PRACTICUM COORDINATION FOR FAMILY AND CONSUMER SCIENCES

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*   *   *   *   *   *   *   *   *   *   *   *   *   *   *   *   *   *   *

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Practicum Coordination for Family and Consumer Sciences

A. INFORMATION AND GUIDELINES
Basics of Practicum Coordination for Family and Consumer Sciences ........................................... A-1
  Instructional Arrangements ................................................................. A-2
Practicum Courses With Family and Consumer Sciences Content .................................................. A-3
Homogeneous vs. Heterogeneous Student Grouping ................................................................. A-4
First and Second-Year Students .................................................................... A-4
Career Preparation I and II ........................................................................ A-4
Terms and Acronyms Related to Practicum Coordination ............................................................ A-6
Getting Started .......................................................................................... A-11
College and Career Planning Information and Resources ........................................................ A-12
  Programs of Study ................................................................................. A-12
  Programs of Study Related to Family and Consumer Sciences Practicum Content ............ A-14
Sample Program of Study: Early Childhood Educator ......................................................... A-15
Sample Career Options for Early Childhood Educator .......................................................... A-16
Student Certifications and Licensures ................................................................. A-17
Facilities ....................................................................................................... A-18
Overview of Policies and Standards ........................................................................... A-19
  Student Enrollment ............................................................................... A-19
  Credit ....................................................................................................... A-21
  Management and Instruction ................................................................. A-21
Funding ........................................................................................................ A-23
Wage and Labor Information ............................................................................... A-24
  General Labor Information .................................................................. A-24
Employment of Student Learners at Subminimum Wages. .................................................. A-25
Youth Minimum Wage ................................................................................ A-25
Age Restrictions ......................................................................................... A-26
Hazardous and Non-Hazardous Occupations ............................................................... A-26
Helpful Department of Labor Information ................................................................ A-27
U.S. DOL Wage and Hour Division Field Offices ......................................................... A-27
Transportation .............................................................................................. A-28
Insurance ...................................................................................................... A-29
Teacher Certification ....................................................................................... A-30

B. MANAGEMENT
  Roles and Responsibilities
  Teacher-Coordinator Responsibilities ............................................................. B-1
  Student Responsibilities ............................................................................ B-2
  Parent/Guardian Responsibilities ............................................................. B-3
  Training Sponsor Responsibilities ............................................................. B-4
  Training Sponsor Orientation and Rapport .................................................. B-5
Student Recruitment, Enrollment, Attendance, and Transition
  Student Recruitment .................................................................................... B-6
  Student Enrollment .................................................................................... B-7
  Student Attendance .................................................................................... B-8
  Student Transition ...................................................................................... B-9
Training Sites
Training Sites ................................................................. B-10
Placement of Students in a Training Site .................................. B-11
Checklist for Student Placement ........................................ B-13
Training Site Visits ............................................................ B-14
Suggested Dos and Don’ts .................................................... B-15

Documentation
Filing System ........................................................................ B-16
Training Plan Agreements ..................................................... B-17
Purpose of Training Plan Agreement ....................................... B-18
Preparing the Training Plan Agreement ................................. B-18
Evaluation of Student Training .............................................. B-21
Reasons for Evaluation of Student Work-Based Training .......... B-21
Items to Be Evaluated .......................................................... B-21
Follow-up, Reporting, and Record Retention ......................... B-22
Public Education Information Management System (PEIMS) Reports ........................................ B-22
Program Evaluation ............................................................ B-22
Funding Application and Expenditure Reports ....................... B-22
Retention of Records ............................................................ B-22

Public Relations
Publicizing Practicum Courses ............................................. B-23
Working with News Media .................................................... B-24
Career and Technical Student Organization Activities ................ B-25
Using Other Public Relations Techniques ............................... B-25
Sample Newspaper Articles .................................................. B-27
Sample Public Relations Planning Chart ................................. B-28

Career and Technical Student Organizations
Career and Technical Student Organizations for Practicum Courses for FCS .... B-29
Family, Career and Community Leaders of America (FCCLA) .......... B-30
Advantages of FCCLA ....................................................... B-31
Local FCCLA Chapter Structures ......................................... B-32
Starting a New FCCLA Chapter .......................................... B-34
Tips for Organizing a New FCCLA Chapter ............................. B-38
Enhancing Family and Consumer Sciences Practicum Courses through FCCLA ........................................ B-39
Management of the FCCLA Organization ............................... B-41
FCCLA Chapter Files and Resource Center ............................. B-42
Texas Association of Future Educators (TAFE) ......................... B-46
Mission and Purposes of TAFE ............................................ B-46
Starting a New TAFE Chapter ............................................. B-47
State and National TAFE Resources ...................................... B-48

Advisory Committee
Suggested Guidelines for Establishing an Advisory Committee ........ B-49
Membership ................................................................. B-49
Meetings ................................................................. B-50
Functions of the Advisory Committee .................................... B-50
Sample Advisory Committee Invitation Letter ......................... B-51

Classroom Management
Management of Classroom Instruction ................................... B-52
Sequencing Instruction ....................................................... B-55
<table>
<thead>
<tr>
<th>Resources</th>
<th>B-55</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample Scope and Sequence Document: Practicum in Hospitality Services</td>
<td>B-56</td>
</tr>
<tr>
<td>Utilizing Educational Technology in Practicum Course Coordination</td>
<td>B-58</td>
</tr>
<tr>
<td>Teacher Coordinator</td>
<td>B-58</td>
</tr>
<tr>
<td>Student</td>
<td>B-58</td>
</tr>
<tr>
<td>End-of-Year Activities/Future Planning</td>
<td>B-59</td>
</tr>
<tr>
<td>Training Sponsor Appreciation</td>
<td>B-59</td>
</tr>
<tr>
<td>Evaluation of Program</td>
<td>B-59</td>
</tr>
<tr>
<td>Training of Training Sponsors</td>
<td>B-60</td>
</tr>
<tr>
<td>Updating Records</td>
<td>B-60</td>
</tr>
<tr>
<td>Student Follow-Up</td>
<td>B-60</td>
</tr>
</tbody>
</table>

**C. SAMPLE TOOLS**

*Classroom Management*

- Policies and Procedures for Practicum Students .................................. C-1
- Paid Work-Based Training ........................................................................ C-1
- Unpaid Work-Based Training ..................................................................... C-4
- Student Application for Practicum Enrollment ...................................... C-7
- Training Preference Information ............................................................ C-12
- Practicum Class Procedures .................................................................... C-14

