

CTE: Career Preparation

Region XIII ESC

Agenda for the Day

- Introductions
- Workforce Data
- Overview of Career Preparation Education
- Co-Op Calendar of Events
- Career and Technical Student Organizations (CTSOs)
- On-the-Job Safety
- Career Preparation/Innovative Courses
- Textbook and Curriculum Resources
- B.E.S.T. Partnerships
- Industry Advisory Groups
- Additional Sample Forms and Handouts

Introductions

- Your name
- Where you are from
- CTE certification area
- Years of teaching experience (CTE and/or other)
- Career Preparation course(s) you're teaching



College: Worth the Price of Admission?

- 20/20 Segment
- <http://abcnews.go.com/video/playerIndex?id=6668451>





SKILL DEMAND

APPLICATION FOR EMPLOYMENT
AN EQUAL OPPORTUNITY EMPLOYER

PERSONAL DATA

FIRST MIDDLE

(STREET, CITY, STATE, ZIP CODE)

(IF DIFFERENT FROM ABOVE)

BUSINESS

SOCIAL SECURITY NUMBER

ED STATES?

DRIVING UNDER THE INFLUENCE

OF A FELONY/MISDEMEANOR

WERE CONVICTED:

Research shows
that a growing
number of jobs
require
postsecondary
education.

But not all “good”
jobs require a four-
year degree.

www.Skills2Compete.org

Source: <http://www.skills2compete.org/site/c.fhLIKYPuF/b.3354601/k.ECF2/Resources.htm>



THE RESEARCH

AMERICA'S FORGOTTEN MIDDLE-SKILL JOBS

EDUCATION AND TRAINING REQUIREMENTS
IN THE NEXT DECADE AND BEYOND



Harry J. Holzer
Georgetown University and Urban Institute

Robert I. Lerman
American University and Urban Institute

November 2007

★ There is **substantial demand** to fill **skilled jobs** in the **middle** of the labor market, with many of these jobs paying quite **high wages**.

★ At a minimum, demand for **middle-level skills** and occupations will **remain robust** in the future, with jobs requiring **post-secondary education** or at least **moderate-term training growing substantially over the next decade**.

www.Skills2Compete.org

Source: <http://www.skills2compete.org/atf/cf/{8E9806BF-4669-4217-AF74-26F62108EA68}/ForgottenJobsReport%20Final.pdf>



Resources:

- ★ National and state research showing demand for middle-skill jobs
- ★ Profiles of state efforts
- ★ Resources that can help stakeholders get the word out about the need for a new 21st-century approach to skills
- ★ Media resources including profiles of the campaign's endorsers



■ The Texas Workforce Commission definitions:

- ❖ High Wage occupations exceed the median weekly wage threshold for all earners (\$13.19/hr or \$27,433/yr)
- ❖ High Demand occupations grow faster than average for all occupations in the 2004-2014 projections (17.6%)
- ❖ High Skill occupations (not official definition)
 - 1) require licensure or
 - 2) require apprenticeship, or
 - 3) are identified by the Texas Skills Standards Board

Activity



Individually complete the sections titled, “What I **Know**” and “What I Want to **Learn**” on your K-W-L Strategy Sheet.

Be prepared to share.

SO...



What exactly is
Career Preparation
Education?

Examples of Career Preparation Options...

- Job Shadowing
- Service Learning
- School-Linked Summer Employment
- Health Science Tech Clinical Rotations
- FACS Early Childhood Professions *and* Ready, Set, Teach!
- Workplace Mentorships
- Apprenticeships
- Internships
- Career Academies: School Based Enterprise
- Occupationally-specific Cooperative Education Programs
- Career Preparation

“Work Release” vs. Career Preparation

- Work-release students find their own jobs with no regard to training opportunities
- No high school credits are earned
- No school supervision or follow-up for work-release students
- No related class instruction for work-release students.
- Students and teacher work together to find a training position in an occupational area
- Students can earn 2 to 3 high school credits
- Regular visits are made to student's employer to evaluate and follow-up student's on-the-job training, performance and progress
- Students learn employability and workplace skills, as well as occupationally-specific content correlated with their career and academic goals

Career Preparation students have the support of a trained educator in order to maximize their potential in preparation for a career in the global workforce.

