complexity Transportation

Student Signature

Teacher Signature

Parent Signature

The TPSP was originally developed as a pilot targeting grades, 4, 8, and exit level. Most materials have been revised to address Primary, Intermediate, Middle School, and High School/Exit grade levels, however, users may find occasional references to the pilot grades.

Copyright © 2006-2012 Texas Education Agency

Courtesy of Northside ISD Gifted/Talented Program



Project Progress Evaluation - sample

- You can create a Google Form to address project criteria, such as:

Learning Outcome:

1. Increase Awareness of strengths and areas of growth:

*Nature of evidence (eg. weblog, journal page , progress form date, etc.)

2. Planned and Initiated Activities

*Nature of evidence (eg. weblog, journal page , progress form date, etc.)

3. Worked collaboratively with others.

Nature of evidence (eg. weblog, journal page , progress form date, etc.)

4. Shown perseverance & commitment.

*Nature of evidence (eg. weblog, journal page , progress form date, etc.)

5. Engaged with issues of Global importance.

*Nature of evidence (eg. weblog, journal page, progress form date, etc.)

6. Developed new skills.

*Nature of evidence (eg. weblog, journal page, progress form date, etc.)



- **5.11 Documentation – SAAH pg. 177-178**

- To claim CTE contact hours for funding, documentation must be complete. All documentation supporting student eligibility must be on file for every student accumulating CTE eligible days present on the Student Detail Report. Documentation requirements are as follows.
- Adequate documentation of a student's **entry** into the program, **service** in the program, and **withdrawal** from the program must be available. Acceptable documentation for establishing entry, service, and withdrawal is as follows:
 - The CTE **teacher's grade book** (gradebooks are required to be retained for 1 year from the date that the grades are posted to the students' academic achievement records);
 - Documentation showing the average minutes per day for each CTE course, such as a course calendar; and,
 - The student's official schedule change document, if the student changed schedules during the semester.





So this is our second built-in break.

Take 5 minutes; get a beverage;
make a quick phone call.

When we come back, we will look
at Curriculum Resources to help
you get the job done!



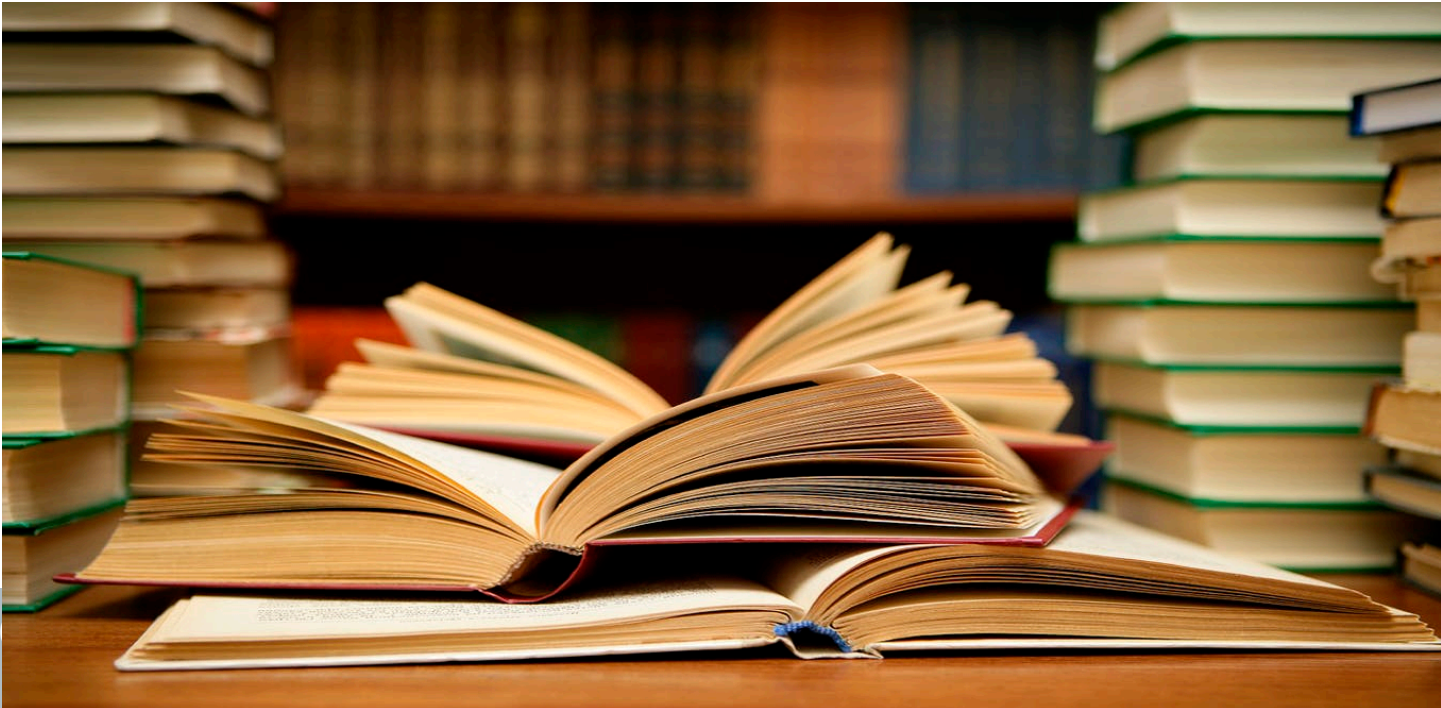
TEA is Here to Help...



- Student Attendance Accounting Handbook: “Where does it say that...?”
https://tea.texas.gov/Finance_and_Grants/Financial_Compliance/Student_Attendance_Accounting_Handbook/
- CTE Website: <http://tea.texas.gov/cte/>
- Career Prep & Practicum Forms:
http://tea.texas.gov/CTE_Career_Preparation_and_Practicum_Courses/ - Labor Law Posters, Training Plan Agreements, etc.



Curriculum Resources



Texas CTE Resource Center



- <https://www.txcte.org>



State Adopted Instructional Materials for Career Preparation or any Work-based Learning Course.

Implemented 2017-2018 / Expires 2024-2025

- Working © 2013 (Cengage)
- iCEV Career Exploration site © 2016 (CEV Multimedia Ltd.)
- School to Career © 2018 (Goodheart-Wilcox Company Inc.)