*Work-Based Training Report Forms*

- Weekly Training Report ........................................................................... C-16
- Yearly Wage and Hour Report, Paid ......................................................... C-17
- Yearly Report of Work-Based Training Hours, Unpaid ............................... C-19

*Work-Based Training Coordination*

- Training Plan Agreement, Paid Work-Based Instruction ............................ C-21
- Training Plan Agreement, Unpaid Work-Based Instruction ......................... C-22
- Training Plan Continuation Page ............................................................ C-23
- Child Labor Laws ...................................................................................... C-24
- Excerpt from Training Plan Agreement for Practicum in Human Services .... C-25
- Procedure for Changing Training Sites .................................................... C-26
- Training Site Dos and Don’ts .................................................................... C-27
- Training Site Survey ................................................................................ C-29
- Student Record of Training Sponsor Contacts ......................................... C-38
- Recap of Work-Based Training Coordination ............................................. C-39

*Sample Evaluations and Performance Documentation*

- Training Sponsor Evaluation of Student Trainee ........................................ C-40
- Classroom Performance Evaluation ............................................................ C-41
- Practicum Professional Portfolio ............................................................... C-42
- Student Data Sheet .................................................................................... C-44
- Practicum Course Evaluation ..................................................................... C-46
- Student’s Evaluation of Personal Achievement .......................................... C-48

*Sample Correspondence*

- Parent Meeting Invitation ....................................................................... C-49

*Sample Letters*

- Students .................................................................................................... C-50
- Training Sponsors, Immediately after Placement ......................................... C-51
- Prospective Training Sponsors .................................................................. C-52
- Parents/Guardians ..................................................................................... C-53
Sample Certificates and Promotional Materials

Recognition Certificates

- Trainee Achievement Award .................................................. C-54
- Student of the Month/Year ..................................................... C-55
- Certificate of Appreciation .................................................... C-56
- Certificate of Completion .................................................... C-57

Student of the Month/Year Nomination Form .................................. C-58

Training Sponsor of the Year Nomination Form .............................. C-59

Sample Business Cards ............................................................. C-60
Information and Guidelines

Note: Content of this section contains policies, standards, and information accurate at the time of printing. Individual must assume responsibility for remaining current as policies change.
Basics of Practicum Coordination
For Family and Consumer Sciences

Under revised Texas Essential Knowledge and Skills (TEKS) adopted by the State Board of Education for career and technical education (CTE) courses effective 2010-2011, each program of study with family and consumer sciences content culminates in a practicum course. Through practicum courses, students in grades 11-12 apply knowledge and skills acquired throughout their programs of study by participating in learning experiences that combine classroom instruction with industry work experiences. Practicum work experiences may be structured through laboratory-based, paid, or unpaid work experiences for students. This handbook, while useful for many aspects of laboratory-based practicum courses, is specifically targeted to coordination of instructional arrangements for paid and unpaid work experiences.

Note: For those who previously taught Family and Consumer Sciences Career Preparation (FCSCP), the 2010 practicum courses relate to the previous occupationally specific courses that were adopted in 1997 as shown in the crosswalk on page A-3.

There is latitude for practicum courses to embody quite varied characteristics from school to school or from one situation to the next on the same campus. While schools have many options for structuring practicum courses, there are certain constants. Specifically, the following components will be included:

- **General Related Instruction** — Sometimes referred to as general employability skill training. It is the portion of the classroom instruction component of a practicum that provides the student with individual or group instruction related to knowledge and skills necessary for securing, terminating, managing, and advancing in employment related to a chosen career goal.

- **Specific Related Instruction** — Sometimes called individualized instruction. It is the portion of the classroom instruction component of a practicum that provides the student with closely supervised instruction directly related to the student’s work-based instruction and chosen career goal.

- **Work-based Instruction** — In addition to classroom instruction, occupationally specific instruction and training, either paid or unpaid, provided by business/industry in cooperation with the school. Written agreements between the school and a representative of the business/industry training site and also agreed upon by the student and a parent or guardian guide the coordinated classroom instruction and work-based occupational instruction. The work-based instruction component can be provided through paid work experiences, internships, or apprenticeships; mentorships and job shadowing can be utilized for supplemental training experiences.

Variables that are involved in various approaches to coordination of practicum courses center around four questions:

1. What instructional arrangement(s) will be utilized for providing the work-based instruction?
2. What practicum courses coincide with students’ college and career goals?
3. Will the students in each class be pursuing career preparation in the same career cluster pathways (homogeneous grouping) or different cluster pathways (heterogeneous grouping)?
4. Will first-year and second-year students be scheduled into separate classes or served jointly?
Instructional Arrangements

A key variable in planning and coordinating practicum courses is determining how industry work experiences will be provided for students. Local circumstances and preferences will influence the selection of the most suitable instructional arrangement for providing the work-based instruction component for practicum courses. The following instructional delivery arrangements may be utilized:

**Apprenticeship** — An education and training program registered with the Bureau of Apprenticeship and Training (BAT) that is conducted or sponsored by an employer, a group of employers, or a joint apprenticeship committee representing both employers and labor, and that meets all terms and conditions related to the qualifications, recruitment, selection, employment, and training of apprentices.

**Career Preparation/Paid Work-Based Learning** — A paid work-based learning instructional arrangement in career and technical education for individuals who, through written agreements (training plans) between the school and the employer (training sponsor), receive instruction by alternation of study in school with on-the-job training in an approved program area for paid employment. Paid work experiences build upon the academic and occupational competencies previously developed through a student’s general education courses and other components of a program of study in career and technical education. The daily (or equivalent) classroom instruction and work-based instruction must occur each week for the entire school year and be planned and supervised by the teacher-coordinator and the employer (training sponsor) so that each contributes to the student’s education and employability skills.

**Internship** — A work-based instructional arrangement in career and technical education for individuals who, through written training agreements between the school and the training sponsor, receive training without pay in an approved program area. The teacher-coordinator provides classroom instruction coordinated with student training experiences at a business/industry site to develop the essential knowledge and skills for the chosen program area.

**Job Shadowing** — A work-based instructional arrangement in career and technical education where a student is provided the opportunity to accompany a mentor to observe the processes and practices involved in a job assignment. Job shadowing is an unpaid training opportunity, may include limited hands-on training for the student, and can be utilized to supplement training provided through other instructional delivery arrangements.