Rationale for Career Preparation

- We remember **10%** if we use **only hearing**
- We remember **15%** if we use **only vision**
- We remember **40%** if we use **vision and hearing**

BUT

- We remember **80%** by **experiencing and doing!**

Goals of Career Preparation

- Provide relevance and meaning to learning experiences
- Provide hands-on application
- Offer contextual & integrated learning experiences
- Demonstrate connections between school & work
- Encourage career awareness & exploration
- Learn relevant employability skills & what employers want
- Provide specific career preparation and skills of the job
- Give dignity to practical learning, application of knowledge, and work
- Provide a capstone experience for students involved in a career cluster pathway of study.

Disclaimer

- Today's session will focus on "best practice" for coordination of Career Preparation experiences. Currently, TEA does not have an official guide to use for Career Preparation coordinators. However, there is talk that they may start the process of developing a guide for teachers to use in correlation to local district requirements for Career Preparation courses.
- Your local school district may impose any requirements necessary for participation in Career Preparation experiences by board approval.

Binder: Section 1 Overview

Career Preparation...

- Take a few minutes to look through Section 1 of the binder. The “Career Preparation Teacher Manual”.
- Jot down your questions...If not answered during the day, ask when needed.



Stakeholders



■ Activity:

– Discuss and generate a list of the responsibilities of the party assigned to your group in the career preparation process:

- (1) Teacher-Coordinator
- (2) Employer
- (3) Student
- (4) Parent
- (5) Counselor
- (6) Administrator

“Career Preparation Calendar of Events”

What a Short Summer!

- **July and August** - when the teacher returns to campus
(generally 3 to 4 weeks prior to teachers returning to campus)
 - ✓ Get an updated list of students enrolled in Career Preparation and compare to applications
 - ✓ Contact all students (have a job, need a job, seasonal job, want to change jobs, etc.)
 - ✓ Contact prospective employers
 - ✓ Ensure that unemployed students know how to apply and interview for jobs
 - ✓ Post available jobs for students to review

First Weeks of School

■ August and September

- ✓ All students must agree to Career Preparation program guidelines
- ✓ All students must be employed **within 15 days** from the start of school (many districts require to be hired within 10 days or less, due to scheduling/credit issues)
- ✓ Career Preparation teacher verifies employment
- ✓ Career Preparation teacher prepares training plans
- ✓ Career Preparation teacher distributes signed and returned training plans

Middle to End of Grading Period

■ October and Middle to End of Each Grading Period for the school year

- ✓ Prepare for and make employer visits
- ✓ Complete paperwork documenting employer visits
 - District travel form
 - Personal observation form
- ✓ Collect and score employer evaluations

School Year Continues

■ January or February

- ✓ Market your CTE program
- ✓ Interested students complete application

■ February or March

- ✓ Students pre-register for next year

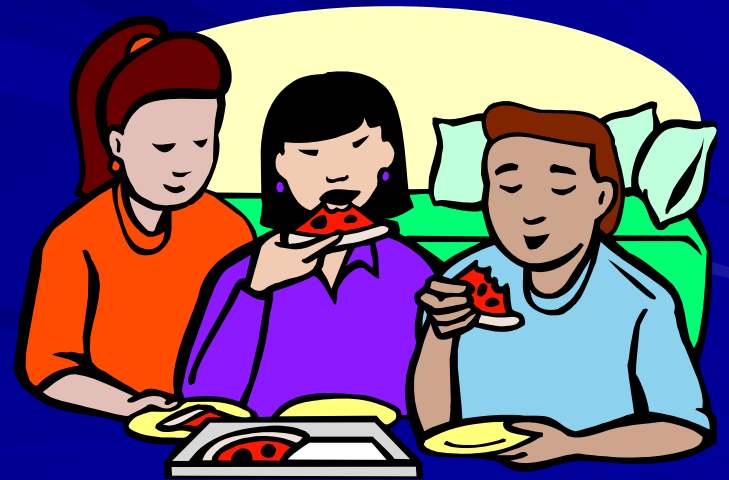
■ March until end of school

- ✓ Career Preparation teacher receives applications
- ✓ Career Preparation teacher meets with students
- ✓ Career Preparation teacher reviews pre-registration roster to secure applications from all students on list

Suggestion...

- Prior to the end of school (May)
 - Provide a social event inviting all current students and new applicants
 - Pizza party during lunch
 - Doughnuts before school
 - Etc...

(Food ALWAYS works 😊)



Why?