Texas CTE Resource Center



<https://www.txcte.org/>



Materials from TEA to help:

- This site has ideas for concepts to teach relative to the career cluster for your practicum (note: practicums may be scattered among several career clusters):

[https://texreg.sos.state.tx.us/public/readtac\\$ext.viewtac](https://texreg.sos.state.tx.us/public/readtac$ext.viewtac)

- The LISD shared Google drive has Scope and Sequence, Lesson Plan ideas, and targeted Training Plans for all CTE practicums. Also included in this Google drive are the sample forms required for the Project-based Research course.

- TEA CTE Resource Center has a wealth of information:

<https://www.txcte.org>



House Bill 809 from the 83rd Texas Legislature, 2013

- Required that the Texas Workforce Commission (TWC) and the TEA work together to provide employment information for Texas secondary students.
- In accordance with the provisions of this law, the TWC and TEA have provided the required information on the TWC's new Help Wanted Online webpage. Secondary students and others will find the most up-to-date information concerning employment opportunities in any number of occupational areas by county, regional educational service center, and local workforce development area.
- Link to Help Wanted Online:
<https://lmci.state.tx.us/apps/hwol/>



Program Management



©2020 Division of Instructional Leadership, School Improvement, and College Readiness Support



Work-Based Learning Handbook



Specific information contained in a WBL program handbook will vary based on the school's or district's policies and procedures, but the information should answer some key questions teachers and administrators may have related to WBL.



Work-Based Learning Handbook cont...

Program and Admission Questions to Address

- What are the WBL program admission requirements?
- Are students permitted to enter a WBL program at mid-term?
- Are students required to sign a contract, and if so, what are the terms of the agreement?
- Are parents/guardians required to sign a document acknowledging their understanding of the rules and conditions related to their student's participation in a WBL program?
- What equal access standards are in place for the WBL programs?
- What is the local district policy concerning students' citizenship and authorization to work?
- What are the WBL program dismissal policies and procedures?



Work-Based Learning Handbook cont...

Attendance and Working Hours Questions to Address

- What are the policies for school and work attendance?
- NOTE: Many districts do not allow students to work if they missed school.
- Are students permitted to work if they have been suspended or have been moved to a disciplinary setting?
- Are there any policies regarding acceptable working hours?
- NOTE: TEA recommends that students not work past 10 p.m. on school nights. Early morning hours also should be monitored closely to see if the student is getting enough sleep.
- How many hours are students permitted to work each week?
- NOTE: TEA recommends a maximum of 20–25 hours per week.



Work-Based Learning Handbook cont...

Training Station and Employers Questions to Address

- What are the policies and procedures for developing and approving a training station?
- Can students be self-employed or employed by a family member?
- Are there restrictions on the location of training stations or their distance from school?
- Is workers' compensation insurance required for student workers?
- Does the district require affiliation agreements with employers?
- Who pays for any required drug screening, health exams, or vaccinations?
- Do training station supervisors need to be screened and approved?
- Can students work unsupervised, and if so, in what circumstances?



Work-Based Learning Handbook cont...

Student Conduct and Safety Questions to Address

- Are there student conduct rules regarding behavior at work, such as use of cell phones? Receiving visitors? Dress codes?
- What are district policies about transportation to the worksite?
- Are WBL students allowed on campus once they are released for the school day?
- Are there policies regarding work safety training for students?
- What are district policies related to a student's dismissal from a job for "just cause," such as theft, drug use, or excessive absences?
- What policies and procedures are in place to address student harassment on the job or an unsafe work environment?
- What happens if a student is fired or the job is eliminated before the end of school?



Work-Based Learning Handbook cont...

Training Station Visits Questions to Address

- Does local district policy require student training station visits separate from class time and the instructor's teacher planning and preparation time?
- Are there district policies about faculty time on campus that would affect the instructor?
- What are the mileage and visitation reporting requirements for instructors who oversee WBL experiences?
- What are the district's transportation and mileage expense reimbursement policies for instructors?
- What is local policy on documentation and reporting of student and/or employer issues?
- What are the local policies related to student/teacher communications outside of regular school hours?



Work-Based Learning Handbook cont...

Grading Policies Questions to Address

- How are student grades determined? Local school district policies and the instructor determine how a student will be evaluated and graded for a career preparation or practicum course, but what percentage is based on in-class activities and what percentage is based on job performance?
- NOTE: TEA recommends that grading policies require active employment to receive passing credit for the course.
- Who conducts the employment evaluation? What guidelines, rubrics, or forms should be used in evaluating a student's job performance?
- Should an employer's evaluation be shared with the student?
- What student record keeping is required – a journal of daily activities? Timesheets? Pay stubs? What portion of the student's grade should these documents comprise?



WBL Teacher Coordinator Guide

- Responsibilities
Teacher/Coordinator
- Promotion
- Selecting Students
- Selecting Training Stations
- Placing Students on the
Job
- Training Sponsors
Preparation
- Coordination
- When Problems Arise
- Appreciation Activity
- Student Organizations
- Industry Recognized
Licensures/Certifications
- Advisory Committees
- Legal Aspects



Who is involved with Work-Based Learning?

- Students
- Teachers
- Counselors
- Administrators
- Advisory Board Members
- Parents
- Business/Industry



Teacher/Coordinator Responsibilities

The successful teacher-coordinator should be knowledgeable and enthusiastic in the following:

- Guiding students
- Enlisting and coordinating the participation of training sponsors
- Teaching related instruction
- Managing personal and educational problems of students
- Integrating career and technical student organization activities into instruction
- Administering WBL experiences
- Maintaining good public relations
- Representing the school effectively in the community
- Carrying out school policies
- Representing the total education program
- Gaining the confidence of the business and school communities
- Assisting students in adjusting to the work environment and making personal adjustments
- Motivating students and training sponsors.



Promoting Your Program!



“Be a CTE
Superhero!”



Marketing Plan: Getting Started

- ✓ Develop a Mission Statement
- ✓ Develop a CTE Logo



Hold a school-wide logo design contest & offer a prize!

- ✓ Identify a Theme. Have fun with it!



Marketing Plan: Getting Started

- ✓ Identify types of promotional tools you can use to promote your CTE program.
- ✓ Identify parts and events of CTE program to promote.
- ✓ Identify school events and activities at which you can promote the CTE programs.
- ✓ Identify who can help with promotions.