**Mentorship** — A work-based instructional arrangement in career and technical education where a student is provided the opportunity to interview or otherwise obtain specific career preparation information from a mentor in business/industry. Mentorships provide students with unpaid training opportunities and can be utilized to supplement other occupationally specific instruction provided through other instructional delivery arrangements.

Either paid work-based learning experiences, an internship, or an apprenticeship will provide the primary vehicle for delivering the work-based instruction. However, in addition to instruction through these means, supplemental training experiences may be provided by utilizing job shadowing or mentorships. The availability of quality occupational training sites within the local business/industry community and their willingness to partner with the school in the development of a quality workforce will largely dictate instructional arrangement decisions.
Practicum Courses With Family and Consumer Sciences Content

A second consideration in planning and coordinating practicum courses is determining which courses coincide with students’ college and career goals. Practicum courses covering primarily family and consumer sciences content that have been approved by the State Board of Education (SBOE) in conjunction with the Texas Essential Knowledge and Skills (TEKS) are listed on the following table.

<table>
<thead>
<tr>
<th>Career Cluster</th>
<th>Course Title (Credits) (Reporting Code)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture and Construction</td>
<td>Practicum in Interior Design (2-3) (PRACIDSN)</td>
</tr>
<tr>
<td></td>
<td>Practicum in Interior Design II (2-3) (PRACIDS2)</td>
</tr>
<tr>
<td>Arts, A/V Technology, and Communications</td>
<td>Practicum in Fashion Design (2-3) (PRACFASH)</td>
</tr>
<tr>
<td></td>
<td>Practicum in Fashion Design II (2-3) (PRACFAS2)</td>
</tr>
<tr>
<td>Education and Training</td>
<td>Practicum in Education and Training (2-3) (PRACEDTR)</td>
</tr>
<tr>
<td></td>
<td>Practicum in Education and Training II (2-3) (PRACEDT2)</td>
</tr>
<tr>
<td>Hospitality and Tourism</td>
<td>Practicum in Culinary Arts (2-3) (PRACCUL)</td>
</tr>
<tr>
<td></td>
<td>Practicum in Culinary Arts II (2-3) (PRACCUL2)</td>
</tr>
<tr>
<td></td>
<td>Practicum in Hospitality Services (2-3) (PRACHOSP)</td>
</tr>
<tr>
<td></td>
<td>Practicum in Hospitality Services (2-3) (PRACHOS2)</td>
</tr>
<tr>
<td>Human Services</td>
<td>Practicum in Human Services (2-3) (PRACHUSR)</td>
</tr>
<tr>
<td></td>
<td>Specialization options include consumer services, early childhood development and services, counseling and mental health services, and family and community services</td>
</tr>
<tr>
<td></td>
<td>Practicum in Human Services II (2-3) (PRACHUS2)</td>
</tr>
<tr>
<td></td>
<td>Specialization options include consumer services, early childhood development and services, counseling and mental health services, and family and community services</td>
</tr>
</tbody>
</table>

For those familiar with the previous Family and Consumer Sciences Career Preparation (FCSCP) assignment designation, the following crosswalk shows how the 2010 practicum courses relate to predecessor occupationally specific courses that were adopted in 1997.

<table>
<thead>
<tr>
<th>1997</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Care and Guidance, Management, and Services</td>
<td>Practicum in Human Services</td>
</tr>
<tr>
<td>Food Production, Management, and Services</td>
<td>Practicum in Culinary Arts</td>
</tr>
<tr>
<td>Hospitality Services</td>
<td>Practicum in Hospitality Services</td>
</tr>
<tr>
<td>Housing, Furnishings, and Equipment Management and Services</td>
<td>Practicum in Interior Design</td>
</tr>
<tr>
<td>Institutional Maintenance Management and Services</td>
<td>Deleted</td>
</tr>
<tr>
<td>Services for Older Adults</td>
<td>Imbedded in various courses under the Human Services cluster</td>
</tr>
<tr>
<td>Textile and Apparel Production, Management, and Services</td>
<td>Practicum in Fashion Design</td>
</tr>
</tbody>
</table>

A-3
Homogeneous vs. Heterogeneous Student Grouping

For the most part, students in practicum courses shown on page A-3 will be pursuing similar career goals, so they can usually be grouped together, homogeneously, for both general-related and specific-related instruction. In some cases, however, students training in the same career cluster may be in different career pathways; for example, in the Human Services practicum, some students may be specializing in consumer services, some in early childhood education, others in family and community services, and yet others in counseling and mental health services. Even those in the same career pathway, such as those in a Hospitality Services practicum, may be involved in very different training site assignments. In either case, classroom activities must frequently be individualized to coordinate with each student’s respective work-based training experiences, which may occur at different points in training rotations in the same or different career pathways.

First and Second-Year Students

As shown in the table of practicum courses on page A-3, each practicum has a first and second year designation; an example is Practicum in Culinary Arts and Practicum in Culinary Arts II. The option therefore exists for students to enroll for training for up to two years. School personnel must decide how the essential knowledge and skills will be addressed if students taking the first and second-year courses are combined in the same classroom.

Decisions related to this question will be influenced by the training sponsor and the nature of students’ work-based training experiences. Instructional delivery arrangement, class schedules with homogeneous versus heterogeneous training area groupings, and class schedules with separation or mixtures of first-year and second-year students will influence the effectiveness and feasibility of various curriculum sequencing options.

Career Preparation I and II

Career Preparation I and II courses develop essential knowledge and skills through a combination of classroom technical instruction and paid employment in an approved business and industry training area. These Career Preparation courses are considered multi-cluster courses, because student training options include those approved for any career and technical education content area across all sixteen career clusters. Each Career Preparation course is a two to three-credit course recommended for students in Grades 11-12. Career Preparation courses may be taught by any teacher certified in Texas to teach career and technical education courses.

Note: Career Preparation I and II courses replace the previous student assignment designation called Diversified Career Preparation (DCP).

