

Career Preparation (CP) I and II - Work Program

Can any CTE teacher teach the work program class?

All CTE Teachers, except Tech Ed, that have completed the CP workshop. Contact Region VII with your teacher certification to determine eligibility.

What are the requirements for the teacher (do they need to have a period in their schedule to visit the jobsite, how often do these visits need to occur, etc)?

Some time will be needed to properly evaluate the jobsite, interview employers and check on students a minimum of 6 times per year. The training site visits can not be conducted during the teacher's planning and preparation period.

Do all work program students need to be coded according to their job pathway? How do you determine that?

They are enrolled in a 2 or 3 credit Career Preparation I or II and attend the class prior to work each day

Are all jobs eligible?

Judgment of Instructor IAW Child Labor Laws and Safety

What about volunteer hours?

Go to <http://ritter.tea.state.tx.us/cte/curriculum/index.html>
Training Plan Agreement for Unpaid Work-Based Instruction (pdf)

Does the "job" have to be a paying job?

Training Plan Agreement for Paid Work-Based Instruction (pdf)
Refer to the Student Attendance Accounting Handbook at
<http://ritter.tea.state.tx.us/school.finance/handbook/index.html> section 4-7

INTENT TO PARTICIPATE IN WASKOM HIGH SCHOOL CAREER PREP/WORK PROGRAM 2012-2013

Waskom High School Administration is looking into the possibility of instituting a work program for seniors for the 2012-2013 school year. Seniors who qualify with a job would take classes at Waskom High School the first six periods of the day, then be released for work 7th and 8th period. One of the six classes taken must be a Career Prep/Work Program class specifically set up for this program. If you qualify for the program, you will be able to earn five credits for your classes at Waskom High School and three additional credits for the Work Program class and the work experience. Please be aware that you must work a minimum of 15 hours per week.

By signing this intent form, you should immediately begin looking for employment for the fall semester. You will be required to present to the Waskom High School Administration the attached form by August 1st proving that you have a job for the fall semester. Your schedule will be adjusted upon presentation of proof of employment. If you lose your job during the school year, it is your responsibility to find another job within two weeks or be dismissed from the program

If there are questions, please feel free to call Mr. Stuart Musick or Mr. Ronnie Suggs at the high school at (903) 687- 3361.

It is my intent to find employment and participate in the Waskom High School

Work Program for 2012-2013. _____
(Student) (Due May 1st)

My student has my permission to participate in the Waskom High School Work

Program for 2012-2013. _____
(Parent) (Due May 1st)

Due to Waskom High School Administration by August 1st

Student Name _____

Employer/Company _____

Name of Supervisor _____

Job Title _____

Number of Hours
Per Week _____

I do hereby confirm that _____ will be working
for me beginning September 1, 2012 for the 2012-2013 school year.

Employer Signature

Date



CAREER PREPARATION I
(formerly Diversified Career Preparation)

By definition innovative courses are locally developed and should represent local needs and circumstances. The following information represents portions of an approved application for Career Preparation, which may be helpful to other districts choosing to submit an approval request.

A. Description of the course and its essential knowledge and skills

1. Career Preparation I (CP I) refers to an instructional arrangement, not a course or training area. This work-based instructional arrangement develops essential knowledge and skills through classroom technical instruction and on-the-job training in an approved career and technical training area that has already been approved and assigned a PEIMS number (2-3 credit course). Students will receive general life long learning skills, employability skills leadership, management skills, free enterprise system, work ethics safety, mathematics, financial transactions, and communications as a group; however, each student will have an individual training plan that will address their job specific knowledge and skills. Approved training sponsors will provide paid (or unpaid) occupational training for a student. The training sponsor will assist the teacher in providing the necessary knowledge and skills for the student's specific work-based training. Students will be given specific occupational training assignments in the classroom.

This training arrangement will be most effectively utilized if it is part of the student's coherent sequence of courses. The recommended prerequisite is two semesters of technical training prior to or during this program of study.

Grade Level: 11-12

2. Essential Knowledge and Skills for this instructional arrangement - See essential knowledge and skills on attached pages.

B. Description of the specific student needs this course is designed to meet:

This section should be locally developed. The justification should be based on local circumstances.

C. Description of activities, major resources, and materials to be used.

This section should be locally developed.

Major resources and materials:

It would be well to reference use of curriculum materials from the various curriculum centers in Texas that serve career and technical education programs. The centers are sources of instructional materials and other resources that contain guidelines for instruction and teaching activities for this method of instruction.