Identify a Theme

- Be creative! Develop a PSA
- Have a school-wide contest and award a winner!
- Use the CTE month theme from ACTE
 - <https://www.acteonline.org/why-cte/cte-awareness/cte-month/>



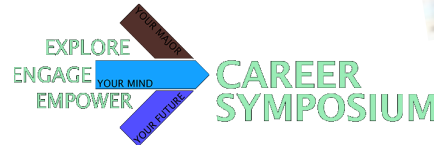
Promotional Tools & Activities

- Check out the folder on the Professional Development site titled “Promotion” for more ideas, including:
 - Marketing Plan Template & Sample Sample Brochure Brochure Rubric



Other Ideas...

- End-of-Year Event, such as pizza party or donuts for current and prospective students.
- Creating a Marketing Plan and Brochure
- Career Symposium
- C.O.W. Day



Non-Discrimination Statement

*In order to meet the requirements for the Office of Civil Rights, a non-discrimination statement **MUST** be on everything that leaves your classroom. Here is an example...*



- It is the policy of the _____ Independent School District not to discriminate on the basis of race, color, national origin, sex or handicap in its career & technical education programs, services, or activities.



Non-Discrimination Statement

There is more information on the files provided about non-discrimination statements, including:

- The letter from the government that defines and describes the statement
- More samples from other school districts

Reminder: post these non-discrimination statements in your classroom and on all forms in both English and Spanish



Student information and placement



Guiding Student Placement in Work-Based Learning

- 1) Student Information Request distributed to interested students prior to pre-registration
 - **KEY: Building relationship with counselors!**
- 2) Students return completed student information request to Work-based Learning teacher/coordinator or counselor
- 3) Work-based Learning teacher/coordinator reviews, checks attendance, and disciplinary file
- 4) Work-based Learning teacher/coordinator meets (interviews) each student
 - **Purpose: Assess student interview skills and gain additional personal information**
- 5) Work-based Learning teacher/coordinator uses a rubric to score all documentation



Conclusion for Student Guidance...

- Remember the following recommendations in the selection process:
 - Verify any information that may seem questionable.
 - Remember that punctuality can be as important as attendance.
 - Talk directly with other teachers and reference persons. Try not to solely rely on written comments and statistics.
 - Keep in mind that character traits can be as important as grades as an indicator of successful participation.
 - Use a Rubric in order to make an objective decision.
 - **Keep in mind that emphasis should be placed on the inclusion of students rather than their exclusion.*

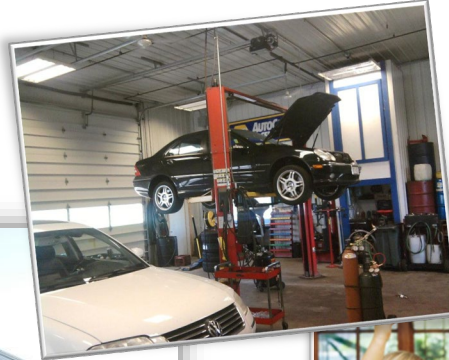


Selecting Training Stations



Recruiting Training Stations

- In order to help students find jobs or practicum placement, it may be necessary to recruit new training stations.



Locating Training Sites

- Develop a list of potential training sponsors. Suggested sources: Online, Chamber of Commerce, Advisory Committee, etc.
- Distribute promotional materials such as locally prepared materials promoting the program, and/or news releases submitted to local newspapers.
- Follow up contacts. Keep a list of all potential training sponsors; perhaps the organization might become a training sponsor in future years.



Recruiting Training Stations- Questions to be able to answer...

- What exact responsibilities are being asked of my company?
- Will I/my staff have to do a lot of paperwork?
- How will I know that my firm will get adequate program support once students are coming to my work site?
- What kind of students will be recruited?
- Will I be able to choose which students are placed at my work site?
- Who is responsible for addressing attitudinal or disciplinary problems with students?

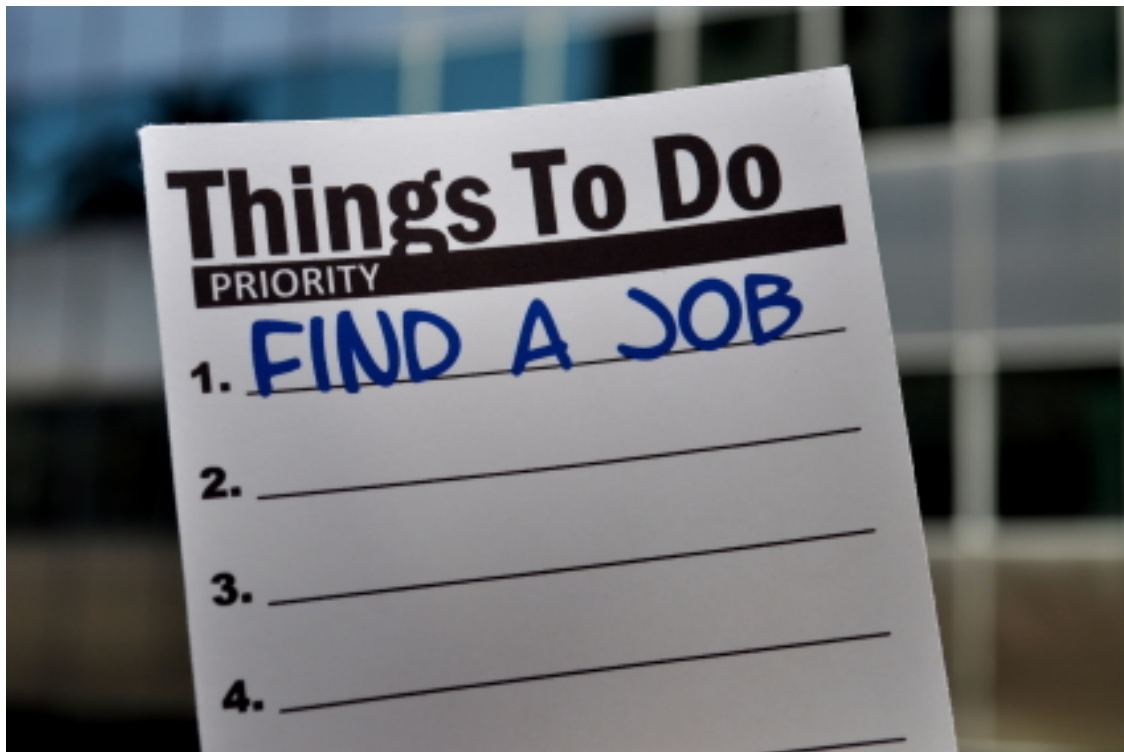


Helpful Hints: Employer Recruitment Packet

- Recruitment Packet Sample
 - Welcome Letter
 - Attention Business Owners Flyer
 - Sample Evaluation
 - Sample Training Plan
 - Business Card
- Training Station Evaluation Checklist



Placing Students on the Job



Employment Forms

- The following forms should be taught, and included in a student portfolio for reference:
 - ✓ Application
 - ✓ Resume
 - ✓ Social Security Number
 - ✓ Introduction Card
 - ✓ W-4 Form
 - ✓ I-9
- Other: skill certificates, achievement awards, letters of recommendation, etc.