The goal of Career Preparation courses is to prepare students with a variety of skills for a fast-changing workplace. The instructional arrangement should be an advanced component of a student’s individual program of study. Career Preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success.
Per the course descriptions for Career Preparation I and II, the following are emphases for the respective courses:

**Career Preparation I**: employability skills, including job-specific skills applicable to the student’s training site; job interview techniques; communication skills; financial and budget activities; human relations; and portfolio development

**Career Preparation II**: skills for lifelong learning; employability; leadership; management; work ethics; safety; and communication

The materials in this handbook will be helpful in the planning and implementation of Career Preparation I and II courses; applicable examples include general terminology, information on managing classroom instruction and on-the-job training, training plans, and tools that have been developed by teachers for management, reporting, and evaluation. However, since this handbook has been tailored for family and consumer sciences content, it does not cover specific information related to all career clusters. Refer to additional resources available through the Texas Education Agency for information specific to Career Preparation I and II.
Terms and Acronyms Related to Family and Consumer Sciences

Practicum Coordination

**Advanced Technical Credit (ATC)** — Program which gives high school students a chance to receive credit at participating community colleges across Texas for taking certain enhanced technical courses during high school. The statewide articulated courses and their equivalent college courses are listed in the ATC Course Crosswalk. Participating community colleges have agreed to offer students credit for these courses, provided the college offers the course and the student meets certain criteria. For a high school to offer an ATC course to its students, the teacher of the course must meet the ATC teacher requirements, go through ATC training, and teach the high school course so that it is enhanced to meet the content of the equivalent college course. Information about the ATC program, participating community colleges, student criteria, and teacher requirements and training may be found online at [http://www.atctexas.org/](http://www.atctexas.org/).

**Advisory Committee** — A group of local citizens representing parents, business/industry, and education who advise and support the teacher-coordinator and school administration on the operation of practicum arrangements; students may be included or serve as resources. See page B-49 for information about establishing an advisory committee.

**All Aspects of an Industry** — Approach that provides strong experience in, and comprehensive understanding of, the industry for which the individual is preparing; focuses on the total industry, rather than a narrowly defined or single job. Opportunities are provided for gaining understanding and experiences in planning, management, finances, technical and production skills, labor and community issues, and health, safety, and environmental issues within said industry. Also addressed are academic and problem-solving skills, career development and employability, technological change, and economic development associated with the industry.

**Apprenticeship** — An education and training program registered with the Bureau of Apprenticeship and Training (BAT) that is conducted or sponsored by an employer, a group of employers, or a joint apprenticeship committee representing both employers and labor, and that meets all terms and conditions related to the qualifications, recruitment, selection, employment, and training of apprentices. For additional information, see the Web site of the Office of Apprenticeship with the United States Department of Labor at [http://oa.doleta.gov](http://oa.doleta.gov).

**Articulation Agreement** — A formal agreement developed cooperatively between a school district and a postsecondary institution. The plan ensures the coordination of courses and majors to eliminate unnecessary duplication of coursework and to streamline the educational process. The articulation plan may include provisions for students who have completed specified requirements at the secondary level to qualify for the award of agreed upon credit hours when continuing their career preparation at the postsecondary institution.

**Career and Technical Education (CTE)** — Organized educational programs offering course sequences that provide individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills in preparation for further education and careers. Such programs lead to technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree; they include competency-based applied learning that contributes to academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general
employability skills, technical skills, occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship.

**Career and Technical Student Organization (CTSO)** — An organization for individuals enrolled in a career and technical education program that engages in career and technical education activities as an integral part of the instructional program. See the definitions for Family, Career and Community Leaders of America (FCCLA) – which is the CTSO that specifically covers family and consumer sciences content – and Texas Association of Future Educators (TAFE) – a CTSO option in addition to FCCLA for students exploring careers in the teaching profession. See the section beginning on page B-29 for additional information about FCCLA and TAFE.

**Career Clusters** — The sixteen federally defined Career Clusters that group occupations and broad industries based on commonalities. The sixteen Career Clusters provide a way of organizing curricula, instruction, and assessment around specific occupational groups. Although family and consumer sciences content is found in most of the sixteen clusters, practicum courses with the most extensive family and consumer sciences content fall under the following five Career Clusters: Architecture and Construction; Arts, A/V Technology and Communications; Education and Training; Hospitality and Tourism; and Human Services. Information and links to career cluster resources are available from www.achievetexas.org or the States’ Career Clusters Web site at www.careerclusters.org.

**Career Preparation I and II** — Two courses that develop essential knowledge and skills through a combination of classroom technical instruction and paid employment in an approved business and industry training area. These Career Preparation courses are considered multi-cluster courses, because student training options include those approved for any career and technical education content area across all sixteen career clusters. Each is a two to three-credit course recommended for students in Grades 11-12. Career Preparation courses may be taught by any teacher certified in Texas to teach career and technical education courses. The Career Preparation courses replace the student assignment designation previously called Diversified Career Preparation (DCP).

**Coherent Sequence of Courses** — An educational plan consisting of two or more career and technical education courses for three or more credits, focused on knowledge and skills necessary for a selected career goal. Flexibility exists to create sequences based on local need and electives available, and courses in a sequence can be a combination of courses from different clusters.

**Career Preparation/Paid Work-Based Learning** — A paid work-based learning instructional arrangement in career and technical education for individuals who, through written agreements (training plans) between the school and the employer (training sponsor), receive instruction by alternation of study in school with on-the-job training in an approved program area for paid employment. Paid work experiences build upon the academic and occupational competencies previously developed through a student’s general education courses and other components of a program of study in career and technical education. The daily (or equivalent) classroom instruction and work-based instruction must occur each week for the entire school year and be planned and supervised by the teacher-coordinator and the employer (training sponsor) so that each contributes to the student’s education and employability skills.

**Coordination of Work-Based Learning** — The process by which the teacher-coordinator, in cooperation with the training sponsor, supervises each student’s work-based instruction and coordinates work-based learning experiences and classroom instruction to develop the essential knowledge and skills identified for the chosen training area.
Family, Career and Community Leaders of America (FCCLA) — A nonprofit national career and technical student organization (CTSO) for young men and women in family and consumer sciences education in public and private school, grades 7-12. FCCLA helps young men and women become leaders and address important personal, family, work and societal issues through family and consumer sciences education. Chapter projects focus on a variety of youth concerns, including teen pregnancy, parenting, family relationships, substance abuse, peer pressure, environment, nutrition and fitness, teen violence, and career exploration. Involvement in FCCLA offers members the opportunity to expand their leadership potential and develop skills for life – planning, goal setting, problem solving, decision making, and interpersonal communication – necessary in the home and workplace. See the Web site for the Texas Association, FCCLA, at www.texasfccla.org. An overview of FCCLA is provided in this handbook on pages B-30 – 45.