Texas A&M University
Instructional Materials Service
2588 TAMUS
College Station, TX 77843-2588
Telephone: 979-845-6601
Fax: 979-845-6608

Web Address: <http://www-ims.tamu.edu/>
Kirk Edney kc-edney@tamu.edu
Tim Knezek t-knezek@tamu.edu



Source of materials for the following career clusters: Agriculture, Food & Natural Resources; Architecture & Construction; Arts, A/V Technology & Communications; Government & Public Administration; Human Services; Law, Public Safety, Corrections & Security; Manufacturing; Science, Technology, Engineering & Mathematics; and Transportation, Distribution & Logistics

Texas Tech University
The Curriculum Center for Family and Consumer
Sciences
Box 41161
Lubbock, TX 79409-1161
Telephone: 806-742-3029
Fax: 806-742-3034

Web Address: <http://www.hs.ttu.edu/ccfcs>
Marilyn Wragg marilyn.wragg@ttu.edu

Source of materials for the following career clusters: Architecture & Construction; Arts, A/V Technology & Communications; Education & Training; Hospitality & Tourism; and Human Services

University of North Texas
Department of Technology and Cognition
PO Box 311337
Denton, TX 76203-1337
Fax: 940-369-8650

Web Address: <http://www.texashte.com>
Renee Tonquest reneek@unt.edu
Telephone: 940-565-2293

Source of materials for the following career
cluster: Health Science

Web Address: <http://www.texastandi.unt.edu/>
Jerry Wircenski akadrj@unt.edu
Telephone: 940-565-2714

Source of materials for the following career
clusters: Architecture & Construction; Arts, A/V
Technology & Communications; Human Services;
Law, Public Safety, Corrections & Security;
Manufacturing; Science, Technology, Engineering
& Mathematics ; and Transportation, Distribution
& Logistics; Business, Management &
Administration; Finance; Information Technology;
and Marketing, Sales & Service; Manufacturing;
and Science, Technology, Engineering, and
Mathematics

Activities:

Each student will receive occupationally specific training through an approved training sponsor.

Each student will receive instruction that addresses the TEKS for each occupational area.

Job shadowing and/or internship may be used to supplement the student's occupationally specific training.



A variety of teaching methods will be used in Career Preparation I. Some examples include individualized study; group centered learning; viewing videos and other visual media presentations; role playing; guest speakers, panels, and/or field trips; lectures; discussions; instructional computer software programs; and Internet research.

D. Methods for evaluating student outcomes

This section should be locally developed.

E. Required qualifications of teachers:

The teacher will be certified to teach the cooperative instructional arrangement under career and technical education program area. These program areas of teacher certification include:

- Agricultural Science and Technology;
- Business Education;
- Health Science Technology Education;
- Vocational Home Economics Education/Family and Consumer Sciences Education
- Marketing Education; and
- Trade and Industrial Education

F. Amount of credit requested

Students who are in the 11th and 12th grades are eligible to enroll in Career Preparation I. Each student, while enrolled in Career Preparation I, must receive instruction by participating in occupationally specific classroom instruction and work-based learning experiences in one of the approved occupations listed under the appropriate program of career and technical education. To receive 2 units of credit, a student must be in work-based training 10 hours per week. To receive 3 units of credit, a student must be in work-based training 15 hours per week. Training stations shall be in business, industry, and governmental agencies and shall provide each student with a broad range of curriculum-related training experiences. The approved training plans shall be based on competency statements which address the State Board of Education approved Texas Essential Knowledge and Skills for each of the career and technical education areas. In instances where students are using job shadowing or internship, the above guidelines and criterion will be followed.

Students must be a minimum age of 16 in order to enroll in career preparation work-based learning experiences that have a paid career preparation component.