Helping Students Become Employed

- Students should prepare/update resume and cover letter.
- Teacher/coordinator posts known job leads and/or former WBL employers
- Teacher/coordinator may provide business cards as “introduction” (“attach” to student job applications)
- Teacher/coordinator reviews businesslike dress and grooming expectations
- Teacher/coordinator should help prepare for the interview process.



Student Preparation for the Interview

(VA Handbook online)

- Reporting for the Interview
- Presenting Qualifications
- Student Characteristics Employers Seek
- Preparing for Questions Asked During Interview
- Preparing Questions to Ask
- Knowing Types of Questions NOT to Ask
- Reasons for Rejecting Job Applicants
- Conduct During the Interview
- “Personal Brand”
- Interview Follow Up



Employment Search Log

- Some students do not have jobs.
- Students must secure approvable training positions as soon as possible.
- This form provides documentation (or lack of it!) of student's efforts to seek employment. On Google Drive
- Students check in with WBL teacher daily for job leads and/or log check.



Suggestion...

- Immediately following the end of school (June)...

Conduct an Employability Skills “Boot Camp” - a half- to full-day workshop for all applicants on: Interviewing Techniques, Resume Writing/Thank You Letters, Applications, Dress, Etiquette, Etc.

- WHY?

Greatly minimizes your last-minute scrambling by equipping the students with needed skills to job seek throughout the summer.



Training Sponsor Preparation



©2020 Division of Instructional Leadership, School Improvement, and College Readiness Support

[This Photo](#) by Unknown Author is licensed under [CC BY-NC-ND](#)



Collaborating with Training Sponsor

- Training Sponsor needs to know:
 - Overview of the curriculum
 - The work-based learning teacher/coordinator's role as a teacher and as a partner in developing the training plan and worksite visitation schedule
 - The purpose of visits
 - The preferred times of visits
 - The frequency of visits
 - Related student-organization involvement
 - Evaluation of the student and of the total program



Training Sponsor Manual

- School and coordinator's names and contact information
- A copy of the Standard Operating Procedures
- A sample training plan with Child Labor Laws
- A curriculum outlining topics to be covered in the related class (TEKS)
- Pertinent information about the affiliated career and technical student organization (CTSO)
- A sample student evaluation form
- School Calendar



Comprehensive Coordination



Moving on to Training Plans...



www.jesperdeleuran.dk



What is a Training Plan?

A training plan is a formal document identifying the classroom instruction and workplace training that will contribute to the employability and ongoing development of a student-learner.



How do I know if I need a training plan for my students?

- If you teach Career Prep, you need one for every single student – paid or unpaid.
- If you teach a Practicum, you only need a training plan if your students leave campus for training on a regular basis – paid or unpaid



Purpose of the Training Plan

- The training plan is designed to fulfill the following purposes.
- To communicate basic expectations and points of agreement between the student, parent/guardian, training sponsor, and teacher-coordinator.
- To serve as a guide to the teacher, training sponsor, and student for coordinating the occupational training at the business/industry site and the technical studies in the classroom.
- To provide a record of the student's progress in work-based training experiences.
- To provide a record of the student's progress in related study assignments.
- To be maintained in the proper manner to serve as an auditable document for school funding purposes.



Developing Training Plans

- A completed training plan for each student enrolled in “offsite” WBL training is mandatory for the district to claim contact hours for funding purposes.
- TEA offers forms in both paid and unpaid formats
- Texas Workforce Commission and the US Department of Labor approved the design of the training plan
- Child Labor Laws must always accompany training plan
- Four copies should be prepared:
 1. Teacher’s file
 2. Employer
 3. Student
 4. CTE Director/Coordinator



How to Complete a Paid Training Plan

Training Plan Agreement Paid Work-Based Instruction

Student _____ Grade _____ Age _____

School District _____ Campus Name _____

Training Objective _____ Business Name _____

Career Cluster _____ CTE Course Title¹ _____

Time Class Meets _____ PEIMS Code _____

The student agrees to diligently perform the work-based training experiences and conscientiously pursue the coordinated classroom course of study as outlined in this training plan. Work-based training experiences will be assigned by the training sponsor and performed according to the same company policies and regulations applicable to regular employees. The student agrees to take advantage of every opportunity to improve his or her efficiency, knowledge, and personal traits in order to pursue further education and enter the chosen occupation as a desirable employee.

The company and school are responsible for providing students with opportunities for training in the basic skills of an occupation and knowledge of related technical information. In order to provide a systematic plan for well-rounded training, a schedule of work-based training experiences and a parallel classroom course of study have been coordinated and agreed upon by the training sponsor and CTE teacher.

In addition to providing practical instruction, the training sponsor agrees to pay the student for the useful work done while undergoing training according to the following plan:

1. The beginning wage will be \$_____ per _____ for _____ hours per school week.
2. Periodically, the training sponsor and CTE teacher will jointly review the wages paid the student to determine a fair and equitable wage consistent with the student's increased ability, prevailing economic conditions, and company policy.

The training period begins the _____ day of _____, 20____, and extends through _____, _____.

There will be a probationary period of _____ days during which the interested parties may determine if the student has made a wise choice of an occupational training area, and if the training should be continued. This plan may be terminated for just cause by either party without recourse.

Is the training objective listed considered to be a hazardous occupation by the U. S. Department of Labor, Employment Standards Administration and the Wage and Hour Division: Yes No

If yes, any exemption(s) for student-learners or apprentices will apply as described in the Youth Employment Provisions for Nonagricultural Occupations Under the Fair Labor Standards Act - Child Labor Bulletin 101 or Child Labor Requirements in Agricultural Occupations - Child Labor Bulletin 102. Current information for exemptions is available from the U. S. Department of Labor in the Wage and Hour Division or its website at www.dol.gov/whd.