- Begins to build relationships and commitment from the new students
- Allows the new students a chance to ask questions of you and the other students
- Provides opportunity to collect parent permission slips allowing student to become involved in Career Preparation Program
- Gives you the opportunity to “Put a Name to Face.”

Suggestion...

- Immediately following the end of school (June)
 - Conduct an Employability Skills “Boot Camp”... a 2-3 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.

Binder: Section 2

Information from TEA-CTE

CTE State Plan 2008-2013

Addresses these challenges:

- Recognizing the unique needs of a Diverse Student Population
- Preparing students for College and Career Success
- Preparing students with a Quality Education that prepares them to be Competitive within a Global Economy
- Recruiting and Retaining Qualified Teachers



Texas State Plan for CTE 2008-2013

<http://www.tea.state.tx.us/cte/Accountability/StatePlanFinal111607.pdf>



- Achieve Texas is making Career Preparation even more important as pathways are developed to include a capstone experience
- Each state-recognized program of study includes:
 - ❖ Rigorous secondary academic courses
 - ❖ Relevant, coherent sequence of CTE courses with college credit opportunities including dual credit, articulated credit, Advanced Placement and/or International Baccalaureate credit
 - ❖ Opportunities for industry-recognized certifications and licensures, where appropriate and available

Where do your classes fit?



2009-2010 Student Attendance Accounting Handbook



**Take a quick look at these
sections with me...**

■ 5.2 Eligibility and Eligible Days Present

- ❑ Each CTE course must be taught by a qualified/certified CTE teacher
- ❑ The teacher of record must be the teacher in the classroom responsible for teaching and learning, grades, attendance, etc.
- ❑ District must provide appropriate resources, laboratories, and technology to teach the TEKS for the courses offered.
- ❑ To be eligible for CTE contact hour funding, district must offer three or more programs of study in at least three different clusters. (Most districts offer: IT/BCIS, Arts/AV, Ag, Ed/Training)

■ 5.2.4 Career Preparation Eligibility Requirements

- ❑ The career preparation training component whether paid or unpaid must address the TEKS for the course, provide a variety of learning experiences that will give broadest understanding of business/industry.
- ❑ The course should span the entire school year, and classroom instruction must average one class period each day for every school week.
- ❑ 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 minimum age of 16 is required to enroll in career preparation learning experiences.

■ 5.7.1 Date on Which Students May Earn Contact Hours

- ❑ Training plan on file within 15 instructional days of the student's employment date

■ 5.7.2 Additional Requirements

- ❑ Employment must begin within 15 instructional days of student's class enrollment date

■ 5.7.3 Required Site Visits by Teachers

- ❑ Teachers must visit each student training site at least six times each school year.

■ 5.11 Documentation

- ❑ CTE teacher's grade book documenting attendance, participation, and official grade reports are required.

TEA is “Here to Help”

- 2008-2009 Student Attendance Accounting Handbook:
“Where does it say that...?”
 - <http://www.tea.state.tx.us/school.finance/handbook/index.html>
- CTE Website: a valuable resource
 - <http://www.tea.state.tx.us/cte/index.html>
- Career Clusters
 - <http://www.achievetexas.org/Implementation.htm>

Binder: Section 3

Selection of Students and Employers

Student Enrollment



- Would you say your course or program is...
 - Growing?
 - Declining?
 - Staying the Same?
- Does your campus and/or district administration use student pre-registration data to determine which CTE courses to offer or drop?
- What are you doing to market your program?
- Discuss

Selecting Students (pg 3.1)

- ❖ Applications (pg 3.2) distributed to interested students prior to pre-registration
 - ❖ KEY: Building relationship with counselors!
- ❖ Students return completed application to Career Preparation teacher or counselor
- ❖ Career Preparation teacher reviews applications, checks attendance, and disciplinary file
- ❖ Career Preparation teacher interviews each student
 - ❖ Purpose: Assess student interview skills and gain additional personal information
- ❖ Final acceptance is based on student securing **approvable** job and **parental permission**

Helping Students Become Employed

- Students should prepare/update resume
- Teacher posts known job leads and/or former career preparation employers
- Teacher may provide business cards as “introduction” (“Boot Camp”)
- Teacher reviews businesslike dress and grooming expectations
- Students should know how to complete a job application neatly and accurately
- Students should rehearse before the interview
- Students should follow-up after the interview (with career preparation teacher and business/interviewer)
- Teacher offers encouragement and/or constructive suggestions as needed
- Teacher is **not** ultimately responsible for a student securing employment