General Related Instruction — Sometimes referred to as general employability skill training, it is the portion of the classroom instruction component of a practicum that provides the student with individual or group instruction related to knowledge and skills necessary for securing, terminating, managing, and advancing in employment related to a chosen career goal.

Internship — A work-based instructional arrangement in career and technical education for individuals who, through written cooperative training agreements between the school and the training sponsor, receive training without pay in an approved program area. The teacher-coordinator provides classroom instruction coordinated with student training experiences at a business/industry site to develop the essential knowledge and skills for the chosen program area.

Job Shadowing — A work-based instructional arrangement in career and technical education where a student is provided the opportunity to accompany a mentor to observe the processes and practices involved in a job assignment. Job shadowing is an unpaid training opportunity, may include limited hands-on training for the student, and can be utilized to supplement training provided through other instructional delivery arrangements.

Mentorship — A work-based instructional arrangement in career and technical education where a student is provided the opportunity to interview or otherwise obtain specific career preparation information from a mentor in business/industry. Mentorships provide students with unpaid training opportunities and can be utilized to supplement other occupationally specific instruction provided through other instructional delivery arrangements.

PEIMS Code — Eight-digit code for use in identifying on the Training Plan Agreement the CTE course practicum in which each student is enrolled.

Practicum Courses — The culminating courses for CTE programs of study in each career cluster. Through practicum courses, students in grades 11-12 apply acquired knowledge and skills by participating in learning experiences that combine classroom instruction with industry work experiences. Practicum work experiences may be structured through laboratory-based, paid, or unpaid work experiences for students.

Programs of Study — Secondary CTE programs of study, based on the Recommended High School Program or Distinguished Achievement High School Program in order to effectively prepare students for college and career success. Each program of study includes a rigorous 4x4 core academic foundation (4-English language arts, 4-mathematics, 4-science, and 4-social studies) that is enhanced with relevant CTE career-related courses. The state-recognized programs of study help students understand the
importance of their secondary and postsecondary education in relation to their career goals. Programs of study also serve to better engage students in their learning so they make informed decisions, successfully graduate from high school, and enroll in and complete college. Model state-recognized programs of study aligned with the 16 career clusters are posted at www.achievetexas.org.

**Specific Related Instruction** — Sometimes called individualized instruction. It is the portion of the classroom instruction component of a practicum that provides the student with closely supervised instruction directly related to the student’s work-based instruction and chosen career goal.

**Student-Learner Permit** — Authorization under the Fair Labor Standards Act that allows training sponsors to pay subminimum wages – wages less than the federal minimum wage – to student-learners in “bona-fide vocational education programs” after making application to the U.S. Department of Labor. The subminimum wage for student-learners may not be less than 75% of the applicable minimum. Information about this program is posted on the CTE Web site.

**Teacher-Coordinator** — Teacher who directs classroom instruction and coordinates work-based learning experiences of students in career and technical education practicum courses or Career Preparation I and II courses.

**Tech Prep** — Educational preparation that (1) combines four years of secondary education, based on the Texas Recommended High School Program, with two years of postsecondary education in a non-duplicative, sequential course of study that usually contains some method for students to earn college credit while in high school; (2) integrates academic and technical instruction; (3) provides technical preparation in an approved career field; (4) builds student competence in mathematics, science, reading, writing, communications, economics, and workplace skills through both applied, contextual academics and integrated instruction, in a coherent sequence of courses; (5) leads to an associate or baccalaureate degree, a two-year postsecondary certificate in a specific career field, or a two-year postsecondary apprenticeship; and (6) leads to placement in appropriate employment, military service, or further education. See the College Prep of Texas Web site at [http://techpreptexas.org](http://techpreptexas.org) for additional information.

**Texas Association of Future Educators (TAFE)** — The Texas state affiliate of the national Future Educators Association (FEA) that offers students the opportunity to explore the teaching profession. This is accomplished by creating and supporting various activities, workshops, contests, scholarships and summer camps. See the Web site for the Texas Association of Future Educators at [http://www.tafeonline.org](http://www.tafeonline.org). An overview of TAFE is provided in this handbook on pages B-46 – 48.

**Training Plan Agreement** — A written agreement between the school and the training sponsor for each student enrolled in a work-based instruction component of a practicum course. The training plan shall ensure that each student will receive classroom instruction coordinated with work-based instruction to develop the essential knowledge and skills identified for the chosen training area. Work-based instruction may be provided through paid work experiences, internships, and/or apprenticeships and may be enriched with job shadowing and/or mentoring experiences.

**Training Site** — The business/industry site where the student is placed for work-based instruction. The student is provided occupationally specific training experiences in accordance with the training plan agreement, under the guidance and supervision of a qualified training sponsor, and under the coordination and supervision of the teacher-coordinator.
Training Sponsor — The person serving as the student’s supervisor at the work-based training site. The training sponsor confers regularly with the teacher-coordinator to plan, conduct, and evaluate student training experiences in order to develop the knowledge and skills required in the student’s chosen occupational training area.

Work-Based Instruction — In addition to classroom instruction, occupationally specific instruction and training, either paid or unpaid, is provided by business/industry in cooperation with the school. Written agreements between the school and a representative of the business/industry training site and also agreed upon by the student and a parent or guardian, guide the coordinated classroom instruction and work-based occupational instruction.

Relevant Acronyms

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARD</td>
<td>Admission, Review, and Dismissal Committee</td>
</tr>
<tr>
<td>ATC</td>
<td>Advanced Technical Credit</td>
</tr>
<tr>
<td>FCCLA</td>
<td>Family, Career and Community Leaders of America</td>
</tr>
<tr>
<td>CTE</td>
<td>Career and Technical Education</td>
</tr>
<tr>
<td>CTED</td>
<td>Career and Technical Education for Students with Disabilities</td>
</tr>
<tr>
<td>CTSO</td>
<td>Career and Technical Student Organization</td>
</tr>
<tr>
<td>PEIMS</td>
<td>Public Education Information Management System</td>
</tr>
<tr>
<td>SBEC</td>
<td>State Board for Educator Certification</td>
</tr>
<tr>
<td>SBOE</td>
<td>State Board of Education</td>
</tr>
<tr>
<td>TAFE</td>
<td>Texas Association of Future Educators</td>
</tr>
<tr>
<td>TEA</td>
<td>Texas Education Agency</td>
</tr>
<tr>
<td>TEKS</td>
<td>Texas Essential Knowledge and Skills</td>
</tr>
</tbody>
</table>
Getting Started

Things to consider:

- Hold preliminary discussions with campus administrators.
- Develop a plan/proposal.
- Review district timelines.
- Build relationship with industry partners.
- Secure campus administrative support.
- Identify and follow local procedures.
- Seek district administrative approval for course offering.
- Assemble advisory committee.
  (See “Suggested Guidelines for Establishing an Advisory Committee,” page B-49.)
- Make curriculum decisions.
- Recruit students.
- Participate in staff development and training opportunities.
- Develop appropriate forms according to district policies and guidelines.
- Develop program evaluation tools.
- Build a resource library.