It is the policy of _____ School District and _____ (business name) not to discriminate on the basis of race, color, national origin, sex or disability in its career and technical education programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

Es norma de _____ Distrito Escolar y _____ (Nombre del Negocio) no discriminar por base de raza, color, origen nacional, sexo o impedimento, en sus programas de Educación y Carreras Técnicas servicios o actividades vocacionales, tal como lo requiere el Título VI de la enmienda de la Ley de Derechos Civiles de 1964, el Título IX de las enmiendas de Educación, de 1972, y las enmiendas de la Sección 504 del Acta de Rehabilitación de 1973.

Signature Approvals

_____	_____	_____	_____
(Student)	Date	(Training Sponsor)	Date
_____	_____	_____	_____
(Parent or Guardian)	Date	(CTE Teacher)	Date

Note: Each party to this agreement should receive a signed copy. Keep the original or a copy with the student's permanent record.

Revised: 11/2015



How to Complete an Unpaid Training Plan

Training Plan Agreement Unpaid Work-Based Instruction

Student _____ Grade _____ Age _____

School District _____ Campus Name _____

Training Objective _____ Business Name _____

Career Cluster _____ CTE Course Title _____

Time Class Meets _____ PEIMS Code _____

The student agrees to diligently perform the work-based training experiences and conscientiously pursue the coordinated classroom course of study as outlined in this training plan. Work-based training experiences will be assigned by the training sponsor and performed according to the same company policies and regulations applicable to regular employees. The student agrees to take advantage of every opportunity to improve his or her efficiency, knowledge, and personal traits in order to pursue further education and enter the chosen occupation as a desirable employee.

The company and school are responsible for providing the student with opportunities for training in the basic skills of an occupation and knowledge of related technical information. In order to provide a systematic plan for well-rounded training, a schedule of work-based training experiences and a parallel classroom course of study have been coordinated and agreed upon by the training sponsor and CTE teacher.

It is understood that the work-based training experiences will be unpaid. In order to qualify for an exemption from wage requirements, all six of the following criteria must be met: 1) training, even though it includes actual operation of the facilities of the employer, is similar to that which would be given in a career and technical education program; 2) training is for the benefit of the student; 3) the student does not displace regular employees but works under their close supervision; 4) the training sponsor derives no immediate advantages from the activities of the student and on occasion operations may actually be impeded; 5) the student is not necessarily entitled to a job at the conclusion of the training period; and 6) the training sponsor and the student understand that the student is not entitled to wages for the time spent in training.

The training period begins the _____ day of _____, 20____, and extends through _____.

There will be a probationary period of _____ days during which the interested parties may determine if the student has made a wise choice of an occupational training area, and if the training should be continued. This plan may be terminated for just cause by either party without recourse.

Is the training objective listed considered to be a hazardous occupation by the U. S. Department of Labor, Employment Standards Administration and the Wage and Hour Division: Yes _____ No _____

If yes, any exemption(s) for student-learners or apprentices will apply as described in the Youth Employment Provisions for Nonagricultural Occupations Under the Fair Labor Standards Act - Child Labor Bulletin 107 or Child Labor Requirements in Agricultural Occupations - Child Labor Bulletin 102. Current information for exemptions is available from the U. S. Department of Labor in the Wage and Hour Division or its website at <http://www.dol.gov/wahd>.

It is the policy of _____ School District and _____ (business name) not to discriminate on the basis of race, color, national origin, sex or disability in its Career and Technical Education programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

Es norma de _____ Distrito Escolar y _____ (Nombre del Negocio) no discriminar por base de raza, color, origen nacional, sexo o impedimento, en sus programas de Educación y Carreras Técnicas servicios o actividades vocacionales, tal como lo requiere el Título VI de la enmienda de la Ley de Derechos Civiles de 1964, el Título IX de las enmiendas de Educación, de 1972, y las enmiendas de la Sección 504 del Acta de Rehabilitación de 1973.

Signature Approvals

_____ (Student)	_____ Date	_____ (Training Sponsor)	_____ Date
_____ (Parent or Guardian)	_____ Date	_____ (CTE Teacher)	_____ Date

Note: Each party to this agreement should receive a signed copy. Keep the original or a copy with the student's permanent record.

Revised: 11/2015



Career Clusters
Course Names
PEIMS Codes
Credits Received
Grade Eligibility
Course Description



See the TEA Website for
this information to be
used in completing
Training Plan
Agreements:



<https://www.txcte.org/resource/tea-cte-master-course-lists-tsds-peims-codes>



Back page of Training Plan

Description of Specific and Related Occupational Training

In the section below labeled *Texas Essential Knowledge and Skills (TEKS) for Training Objective*, insert the knowledge and skill statements from the related CTE course.¹ The *Advanced Occupationally Specific Essential Knowledge and Skills* section is available to add specific training opportunities otherwise not identified in the TEKS. NOTE: Add rows as needed.

Texas Essential Knowledge and Skills (TEKS) for Training Objective	Work-Based Instruction	Individualized Class Study	Specific Related Study Assignments
<i>[Add knowledge and skill statements from the TEKS here. Student expectations are not necessary to list here.]</i>			
Advanced Occupationally Specific Knowledge and Skills	Work-Based Instruction	Individualized Class Study	Specific Related Study Assignments
<i>[Add knowledge and skill statements developed from collaboration among the student, CTE teacher, and training sponsor.]</i>			

NOTE: This form is intended as a template; the user may modify as needed.

¹A training plan should be developed for any student that participates in a CTE work-based learning (WBL) experience where the training is conducted outside of the direct supervision of the teacher. This form may be used in conjunction with any CTE course; however, the most common WBL arrangements are either a cluster specific Practicum course or Career Preparation (paid only). An unpaid training plan cannot be used for students enrolled in Career Preparation.



Distributing Training Plans

- Explain to students that front page requires four signatures
 - Student
 - Parent/Guardian
 - Teacher Coordinator
 - Employer/Supervisor (training sponsor)
- Original must be on file within 15 days upon securing paid employment ; or BEFORE starting employment for unpaid (TEA can make your district return \$\$\$)



After Training Plans are Signed



Teacher/coordinator makes copies...