Selecting Training Stations (pg 3.4)

- The student's supervisor is a teacher and a trainer
 - Should be capable, interested, and willing to give constructive help when needed
- Training stations should provide a variety of experiences in the student's area of occupational interest
 - Should be progressive and rotate students into positions requiring high levels of skills
 - Most difficult to achieve
- The business organization should exemplify high ethical standards.
 - Should be a moral environment appropriate for young employees
- The training station should provide a safe environment for students.
 - Buildings, equipment, and grounds should meet local, state, and federal safety regulations.
 - Should not be in dangerous location or require late/odd business hours

Selecting Training Stations, continued

- The employer must be in compliance with all labor laws
 - Should comply with local, state, and federal regulations (minimum wage, working hours, overtime pay, hazardous occupations, etc.)
- Student earnings should be comparable to similar jobs in the community (\$7.25 minimum wage as of 7/24/09)
- Existing versus Establishing Training Stations
 - What is the key difference?
 - Attention Business Owners (pg 3.5) recruitment flyer

Binder: Section 4

Beginning-of-the-Year Activities

Student Data Form (pg 4.1)

■ Demographic info



■ Employment info



■ School schedule



Employment Search Log (pg 4.2)

- 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
- Students check in with career preparation teacher daily for job leads and/or log check

Expectations of Career Preparation Students

- If students enter career preparation program already employed, the job becomes the “training station”
- Students can’t quit or change jobs without talking with career preparation teacher in advance
- Career Preparation teacher encourages students to keep their jobs, rather than quitting if there are problems, to learn valuable communication and coping skills
- Their jobs **are** “your business” until the end of the school year
- **Classroom form (pg 4.3)**
 - Go over on first day
 - Students sign and turn in to co-op teacher
 - Make a copy for students to keep in their folders as a reminder
 - Keep original copy in teacher files if needed to conference with student, parent, and/or campus administrator

Career Preparation Student/Parent Agreement (pg 4.4)

- Go over on first day
- Section with general program guidelines and specific student expectations
- Section for student and parent/guardian to read and sign
- Keep in teacher file if needed to conference with student, parent, campus administrator, and/or employer

Activity...



- In your groups, review the sample Student/Parent Agreement
- Compare/Contrast how it relates to your own district's student/parent agreement. How could your current agreement improve?
- If you do not have one for your district:
 - Highlight key items you would like to include.
 - Make notes of what you would else you would like to add.
- Be Prepared to Share...



Developing Training Plans (pg 4.6)

- **“A completed training plan for each student enrolled is mandatory for the district to claim contact hours for funding purposes.”**
- **TEA offers forms in both paid and unpaid formats (see examples)**
- **Texas Workforce Commission and the US Department of Labor approved the design of the training plan**
- **Four copies should be prepared:**
 1. **Teacher's file**
 2. **Employer**
 3. **Student**
 4. **Other as needed**

<http://ritter.tea.state.tx.us/cte/curriculum/index.html>

Training Plans - Front Page (4.8)

■ Requires student data, so start a card file or database before school starts:

- Student Name and Social Security Number
- Occupational Objective and PEIMS Code
- Name of Training Sponsor
- Program area
- Name of School District and Campus
- Beginning Wage
- Number of Hours of Training per Week
- Beginning and Ending dates of Training Plan Agreement
- Length of Probationary period (if applicable)
- Appropriate signatures (Student, Parent, Employer, Coordinator)

PEIMS Codes

- For Career Prep – Use:
Career Prep N1295000
(for CP 1 and CP 2)
- Don't use N1295001 or N1295002 these are teacher codes.
- <http://www.tea.state.tx.us/peims/standards/0809/index.html>

Training Plans – Back Page (pg 4.11)

- TEKS and related instruction for Career Preparation course content
 - Must comply with Child Labor Laws and Fair Labor Standards Act
 - Essential Knowledge and Skills should be utilized when appropriate
 - Should emphasize safety consciousness and developing safe work habits and attitudes
 - Indicates supervision will be provided and duties will be rotated to allow progression of skills
 - Work experiences should be correlated to study assignments
 - Balance between general information and occupational competencies
- TEKS and related instruction for occupationally-specific content (see samples)
- Training Plan is not complete without
 - TEKS and assignments for *course*
 - TEKS and assignments for *occupation*