- Attend a Career Preparation/ Practicum workshop at a professional development conference.
- Contact TEA for appropriate assistance.
- Investigate industry partner/training site options.
- Identify appropriate number of training sites.
- Prepare a timeline, allowing ample time for deadlines, recruitment publications, and pre-registration.
- Investigate funding options.
- Explore community college and university partnership/articulation options.
- Interview/observe an experienced educator to obtain guidance for a quality program.

Discuss issues such as the following:
  - vision
  - personnel
  - curriculum
  - marketing
    - funding (revenue, expenses for instructional resources and equipment as well as teacher travel, including reimbursement for mileage and parking fees at training sites, etc.)
    - transportation/district risk management policies
    - district insurance policies
    - safety and accessibility factors for both students and the teacher (i.e., cell phone for teacher)

- Be aware of costs involved in developing a quality program. Industry partners and district administrators will make judgments based on perceived program quality.
- Sell program to the following:
  - Career and Technical Education Director
  - Career Counselors
  - School Academic Counselors
  - Students and Parents
- Gather materials to help market the program:
  - brochure describing the program
  - business cards for teacher
- Plan a special event to promote the program.
- Solicit sponsors (industry, others) to help with expenses for promotional material and special events.
- Provide tours of training site facilities.
- Provide one-on-one counseling for students.
College and Career Planning
Information and Resources

Career and technical education in Texas is organized around the national model of sixteen career clusters. The sixteen clusters supported by the United States Department of Education (USDE) encompass all careers and provide an effective tool for reorganizing occupational education and training around common elements. The concept is to organize learning around clusters and programs of study, with each cluster having opportunities for multiple programs of study.

Programs of Study

In Texas, model programs of study have been developed with the input from secondary and postsecondary academic and CTE faculty to help students, parents, and counselors in college and career planning. Currently, there are 114 state-recognized programs of study aligned with the sixteen career clusters. At least one program of study has been developed for each of the 81 cluster pathways; 21 program of study models within five career clusters have been developed that specifically address family and consumer sciences content.

Each state-recognized program of study includes the following components:

• Rigorous secondary academic courses based on the Recommended High School Program or the Distinguished Achievement High School Program
• Postsecondary education programs leading to associate, baccalaureate, and/or graduate degrees
• A relevant, coherent sequence of CTE courses with college credit opportunities, including dual credit, statewide and locally articulated credit, Advanced Placement (AP), and/or International Baccalaureate (IB) credit
• Opportunities for industry-recognized certifications and licensures, where appropriate and available
• Extended learning, such as curricular and extracurricular activities, participation in CTSOs, work-based and service learning, and professional associations

Secondary schools are required to offer a minimum of three CTE programs of study from three different clusters. Programs of study for which schools provide work-based instruction through practicum courses are usually based upon student interests, availability of quality work-based training opportunities at business/industry sites, and present and anticipated local workforce needs. A career clusters/program of study approach to college and career planning provides many benefits to students, parents, educators, and the business community, such as those benefits cited below.

• Knowledge of occupational opportunities within a career cluster guides selection of secondary courses (general education as well as career and technical education) that will be most applicable and supportive of a student’s career goals and pursuits.

• Exploring the broad group of related occupations within a career cluster, or a targeted program of study within that cluster, helps students identify, within a career area for which they have established some interest and aptitude, an occupational career ladder; this can be helpful as decisions are made about immediate and future occupational preparation as well as decisions about feasible occupational pursuits with various levels of education and experience.
Organizing education and training experiences around a cluster of occupations for which there would be transferability of application maximizes the benefits of the training investment of students, schools, and businesses:
- students gain both competence and options due to the development of knowledge and skills applicable to multiple occupations in which there is evidence of interest;
- schools provide education and training for more occupations with a concise group of courses and efficient use of facility and personnel resources; and
- businesses benefit from future employees being more highly qualified for a range of occupational assignments rather than a single, narrow job.

Knowledge of a student’s career interests and aptitudes as well as targeted program of study can be a great benefit as students and parents work together in planning high school course selection. Regardless of a student’s ultimate career aspiration, the public schools have a broad range of courses that will develop an excellent preparation foundation of knowledge and skills. CTE courses, both technical or occupationally specific in nature, can make extremely relevant and valuable contributions to a high school experience.

The gain from courses taken can be maximized by careful selection and sequencing; this premise is the basis for a planning concept referred to as coherent sequencing of courses. A coherent sequence of courses is an educational plan made up of developmentally appropriate courses preparing for a given career objective or goal. This plan consists of two or more career and technical education courses for three or more credits, focused on knowledge and skills necessary for a selected career goal. Flexibility exists to create sequences based on local need and electives available, and courses in a sequence can be a combination of courses from different clusters.

Family and consumer sciences education certainly should be considered to play a significant role in providing courses supportive of various programs of study within many career clusters. For the purpose of this document, the programs of study that correlate with the state-adopted practicum courses covering family and consumer sciences content are listed on page A-14. See page A-15 for a sample program of study for the career goal of Teaching/Training. Full versions of all program of study models can be viewed and downloaded from the AchieveTexas Web site at www.achievetexas.org.