- Upload to the Google drive (for funding and PEIMS documentation) – including the “back pages”. I’ll send the link to you.
- Deliver employer’s copy at first evaluation visit or via student employee
- Keep student’s copy in filing cabinet folder or in student’s folder
- Maintain the original on file in your classroom for **five years**



Documenting Employment



- Weekly Job Report
 - Used to document student hours
 - Each week, student:
 - ✓ Completes hours worked each day per week
 - ✓ Totals hours for the week
 - ✓ Completes a few sentences on journal lines (*NOTE: Teacher should check frequently.)
 - At end of grading period, student
 - ✓ Totals hours for grading period
 - ✓ Submits form to Teacher (grade)
- Yearly Wage and Hour – samples in your binder under Student Reports





Documenting Employment

- Practicum Weekly Reports
- Student reflects upon specific duties performed
 - Student logs weekly hours
 - Keep forms in teacher and personal student folder



What Should an Evaluation Look Like?

Employer evaluations
Classroom Performance Evaluation



Visiting the Training Site

- Minimum of one visit (not phone call) is required each grading period; total of six visits per year. Must be documented.
- Before making employer visits
 - Tell students you are getting ready for visits: “Is there anything I need to know?”
 - Prepare an employer evaluation form for each student
 - Put form in envelope for privacy and identification
 - Use Training Station Info sheet (or a copy of your database) to plan travel (sort into groups according to areas of town)



Visiting the Training Site, continued

- Determine if your student is at work
- If student is there
 - ✓ Greet student and make positive comment about work he/she is doing
 - ✓ Ask for his/her immediate supervisor
- If student is not there
 - ✓ Ask for student's immediate supervisor
- Be sensitive to whether this is a good time for a short conversation
- Briefly explain the evaluation form – at least the first visit!
- Limit visit to a reasonable length of time. If necessary, schedule a return visit to conference about the student.
- Tell/remind supervisor of procedure you have for getting evaluations back
- Leave your business card with supervisor



Helpful Hints: Employer Visit Packet

- **Initial Visit:**

- ✓ Initial Visit Memo
- ✓ Copy of the Standards of Operation
- ✓ Copies of the student Training Plan including the Child Labor Laws
- ✓ Sample Employer Student Evaluation
- ✓ TEKS
- ✓ School Calendar

- **Subsequent Visits:**

- ✓ Evaluation Memo
- ✓ Employer Student Evaluation



After Visiting the Training Site

- Documentation can be “when, where, who, and how far” on district travel form you submitted for payment when finished with visits
 - District may have special procedure for documentation
 - If student asks, “Who did you give my evaluation to? (so they know who to check with to get it back), you will know!
- Make a list and post it in classroom or online as you complete visits
 - Some students were at work and will know that you were there but others were not
 - They will know about when their evaluations should be ready
- When applicable, make comments in class about students at work



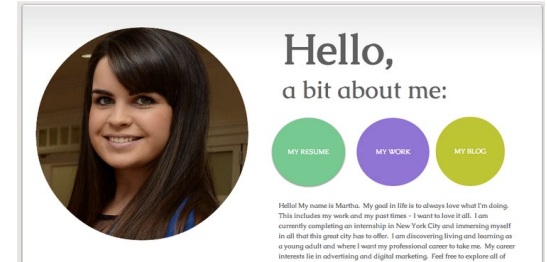
Helpful Hints: Student Folder

- ✓ Document Checklist
- ✓ Parent Information Letter
- ✓ Completed Application
- ✓ Training Plan Agreement (SOP)
- ✓ Training Plan including Child Labor Laws
- ✓ Evaluations
- ✓ Wage and Hour Reports
- ✓ Liability Waiver
- ✓ Student Cover Letter & Resume
- ✓ Other



Reflection & Portfolios

- Throughout all work-based learning experiences, provide time for students to reflect on their work-based learning experience.
- Work-based learning experiences should be included in student portfolios.
- Example: Northwest ISD (Fort Worth-area)
 - All students have digital portfolios and are prepared to talk about their learning experiences with others.



Time for a break! Maybe a snack.

Let's take 10 minutes.

When we come back, we are going to delve into problems that might come up and how to handle them most effectively.



When Problems Arise



Students want to quit or change jobs

Career Preparation and Paid Practicum students are expected to stay at present job for entire school year

- They need to improve coping and communication skills (lifelong skills).
- If they quit, they will have no grade for employer evaluation or Wage and Hour form.
- Program's relationship with employers can be damaged (strong WBL programs are built on "repeat business" with satisfied employers).
- See form in Student Job Search folder



Common Question from Employers

“Can I hire undocumented students as part of a work-based learning program?”

- In order for a student to participate in a paid work-based learning experience, the student must be employable under Federal law.
- Please consult with your organization’s attorneys regarding this issue.



Common Statement from Teachers

"Employers tell me that they cannot hire minors due to child labor laws."

- Often, these barriers are a result of a specific company's policies.
- However, sometimes child labor law does prevent a minor from performing specific tasks or working with specific machinery, but minors are able to perform many tasks on job sites. [Chapter 33 of the U.S. Department of Labor's Field Operations Handbook](#) is specific to child labor and contains information pertaining to what minors can and cannot do on job sites.
- Please consult with your organization's attorneys regarding this issue.
- It is also a good idea to post and teach Child Labor Laws in your classroom. Students can self-advocate. Those posters are available free from Texas Workforce Commission and are also included in the folder on the Google Drive called "Child Labor Laws"



Child Labor Laws

- How late can a 16-year-old work?
- How many hours can high school students work per week?
- Can students deliver pizzas (according to child labor laws)?

Posters and other information can be found in the "Child Labor Law" file in the files provided.



Common Issue

"Employers tell me that they cannot hire minors due to insurance and liability issues."

- This barrier is often a result of a specific company's policies.
- However, on May 26, 2017 [HB 639](#) was signed into law in Texas to reduce this type of barrier. This law authorizes the purchase of certain insurance coverage by public schools for the benefit of businesses and students participating in career and technology education programs and providing immunity from liability of certain public school students participating in career and technology education programs. As a result of this new law, Texas Education Code was modified. Specifically, see [TEC §29.191](#) and [TEC §29.192](#).
- Please consult with your organization's attorneys regarding this issue.

I have neither
the time nor the
crayons to explain
this to you.



Common Question

“Which employees at a business must go through a criminal background check before students can be placed there for work-based learning experiences.”

- [TEC §22.0834](#) is not limited to on-campus activities.
- The only employees of contracting businesses who must have criminal background checks completed are those with continuing duties related to the contract and those who will have direct contact with the district’s students. That is unlikely to be all employees of a business.
- Please consult with your organization’s attorneys regarding this issue.



Planning Employer Appreciation



Other ways to say “Thanks” ...