CAREER PREPARATION I
(formerly Diversified Career Preparation)

Essential knowledge and skills

- (1) **Employability skills.** The student utilizes employability skills to gain a position in a company. The student is expected to:
- (A) identify employment opportunities and complete job search procedures, for example, resumes, job applications I-9 and W-4 forms;
 - (B) demonstrate proper interview techniques in various situations; and
 - (C) create appropriate documents, for example, electronic portfolio, employment application, letter of intent and thank you letters;
- (2) **Concepts and skills associated with success at the workplace.** The student develops skills for success in the workplace. The student is expected to:
- (A) explain importance of and model appropriate dress, hygiene, and demeanor for the work assignment;
 - (B) demonstrate appropriate grooming and appearance for the workplace;
 - (C) demonstrate dependability, punctuality, and initiative;
 - (D) develop positive interpersonal skills including respect for diversity;
 - (E) demonstrate appropriate business and personal etiquette in the workplace;
 - (F) exhibit productive work habits and attitudes;
 - (G) demonstrate knowledge of personal and occupational safety practices in the workplace;
 - (H) exhibit ethical practices;
 - (I) demonstrate the ability to work with the other employees to promote the organization and complete assigned tasks;
 - (J) prioritize work to fulfill responsibilities and meet deadlines; and
 - (K) evaluate the relationship of good physical and mental health to job success and achievement.
- (3) **Work ethics.** The student applies work ethics, job expectations, multicultural considerations, and communication skills in the workplace. The student is expected to:
- (A) illustrate how personal integrity affects human relations on the job;
 - (B) demonstrate characteristics of successful working relationships, for example, teamwork, conflict resolution, self-control, teamwork; and ability to accept criticism;
 - (C) analyze employer expectations;
 - (D) exhibit productive work habits and attitudes;
 - (E) demonstrate respect for the rights of others;
 - (F) communicate effectively via oral, written, and electronic channels;
 - (G) identify ethical standards; and
 - (H) compare organizational policies and procedures.
- (4) **Integration of academics.** The student applies and integrates math, science, English language arts, and social studies in CP. The student is expected to:
- (A) apply and analyze critical and creative thinking
 - (B) apply math to business transactions ;
 - (C) apply data from tables, charts, and graphs to estimate and find solutions to problems;
 - (D) organize, write, and compile ideas into reports and summaries; and
 - (E) demonstrate effective verbal, nonverbal, written, and electronic communication skills.
- (5) **Standards and legal responsibilities.** The student knows ethical behavior standards and legal responsibilities of the profession. The student is expected to:
- (A) compare published professional codes of ethics;
 - (B) identify responsible and ethical behavior



- (C) summarize provisions of the Fair Labor Standards Act
 - (D) describe the consequences of breach of confidentiality; and
 - (E) research and describe laws governing the different professions.
- (6) **Self development and interpersonal skills.** The student applies the use of self-development techniques and interpersonal skills to accomplish objectives. The student is expected to:
- (A) identify and practice effective interpersonal and team-building skills involving situations with co-workers, managers and customers; and
 - (B) participate in leadership and career development activities (CTSO)
- (7) **Concepts and skills related to safety at the workplace.** The students shall be provided opportunities to:
- (A) identify and apply safe working practice to all training stations;
 - (B) list unsafe work practices and attitudes;
 - (C) explain the role of OSHA in the workplace;
 - (D) understand the importance of applying safety rules in all situations; and
 - (E) analyze health and fitness practices that influence job performance.
- (8) **Acquire the academic and technical skills for future education and employment.** The students will development the stigma and desire for future growth and employment. The student is expected to:
- (A) analyze the future employment outlook in their respective occupational area;
 - (B) describe entrepreneurial opportunities in their respective occupational area;
 - (C) compare rewards and demands for various levels of employment in a variety of careers;
 - (D) summarize the rights and responsibilities of employers and employees; and
 - (E) determine good money management and financial planning techniques.
- (9) **Professional advancement.** The student identifies skills and attributes necessary for professional advancement. The student is expected to:
- (A) evaluate and compare employment options, for example, salaries, benefits, and prerequisites;
 - (B) compare rewards and demands for various levels of employment in a variety of careers;
 - (C) determine continuing education opportunities that enhance career advancement and promote lifelong learning;
 - (D) determine preparation requirements for various levels of employment in a variety of careers in their respective occupational area;
 - (E) determine how interests, abilities, personal priorities, and family responsibilities affect career choice; and
 - (F) demonstrate effective methods to secure, maintain, and terminate employment



CAREER PREPARATION II
(formerly Diversified Career Preparation)

By definition innovative courses are locally developed and should represent local needs and circumstances. The following information represents portions of an approved application for Career Preparation II, which may be helpful to other districts choosing to submit an approval request.