These resources should be helpful in the process of planning a district’s approach to practicum courses for family and consumer sciences. The information contained is also helpful to students and parents as a basis of planning for the student’s college and career preparation through public schools and postsecondary opportunities. For example, students can use the program of study models to preview and research career options; as an added convenience, O*Net Codes for related career goals are provided at the top of each program of study model. A sampling of careers for the Education & Training, Early Childhood Educator program of study is shown on page A-16.
# Programs of Study Related to Family and Consumer Sciences Practicum Content

<table>
<thead>
<tr>
<th>Practicum Course</th>
<th>Career Cluster</th>
<th>Cluster Pathway</th>
<th>Program of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum in Interior Design</td>
<td>Architecture &amp; Construction</td>
<td>Design/Pre-Construction</td>
<td>Interior Designer</td>
</tr>
<tr>
<td>Practicum in Fashion Design</td>
<td>Arts, A/V Technology &amp; Communications</td>
<td>Visual Arts</td>
<td>Fashion Designer</td>
</tr>
<tr>
<td>Practicum in Education and Training</td>
<td>Education &amp; Training</td>
<td>Administration and Administrative Support</td>
<td>Education Administrator</td>
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<td></td>
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<td>Professional Support Services</td>
<td>Education Counselor</td>
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<td>Teaching and Training</td>
<td>Corporate Trainer</td>
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<td></td>
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<td></td>
<td>Early Childhood Educator</td>
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<td></td>
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<td></td>
<td>Teacher</td>
</tr>
<tr>
<td>Practicum in Culinary Arts</td>
<td>Hospitality &amp; Tourism</td>
<td>Restaurants and Food/Beverage Services</td>
<td>Chef/Head Cook</td>
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<tr>
<td></td>
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<td></td>
<td>Food and Beverage Manager</td>
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<tr>
<td>Practicum in Hospitality Services</td>
<td></td>
<td>Lodging</td>
<td>Lodging Manager</td>
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<td></td>
<td></td>
<td>Travel and Tourism</td>
<td>Travel and Tourism Director</td>
</tr>
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<td></td>
<td></td>
<td>Recreation, Amusements, and Attractions</td>
<td>Competitive Sports Athlete</td>
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<td></td>
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<td></td>
<td>Recreation Worker</td>
</tr>
<tr>
<td>Practicum in Human Services</td>
<td>Human Services</td>
<td>Early Childhood Development and Services</td>
<td>Child Care Director (Preschool and Kindergarten)</td>
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<tr>
<td></td>
<td></td>
<td>Counseling and Mental Health Services</td>
<td>Marriage &amp; Family Therapist</td>
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<tr>
<td></td>
<td></td>
<td>Family and Community Services</td>
<td>Dietitian</td>
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<tr>
<td></td>
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<td></td>
<td>Geriatric Care Manager</td>
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<tr>
<td></td>
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<td></td>
<td>Social and Community Services Manager</td>
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<td></td>
<td></td>
<td></td>
<td>Consumer Services</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Financial Manager/Advisor</td>
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<td></td>
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<td></td>
<td>Sales Manager Apparel</td>
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<td></td>
<td></td>
<td></td>
<td>Sales Representative</td>
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<td></td>
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<td>Housing</td>
</tr>
</tbody>
</table>
### Teaching/Training

#### Career Goal: (COMET Code: Teacher, Preschool (25-3011), Kindergarten (25-3121), Special Education, Preschool (25-2041), Child Care Worker (39-9011), Preschool & Child Care Program Administrator (11-9001))

#### Student Name: ____________________________

#### Grade: ____________________________

#### School: ____________________________

#### Suggested Coursework

<table>
<thead>
<tr>
<th>High School</th>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>12th</th>
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</thead>
<tbody>
<tr>
<td><strong>IHS Courses:</strong></td>
<td>(Local districts may list high school credit course here)</td>
<td>Core Courses:</td>
<td>Core Courses:</td>
<td>Core Courses:</td>
</tr>
<tr>
<td><strong>Core Courses:</strong></td>
<td>English I</td>
<td>World Geography</td>
<td>English II</td>
<td>Human Growth and Development or Child Development or Lifetime Nutrition and Wellness or Interpersonal Studies</td>
</tr>
<tr>
<td><strong>Career-Related Electives:</strong></td>
<td>World History</td>
<td>Languages other than English I</td>
<td>Civilization</td>
<td>Informational Technology</td>
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<tr>
<td><strong>Core Courses:</strong></td>
<td>Biology</td>
<td>Physical Education</td>
<td>Chemistry</td>
<td>United States History</td>
</tr>
<tr>
<td><strong>Career-Related Electives:</strong></td>
<td>Languages other than English II</td>
<td>Professional Communications</td>
<td>Algebra II</td>
<td>Physics</td>
</tr>
<tr>
<td><strong>Core Courses:</strong></td>
<td>Principles of Education and Training</td>
<td>Instructional Practice in Education and Training or Languages other than English III</td>
<td>Instructional Practice in Education and Training or Languages other than English III</td>
<td></td>
</tr>
<tr>
<td><strong>Career-Related Electives:</strong></td>
<td>Instructional Practice in Education and Training or Languages other than English III</td>
<td>Instructional Practice in Education and Training or Languages other than English III</td>
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<td></td>
</tr>
<tr>
<td><strong>Core Courses:</strong></td>
<td>English IV</td>
<td>Government/Economics</td>
<td>English IV</td>
<td>Government/Economics</td>
</tr>
<tr>
<td><strong>Career-Related Electives:</strong></td>
<td>AP Statistics</td>
<td>Fine Arts</td>
<td>AP Environmental Science</td>
<td>Fine Arts</td>
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#### Extended Learning Experiences

<table>
<thead>
<tr>
<th>Extracurricular Experiences:</th>
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</thead>
<tbody>
<tr>
<td>Language Immersion Programs</td>
</tr>
<tr>
<td>4-H Youth Development</td>
</tr>
<tr>
<td>JROTC</td>
</tr>
<tr>
<td>School Newspaper</td>
</tr>
<tr>
<td>Student Government</td>
</tr>
<tr>
<td>UIL Academic Competitions</td>
</tr>
<tr>
<td>Vocational Education</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College Credit Opportunities – High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students should take Advanced Placement (AP), International Baccalaureate (IB), dual credit, Advanced Technical Credit (ATC), or locally articulated courses (Test Prep), if possible. List those courses that count for college credit on your campus.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Associations:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Association of Texas Professional Educators</td>
</tr>
<tr>
<td>National Association for Families and Children</td>
</tr>
<tr>
<td>National Association for the Education of Young Children</td>
</tr>
<tr>
<td>National Child Care Association</td>
</tr>
<tr>
<td>Phi Delta Kappa International</td>
</tr>
<tr>
<td>Texas Classroom Teachers Association</td>
</tr>
<tr>
<td>Texas Community College Teachers Association</td>
</tr>
<tr>
<td>Texas State Teachers Association</td>
</tr>
<tr>
<td>Discipline-Specific Professional Associations</td>
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</table>