- You and/or students write a thank you note.
- Give certificates of appreciation.
- Conduct award or recognition ceremonies.
- Highlight the employer’s participation in an article in the school or local paper.
- Give small, inexpensive gifts such as pens or note pads with the school name.
- Have an annual employer banquet. (Could have Culinary class cater, hospitality serve, etc.)

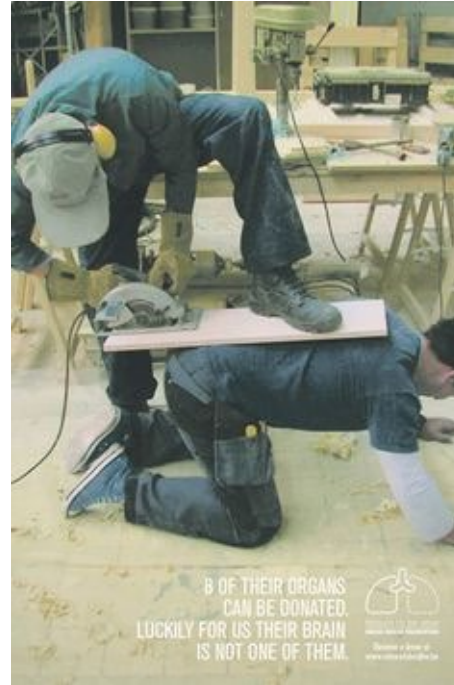


Maintain Records & Stay in Touch

- **Create an employer database.**
 - ✓ Document all employers and the activities in which they've participated for future reference.
 - ✓ Maintain a mailing-email list of organizations that are active in WBL.
 - ✓ Include the names of individual students who have worked with each organization. Recalling the experiences of past participants can be helpful when placing new students.
- **Stay in touch with employers.**
 - ✓ They'll be more inclined to work with you if you have a good, ongoing relationship.
 - ✓ Have the students create & publish a quarterly newsletter or one-page flyer sharing student/employer activities.



Teaching Safety



How many teens get injured on the job every year in the U.S.?

___ One per day

___ One per hour

___ One every 10
minutes

___ Don't know



How many teens get injured on the job every year in the U.S.?

One per day

One per hour

One every 10
minutes

Don't know

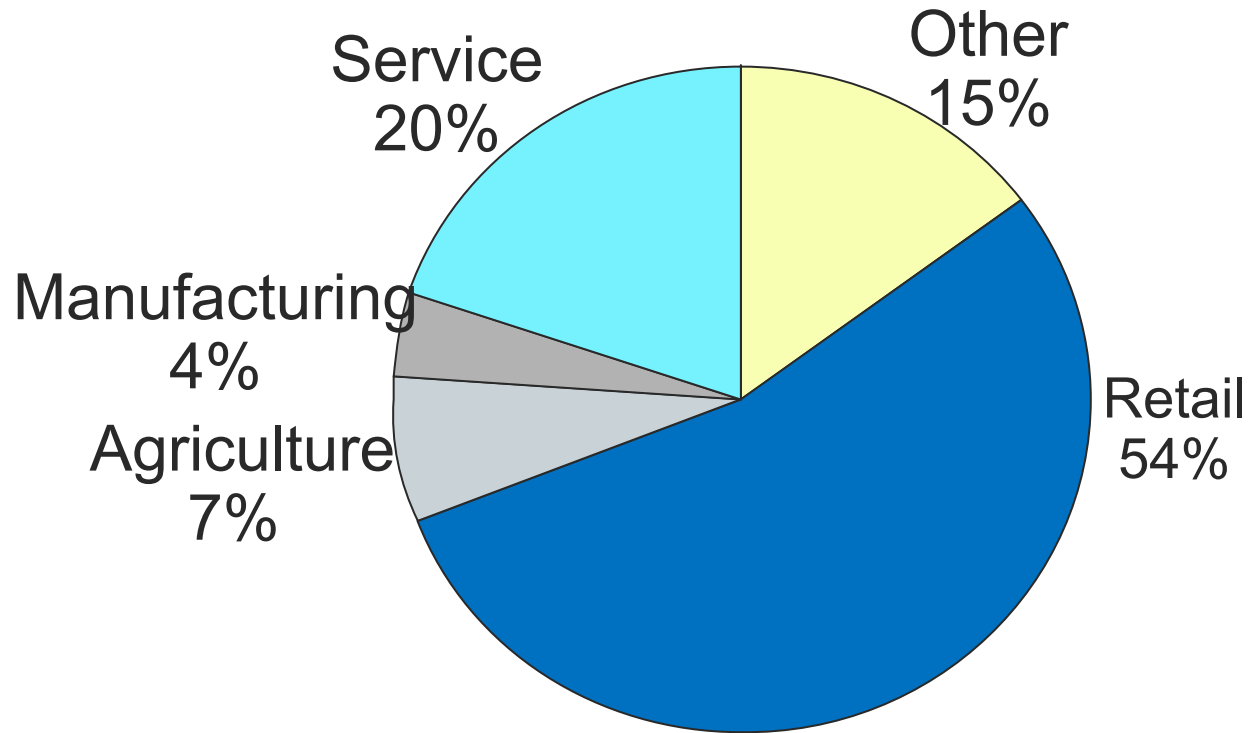


Where are Teens Injured?

- Where do you think most injury occurs?
 - Ag
 - Manufacturing
 - Retail
 - Service
 - Other



Where are Teens Injured?



Why are Young Workers Injured at High Rates?

- ✓ Working in jobs with hazards
- ✓ Inexperienced
- ✓ Developmental
 - factors
- ✓ Lack of training & supervision
 - supervision
- ✓ Some working in
 - violation of child labor laws



Teaching safety...

Safety should be taught early in the school year. This practice will help to safeguard student safety as well as eliminate certain liability issues for the school.

Safety units should include:

- ✓ General on the job safety
- ✓ Specific occupational safety
- ✓ Identifying and coping with sexual harassment
- ✓ Company safety procedures
- ✓ Safety in Social Media



Additional Suggestions for Teaching Safety

- Students work in groups with others training in the same career cluster/program area to **research** and study safety policies, practices, and issues specific to their training assignment. **Presentations** follow.
- Second-year students recount safety practices and problems/issues they encountered during their first year in the WBL course.
- School liaison officer talk about theft, robbery, and general personal safety on the job.
- Industry and/or company representatives discuss safety procedures.
- Have students create storyboard, role play or PSA.
- Utilize Youth Rules Website <http://www.youthrules.gov/index.htm>



Youth@Work-Talking Safety Curriculum for Texas



DHHS (NIOSH) Publication Number 2015-158

January 2015



YOUTH @ WORK Talking Safety

The new Youth@Work-Talking Safety is a fun, free and engaging curriculum that helps teachers and school/community-based job placement staff educate young people about the basics of job safety and health. The curriculum presents essential information and career-readiness skills through a focus on eight core competencies. The transferable skills gained through the Talking Safety curriculum will help students stay safe and healthy now and throughout their lives.