A. Description of the course and its essential knowledge and skills

1. Career Preparation II (CP II) refers to an instructional arrangement, not a course or training area. This work-based instructional arrangement develops essential knowledge and skills through classroom technical instruction and on-the-job training in an approved career and technical training area that has already been approved and assigned a PEIMS Work-Based Learning number. Students will receive general life long learning skills, employability skills leadership, management skills, free enterprise system, work ethics safety, mathematics, financial transactions, and communications as a group; however, each student will have an individual training plan that will address their job specific knowledge and skills. Approved training sponsors will provide paid (or unpaid) occupational training for a student. The training sponsor will assist the teacher in providing the necessary knowledge and skills for the student's specific work-based training. Students will continue with specific occupational training assignments in the classroom. This instructional arrangement will be most effectively utilized if it is part of the student's coherent sequence of courses.

This training arrangement will be most effectively utilized if it is part of the student's coherent sequence of courses. The recommended prerequisite is Career Preparation I.

Grade Level: 11-12

2. Essential Knowledge and Skills for this instructional arrangement - See essential knowledge and skills on attached pages.

B. Description of the specific student needs this course is designed to meet:

This section should be locally developed. The justification should be based on local circumstances.

C. Description of activities, major resources, and materials to be used.

This section should be locally developed.

Major resources and materials:

It would be well to reference use of curriculum materials from the various curriculum centers in Texas that serve career and technical education programs. The centers are sources of instructional materials and other resources that contain guidelines for instruction and teaching activities for this method of instruction.

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Source of materials for the following career clusters: Agriculture, Food & Natural Resources; Architecture & Construction; Arts, A/V Technology & Communications; Government & Public Administration; Human Services; Law, Public Safety, Corrections & Security; Manufacturing; Science, Technology, Engineering & Mathematics; and Transportation, Distribution & Logistics

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Web Address: <http://www.hs.ttu.edu/ccfcs>
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Source of materials for the following career clusters: Architecture & Construction; Arts, A/V Technology & Communications; Education & Training; Hospitality & Tourism; and Human Services

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Telephone: 940-565-2293

Source of materials for the following career cluster: Health Science

Web Address: <http://www.texastandi.unt.edu/>
Jerry Wircenski akadrj@unt.edu
Telephone: 940-565-2714

Source of materials for the following career clusters: Architecture & Construction; Arts, A/V Technology & Communications; Human Services; Law, Public Safety, Corrections & Security; Manufacturing; Science, Technology, Engineering & Mathematics ; and Transportation, Distribution & Logistics; Business, Management & Administration; Finance; Information Technology; and Marketing, Sales & Service; Manufacturing; and Science, Technology, Engineering, and Mathematics

Activities:

Each student will receive occupationally specific training through an approved training sponsor.

Each student will receive instruction that addresses the TEKS for each occupational area.



Job shadowing and/or internship may be used to supplement the student's occupationally specific training.

A variety of teaching methods will be used in Career Preparation II. Some examples include individualized study; group centered learning; viewing videos and other visual media presentations; role playing; guest speakers, panels, and/or field trips; lectures; discussions; instructional computer software programs; and Internet research.

D. Methods for evaluating student outcomes

This section should be locally developed.

E. Required qualifications of teachers:

The teacher will be certified to teach the cooperative instructional arrangement under career and technical education program area. These program areas of teacher certification include:

- Agricultural Science and Technology;
- Business Education;
- Health Science Technology Education;
- Vocational Home Economics Education/Family and Consumer Sciences Education;
- Marketing Education; and
- Trade and Industrial Education

F. Amount of credit requested

Students who are in the 11th and 12th grades are eligible to enroll in Career Preparation I. Each student, while enrolled in Career Preparation I, must receive instruction by participating in occupationally specific classroom instruction and work-based learning experiences in one of the approved occupations listed under the appropriate program of career and technical education. To receive 2 units of credit, a student must be in work-based training 10 hours per week. To receive 3 units of credit, a student must be in work-based training 15 hours per week. Training stations shall be in business, industry, and governmental agencies and shall provide each student with a broad range of curriculum-related training experiences. The approved training plans shall be based on competency statements which address the State Board of Education approved Texas Essential Knowledge and Skills for each of the career and technical education areas. In instances where students are using job shadowing or internship, the above guidelines and criterion will be followed.

Students must be a minimum age of 16 in order to enroll in career preparation work-based learning experiences that have a paid career preparation component.