Distributing Training Plans

- Before giving training plans to students, make a copy
- 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 employment** (TEA can make your district return \$\$\$)

After Training Plans are Signed

- Career Preparation teacher makes three copies
 - ❖ Original goes to CTE Director (for funding and PEIMS documentation)
 - ❖ Deliver employer's copy at first evaluation visit
 - ❖ Keep student's copy in filing cabinet folder or in student's folder
 - ❖ Maintain file of teacher's copies

Training Plan Packet – (Initial Employer Visit)

- Letter/Memo to employer
 - Briefly reminding of expectations and evaluation procedures and thanking him/her
- Student/Parent Agreement
- Training Plan
- Sample Employer Evaluation
- TEKS and related instruction for Career Preparation course
- Child Labor Law information (pg 4.13-4.14)

***Hint: Make a copy of front page before distributing to students!

Binder: Section 5

Ongoing Activities

Documenting Employment

■ Weekly Job Report (pg 5.1)

- Used to document student hours
 - 3-credit course = 15+ hrs. in 7-day period
 - 2-credit course = 10+ hours per week
- Each week, student
 - Completes hours worked each day per week
 - Totals hours for the week
 - Completes a few sentences on journal lines
 - NOTE: Teacher checks each week!
- At end of grading period, student
 - Totals hours for grading period
 - Submits form to Teacher (grade)

■ Yearly Wage and Hour form (pg 5.2)

- Student logs weekly hours and grading period totals from wage and hour form
- Student compares number of hours to ensure meeting *recommended* state requirement (15 hrs per week X 36 weeks in school year = 540 hrs for the year)
- Keep form in teacher and personal student folder

Documenting Employment, continued

■ First grading period

- ✓ Prepare a Training Station Info sheet (pg 5.3)
 - Students fill in blanks
- ✓ Prepare Employer Evaluation forms (pg 5.4)
- ✓ Visit each training station

■ Subsequent grading periods

- ✓ Students update Training Station info sheet
- ✓ Visit each training station

What Should an Evaluation Look Like?



ACTIVITY:

- Review Employer Evaluation Sample (pg 5.4)
- Within your group, generate a list of employee competencies that you would include in an evaluation
- Example:
 - Appearance and Grooming
 - Initiative
 - Etc.
- Then decide how you would rate the competencies

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 (a new one at semester)
 - Put form in envelope for privacy and identification
 - Use Training Station Info sheet 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
- 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

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 by the door 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

Quitting/Changing Jobs (pg 5.5)

- Career Preparation 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 co-op programs are built on "repeat business" with satisfied employers)

Finding a New Job (pg 12.15-12,17)

- Sometimes co-op students cannot stay at present job
 - ❖ Business reduces student hours below 15 per week
 - ❖ Business closes or moves out of the area
 - ❖ Situation warrants job change

- Must have new job within two weeks
 - ❖ Assist student with job leads
 - ❖ Student documents contacts made on employment search form (minimum of 3 per day)
 - ❖ Co-op teacher prepares new training plan

****Helpful Hints: Student Folder**

(on CD)

- Completed Application
- Student/Parent Agreement
- Training Plan including Child Labor Laws
- Evaluations
- Wage and Hour Reports



****Helpful Hints: Employer Visit Packet** (on CD)

■ Initial Visit:

- ✓ Initial Visit Memo
- ✓ 1-2 Copies of the Standards of Operation
- ✓ 3-4 Copies (NCR Paper if possible) of the student Training Plan including the Child Labor Laws
- ✓ 1 Sample Evaluation
- ✓ TEKS
- ✓ School Calendar



■ Subsequent Visits:

- ✓ Evaluation Memo
- ✓ Evaluation (NCR Paper if Possible)

****Helpful Hints:**

Employer Recruitment Packet

(on CD)

- Welcome Letter
- Attention Business Owners Flyer
- Sample Evaluation
- Sample Training Plan
- Business Card



Shifting Gears



Program Evaluation Samples

- Generic (pg 5.7)
- Online (pg 5.19)
- TEA Compliance Review as a starting point @ http://ritter.tea.state.tx.us/pmi/ctemon/2009/resources/systemanalysis_CTE_09.doc

Binder: Section 6

Career and Technical Student
Organizations (CTSOs)

Eight National Co-Curricular CTSO's

- 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

Who are they?