All eleven lessons are designed for a 45-minute class period. The curriculum is flexible and can easily be tailored to the needs of your students.

The following links contain the Talking Safety curriculum for Texas, the accompanying PowerPoint presentation, and a companion video:

- [Talking Safety TX curriculum](#)  [pdf, 17000kb]
- [Teacher PowerPoint Presentation](#)  [ppt, 10400kb]
- [Talking Safety companion video: Teen Workers: Real Jobs, Real Risks \(2009\)](#)



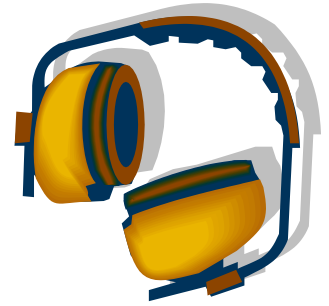
View [Youth@Work – Talking Safety](#) curricula for other states

<http://www.cdc.gov/niosh/talkingsafety/states/tx/2015-158/default.html>

Note: this is a screen shot; the links are not “hot” from this slide; log in to the website to access all links



Safety Resources



- ✓ CareerSafeOnline - <https://campus.careersafeonline.com/>
- ✓ Young Workers
- ✓ One Wrong Move
- ✓ Youth at Work – Talking Safety
- ✓ Department of Labor Resources
- ✓ [OSHA Resources – Teen Worker Safety E-tools](#)
- ✓ National Institute for Occupational Safety & Health (NIOSH) (see previous slide)
- ✓ Youth Rules! (*excellent posters*)
- ✓ Youth at Work
- ✓ Texas Workforce Commission
- ✓ Farm Safety 4 Just Kids



Student Certifications in Safe Practices

- OSHA Safety Certification

<http://www.careersafeonline.com/>

https://www.oshatrain.org/pages/retail_store_safety.html

- Food Handlers Certification

<http://www.StateFoodSafety.com>



Teen Workers: Real Jobs, Real Risks

A YouTube series of videos for students



Industry Partnerships



©2020 Division of Instructional Leadership, School Improvement, and College Readiness Support



For WBL to be successful..

We must utilize the many
resources within our
communities!



Resource articles...

- What Partners Can Offer Schools and What Schools Can Offer Partners
- Reflecting on Partnership Possibilities
- It is in files provided folder called “Industry Partnerships”



Advisory Committees



Advisory Committee Defined

Program-Specific Advisory Committee:

A group of individuals who form a partnership to *improve student learning* through *identified goals* that create a means for *curriculum to remain relevant* and assure that *graduates will be capable* of performing entry-level jobs



Functions of the Advisory Committee

- Conduct Program Evaluations
- Secure Resources
- Recommend Guest Speakers
- Project the Impact of Industry Trends on Practicum Course Content and Organization
- Market the Program in the Community
- Assist with Student recruiting Efforts
- Provide Contacts for Training Sites
- Assist with Ad HOC Projects such as Scholarships, Special Events
- Network and Serve as Advocates for the Program



Development of Advisory Committees

- Once voluntary, now is mandatory via Performance Based Monitoring indicators.
- Consult your administration because their support is critical.

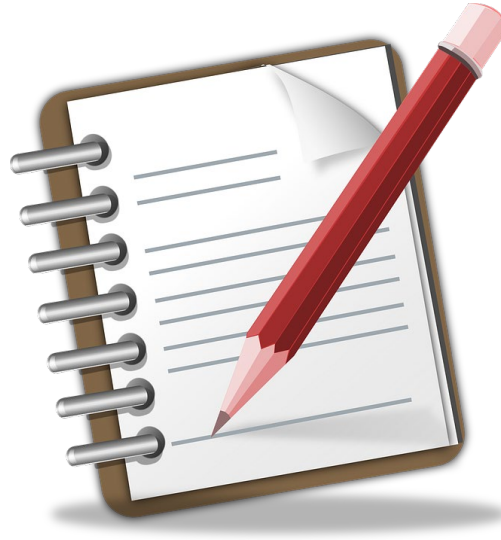


Advisory Committee Specifics

- Size
 - 5-10 works best
 - Identify stakeholders of your program
- Terms of Service
 - Best—two-year terms, rotation of new members each year. Three-year terms also work well.
- Procedures
 - Terms of service, responsibilities, sub-committees, establishing Program of Work, guidelines for meetings (length, number), minutes
- Agenda and Minutes
 - Agenda mailed in advance; minutes mailed after meeting



Advisory Committee Planning Guide



On Google Drive in “Industry Partnerships”
folder



Career & Tech Student Organizations – CTSOs



Business Professionals of America (BPA) - Texas



DECA, Texas Association



Future Business Leaders of America (FBLA) - Texas



Family, Career, and Community Leaders of America (FCCLA)



Health Occupations Students of America (HOSA)



SkillsUSA Texas



Texas Association of Future Educators



Texas FFA Association



Texas Technology Students Association (TSA)



National CTSO facts:

- ▶ There is a CTSO for every discipline
- ▶ Included in federal legislation
- ▶ Endorsed by the National Association of Secondary School Principals
- ▶ Recognized by the U.S. Department of Education
- ▶ Supported by state directors of CTE and
- ▶ Supported by state departments of education, including TEA



CTSOs connect students to:

- Industry
- Instructors
- Each other
- Their own individual success
- Team success



Contact Information

- Leo Saenz
- CTE – Specialist
- Region One ESC
- E-mail: lsaenz@esc1.net
- Phone: 956-984-6243



Let's Review the Shared Documents



Thank you!



©2020 Division of Instructional Leadership, School Improvement, and College Readiness Support





Intellectual Property Statement

All materials, content, and forms contained in this training/presentation are the intellectual property of the Region One Education Service Center and are intended for use by session participants at the classroom, campus, or district level only. Materials are to be used “as is” without modification.

Materials may not be used for personal benefit or financial gain or for use outside of the school system.