CAREER PREPARATION II
(formerly Diversified Career Preparation)

Essential knowledge and skills

- (1) **Employability skills.** The student utilizes and evaluates employability skills to maintain a position in a company. The student is expected to:
 - (A) create an appropriate professional electronic portfolio to include a five year individual career plan of study, revised resume, cover letter; awards, commendations, and thank you letter;
 - (B) explain process for obtaining letters of recommendation;
 - (C) develop personal communication skills; and
 - (D) understand and enhance interview skills.

- (2) **Concepts and skills associated with success at the workplace. The student develops skills for success in the workplace. The student is expected to:**
 - (A) demonstrate appropriate grooming and appearance for the workplace;
 - (B) demonstrate dependability, punctuality, and initiative;
 - (C) develop positive interpersonal skills including respect for diversity;
 - (D) demonstrate appropriate business and personal etiquette in the workplace;
 - (E) exhibit productive work habits, attitudes and ethical practices; and
 - (F) demonstrate knowledge of personal and occupational safety practices in the workplace; and
 - (G) prioritize work to fulfill responsibilities and meet deadlines.

- (3) **Work ethics.** The student applies work ethics, job expectations, multicultural considerations, and communication skills in the workplace. The student is expected to:
 - (A) illustrate how personal integrity affects human relations on the job;
 - (B) demonstrate characteristics of successful working relationships, for example, teamwork, conflict resolution, self-control, teamwork; and ability to accept criticism;
 - (C) analyze employer expectations;
 - (D) exhibit productive work habits and attitudes;
 - (E) communicate effectively via oral, written, and electronic channels;
 - (F) identify ethical standards; and
 - (G) analysis, compare and evaluate organizational policies and procedures.

- (4) **Integration of academics.** The student applies and integrates math, science, English language arts, and social studies in CP II. The student is expected to:
 - (A) apply and analyze critical and creative thinking;
 - (B) apply math to business transactions ;
 - (C) apply and analyze data from tables, charts, and graphs to estimate and find solutions to problems;
 - (D) apply listening skill and memory techniques;
 - (E) demonstrate skills in researching and writing business reports and summaries electronically;
 - (F) identify and understand individual learning styles; and
 - (G) demonstrate effective verbal, nonverbal, written, and electronic communication skills.

- (5) **Standards and legal responsibilities.** The student knows ethical behavior standards and legal responsibilities of the profession. The student is expected to:
 - (A) understand the guidelines for appropriate use of company property
 - (B) compare published professional codes of ethics;
 - (C) identify and explain responsible and ethical behavior
 - (D) summarize provisions of the Fair Labor Standards Act
 - (E) describe the legal consequences of breach of confidentiality; and
 - (F) research and describe laws governing the different professions.



- (6) **Identity theft traits.** The will develop knowledge and understanding the traits of identity theft. The student is expected to:
- (A) research and identify various methods criminals use to information; and
 - (B) understand how to avoid becoming a victim.
- (7) **Self development and interpersonal skills.** The student applies the use of self-development techniques and interpersonal skills to accomplish objectives. The student is expected to:
- (A) identify and practice effective interpersonal and team-building skills involving situations with co-workers, managers and customers; and
 - (B) participate in leadership and career development activities (CTSO)
- (8) **Concepts and skills related to safety at the workplace.** The students shall be provided opportunities to:
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 - (C) explain the role of OSHA in the workplace;
 - (D) understand the importance of applying safety rules in all situations; and
 - (E) analyze health and fitness practices that influence job performance.
- (9) **Acquire the academic and technical skills for future education and employment.** The students will development the stigma and desire for future growth and employment. The student is expected to:
- (A) research and identify high skill, high wage, or high demand occupations in current or emerging professions
 - (B) analyze the future employment outlook in the high demand occupations;
 - (C) describe entrepreneurial opportunities in high demand occupations;
 - (D) compare rewards and demands for various levels of employment in high demand occupations;
 - (E) summarize the rights and responsibilities of employers and employees; and
 - (F) apply good money management and financial planning techniques.
- (10) **Professional advancement.** The student identifies skills and attributes necessary for professional advancement. The student is expected to:
- (A) evaluate and compare employment options, for example, salaries, benefits, and prerequisites;
 - (B) compare rewards and demands for various levels of employment in a variety of careers;
 - (C) determine continuing education opportunities that enhance career advancement and promote lifelong learning;
 - (D) determine preparation requirements for various levels of employment in a variety of careers in their respective occupational area;
 - (E) determine how interests, abilities, personal priorities, and family responsibilities affect career choice; and
 - (F) demonstrate effective methods to secure, maintain, and terminate employment.