**Business
Professionals of
America (BPA)**



**Future Business
Leaders of
America (FBLA)**



Who are they?



**An Association of
Marketing Students**



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

Family & Consumer Sciences Students

Who are they?



**National FFA
Organization**



**Health Occupations
Students of America
(HOSA)**

Who are they?



SkillsUSA

Industrial Education Students



**Technology Student
Association (TSA)**

TEA on CTSOs (pg 6.3)

- Definition
- Financial Accountability
- Meal Expenses
- Credit Cards
- Planning and Management
- Professional Development
Conferences

Sample: Operational Guidelines Handbook (pg 6.20)

- Purpose and Benefits
- Overview of Each Organization
- General Policies for Advisors
- Expectations of Officers
- Fundraising
- Competitive Events
- Safe Travel Procedures

Also Included...

- Website Resources (pg 6.2)
- Guidelines for Safer Travel Handbook (pg 6.29)
- CTSO Internet Scavenger Hunt (National and State) (pg 6.42)
- Student Organization Presentation Information Sheet (pg 6.43)
 - Motivating your students to join!
- Sample Bylaws (pg 6.44)

Connections

- CTSOs connect students to:
 - Industry
 - Instructors
 - Each other
 - Their own individual success
 - Team success



Activity



- How will you promote your Student Organization?
- Student Organization Presentation Information Sheet (pg 6.43)
 - Take a few minutes to discuss and complete the Presentation Information worksheet
 - Be prepared to share

Binder: Section 7

On-the-Job-Safety







GASOLINE
GOLF | FULL
SERVICE | SERVICE
Indicated Price:
000 | 00
Premium Price:
000 | 00
High Performance:
000 | 00







On-the-Job Safety



■ Safety Video: How To Survive and Thrive at Work: A Guide for Teenage Workers

– http://www.news8austin.com/content/top_stories/default.asp?ArID=228473

■ Department of Labor Resources

- Hours Restrictions for Young Workers
- Prohibited Occupations for Non-Agricultural Employees

<http://www.dol.gov/elaws>

■ OSHA Resources – Teen Worker Safety

<http://www.osha.gov/teens>

Teen Worker Safety Posters

- Dos and Don'ts for Teen Workers
Child Labor Laws (pg 5.5)
- Youth Rules – Poster 1 (pg 5.6)
- Youth Rules – Poster 2 (pg 5.7)
 - Federal Youth Employment Laws

Related Websites

- US Department of Labor
 - <http://www.dol.gov>
- OSHA's Teen Workers
 - <http://www.osha.gov/teens>
- Youth Rules!
 - <http://www.youthrules.dol.gov>
- Youth at Work
 - <http://www.youth.eeoc.gov>
- Texas Workforce Commission
 - <http://www.texasworkforce.org>
- Farm Safety 4 Just Kids
 - <http://www.fs4jk.org>

Safety Websites & Resources

- Youth in Agriculture e-Tool
 - <http://www.osha.gov/SLTC/youth/agriculture>
- Teen Worker Safety in Restaurants e-Tool
 - <http://www.osha.gov/SLTC/youth/restaurant>
- Teen Worker Safety in Health Services
 - <http://www.osha.gov/SLTC/etools/hospital>
- National Institute for Occupational Safety & Health
 - <http://www.cdc.gov/niosh/fedNet/>
 - <http://www/cdc.gov/niosh/talkingsafety/states/tx>

Student Certifications

- OSHA Safety Certification

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

- Food Handlers Certification

- <http://www.StateFoodSafety.com>

- Texas Restaurant Association

- <http://www.restaurantville.com>

- National Retail Federation Foundation

- <http://www.nrffoundation.com>

Binder: Section 8

Innovative Courses

Career Preparation

(Formerly Diversified Career Preparation)

- Career Preparation is **no longer an innovative course**, as of 2008-2009, any district can offer it pending School Board Approval
- Appropriate TEKS almost-perfectly aligned to Glencoe textbook: *Succeeding in the World of Work*

References/Forms

- Innovative Course Procedures
- Sample Innovative Course Application (2009)
- Sample CP Approved Application (on CD)

Binder: Section 9

Textbook and Curriculum Resources

Textbook & Curriculum Resources

- The 16 Career Clusters
- Adoption Cycle (revised May 2008)
- EMAT Adoption Bulletin
- Factors to Consider Before Selecting Electronic Textbooks
- Factors to Consider Before Selecting Technological Equipment
- List of Adopted Materials for Career & Technical Education Courses

CTE Curriculum Resources

- Materials available free or for purchase through state-funded curriculum centers
- Materials available for purchase from national curriculum centers
- Materials available free or for purchase from industry-related sources

Curriculum Centers

■ Texas A&M University – Corpus Christi

- Ag Science and Trade & Industry Education,
Agriculture, Food & Natural Resources

<http://www-ims.tamu.edu>

■ Texas Tech University

- Education & Training, Hospitality & Tourism, Human
Services

<http://www.hs.ttu.edu/ccfcs/>

■ University of North Texas

- Architecture & Construction, Arts, A/V Technology & Communications,
Business Management & Administration, Finance, Government & Public
Administration, Health Science, Information Technology, Law, Public Safety,
Corrections & Security, Manufacturing, Marketing, Science, Technology,
Engineering & Mathematics

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

Binder: Section 10

B.E.S.T Partnerships

Texas B.E.S.T. (Business Education Support Teams)

Primary goal of
AchieveTexas is to...

**Vastly increase the quantity
and quality of partnerships**

Texas B.E.S.T

- Partnership is one of the basic principles of AchieveTexas, particularly between education and business.
- Purpose: Bring together leaders from education, business and industry, government agencies, professional and trade organizations in an effort to “build buy-in to the redesign of Texas Education, so that all share a common vision.”
- The idea is to spread the tasks of system building over large groups of educators and employers.
- It's the *entire* community's job to help construct a strong pathways system for schools and students.

A key message so far...



- Partnerships are an avenue for the business and education communities to positively interact
- Partnerships are a two-way street for education and business to provide expanded opportunities for students
- Any size business can improve the quality of your CTE program
- Any size CTE program can utilize resources from its local business community

ACTIVITY



- Read examples of School & Business Partnerships (pg 10.2-10.3)
 - Read examples: 5 minutes
 - Discuss examples with your group: 5 minutes
 - Present ideas
 - Can any of these ideas apply to your CTE program?

ACTIVITY



- Using poster paper...with your group identify ways to develop partnerships in your CTE program
- Post your lists on the walls for review
- Partnership Possibilities Reflection
(pg 10.6)

Binder: Section 11

Industry Advisory
Committees

Advisory Committees

“Partners in Education”
for CTE



Advisory Committee Defined

- A group of individuals who:
 - Form a partnership to improve student learning
 - Through identified goals that create a means for curriculum to remain relevant
 - Assure that graduates will be capable of performing entry-level jobs
- Bottom Line: Do graduates possess entry-level job skills needed by community employers?

Advisory Committee Purpose

- Develop long- and short-term goals specific to program needs
- Conduct annual program evaluations
- Provide curriculum development and content advisement, including new technology developments in the workplace
- Provide awareness of program through promotional techniques
- Provide review of CTE program equipment, facilities, and resources
- Provide an opportunity to increase professionalism within the educational environment

Development of Advisory Committees

- Once voluntary, becoming mandatory via Performance Based Monitoring indicators and Career Cluster Implementation
- Consult your administration...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 sent in advance; minutes sent after meeting

ACTIVITY



- Using the Advisory Committee Planning Guide (pg 11.3) as a reference, create a list of people who should attend your first Advisory Committee meeting **AND** list the 3 objectives for the first meeting.
- If you do not know exact names, list titles of individuals, such as:
 - Dentist
 - Middle School Principal
 - HEB Manager

Binder: Section 12

Sample Forms and
Handouts

Sample Packets

- Student Folder (on CD)
- Employer Visit Folder (on CD)
- Employer Recruitment (on CD)

Additional Forms and Resources



CD and DVD Provided!



Endorsement



- Upon completion of the workshop, participants receive a certificate that satisfies the State Board for Educator Certification Assignment Rule for Work-Based learning professional responsibilities.
- Place a copy of your certificate in your personnel file with your Human Resources Office.

Wrap up

Contact Information:

- Traci Donovan, CTE Education Specialist
Region XIII Education Service Center
5701 Springdale Rd.
Austin, TX 78723
- E-mail: Traci.Donovan@esc13.txed.net
- Phone: (512) 919-5434
- FAX: (512) 919-5320