#### Middle School

<table>
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<tr>
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<tbody>
<tr>
<td><strong>IHS Courses:</strong></td>
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<tr>
<td><strong>Core Courses:</strong></td>
</tr>
<tr>
<td><strong>Career-Related Electives:</strong></td>
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</tbody>
</table>

#### Secondary Education

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>IHS Courses:</strong></td>
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<td><strong>Core Courses:</strong></td>
</tr>
<tr>
<td><strong>Career-Related Electives:</strong></td>
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</tbody>
</table>

#### Postsecondary Education

<table>
<thead>
<tr>
<th><strong>Certification &amp; Associate:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching: Specialization in Early Childhood Education, Child Care &amp; Guidance</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th><strong>Career Options:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Care Education, Early Childhood Education, Child Care Worker</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Certification &amp; Associate:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood Degree, Family &amp; Consumer Sciences, Human Development &amp; Family Studies</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Career Options:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Preschool/Kindergarten Teacher, Special Education Teacher</td>
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<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Child Development Degree, Family &amp; Consumer Sciences, Human Development &amp; Family Studies</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Career Options:</strong></th>
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</thead>
<tbody>
<tr>
<td>Preschool/Kindergarten Teacher, Special Education Teacher</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Certification &amp; Associate:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Development Degree, Early Childhood Education, Child Care Education</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Career Options:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Care Director/Owner, Special Education Specialist</td>
</tr>
</tbody>
</table>

This plan of study serves as a guide, along with other career planning materials, for pursuing a career path and is based on the most recent information as of 2009. All plans must be evaluated for personal enrichment purposes.

---

**Cluster Overview:** Planning, managing, and providing education and training services, and related learning support services.
## Education & Training Career Cluster
### Sample Career Options for Early Childhood Educator

<table>
<thead>
<tr>
<th>Entry/High School Diploma</th>
<th>Associate Degrees</th>
<th>Bachelor Degrees</th>
<th>Graduate Degrees</th>
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</thead>
<tbody>
<tr>
<td>Educational Aide I</td>
<td>After-school Program Supervisor</td>
<td>Child Care Administrator</td>
<td>Child Care Director / Owner</td>
</tr>
<tr>
<td>Library Assistant</td>
<td>Teaching Assistant</td>
<td>Child Care Supervisor</td>
<td>Education Administrator</td>
</tr>
<tr>
<td>Preschool Aide</td>
<td>Child Care Worker</td>
<td>Child Life Specialist</td>
<td>Special Education Specialist</td>
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<tr>
<td></td>
<td>Lead Teacher</td>
<td>Preschool / Kindergarten Teacher</td>
<td>University Instructor / Professor</td>
</tr>
<tr>
<td></td>
<td>Social Services Aide</td>
<td>Special Education Teacher</td>
<td></td>
</tr>
</tbody>
</table>
Industry-Recognized Licensures and Certifications

Industry certifications are important components of programs of study and have gained importance in the business world as evidence of technical skill attainment. Many certifications are available, with more introduced each year. Earning a certification has many benefits. It gives students a sense of accomplishment, a highly valued professional credential, and helps make them more employable with higher starting salaries. For Perkins program effectiveness reporting, only end-of-program industry-recognized credential exams are recognized.

Certification opportunities are one avenue through which career and technical education fulfills its goals under state law: “Each public school student shall master the basic skills and knowledge necessary for: (1) managing the dual roles of family member and wage earner; and (2) gaining entry-level employment in a high-skill, high-wage job or continuing the student’s education at the postsecondary level.”
Facilities

The local structure of practicum courses will influence facility needs. For instance, classrooms located on the school campus will differ from those provided for classes of interns at an industry site.

Examples of equipment and resources included in a well organized family and consumer sciences practicum classroom are as follows:

• Office in or near the classroom
  ➢ Desk
  ➢ Filing cabinets (that can be locked or in a secure place)
  ➢ Shelving for resources
  ➢ Telephone/cell phone
  ➢ Computer with Internet access
  ➢ Printer/scanner

• Storage area in classroom
  ➢ Adequate lighting
  ➢ Adequate shelving
  ➢ Locks on doors

• Classroom facilities
  ➢ Student work stations
  ➢ Computer tables and desks
  ➢ Printer/scanner stands or tables
  ➢ Adequate electrical outlets
  ➢ Shelving for resources and textbooks
  ➢ Shelving for periodicals
  ➢ Cabinets
  ➢ Accessibility to student files
  ➢ Access to facilities and resources that aid in the completion of work-based training objectives
  ➢ Teacher-Coordinator’s classroom work station
  ➢ Rectangular or round tables for small group discussion
  ➢ Chairs

• Instructional Equipment and Resources
  ➢ Computers with Internet access
  ➢ Printers/scanners
  ➢ TV/ DVD
  ➢ Digital projector
  ➢ A library of instructional materials, including reference books, manuals, bulletins, software, and courses of study for each career cluster in which training is offered
Overview of Policies and Standards

Effective operation and management of practicum courses requires personnel to utilize the authority for local autonomy and control of schools while remaining in compliance with applicable federal and state laws and regulations. Further, local decision making is guided by rules and policies of the State Board of Education, State Board for Educator Certification, and Texas Education Agency. Some of the major policies which influence coordination of practicum courses are addressed in the following policy overview. It is a district’s prerogative to set more stringent local policies than dictated by applicable state and federal regulations.

**Note**: This overview reflects current policies, which are subject to change. Many referenced policies are stipulated in the *Student Attendance Accounting Handbook*; the most current version of this document, which can be found on the TEA Web site, should be consulted annually for updates and changes.

Student Enrollment

**Age** — To maintain full funding eligibility, 16 is the minimum age for enrollment in a class which includes paid work-based instruction. Local districts should set minimum age requirements for students who will be involved in unpaid work-based training in light of applicable labor laws, advisability for students, and training station requirements; 16 is often used.

**Grade** — The recommended student grade level for practicum courses as adopted in the TEKS is 11-12. This recommendation facilitates prior student enrollment in courses within a program of study for which the practicum course can be a rigorous application and culmination of related knowledge and skills. While State Board of Education policy allows courses to be taught at grade levels lower than adopted in the TEKS (providing the level of rigor is not lowered), consideration should be given to factors, such as student maturity level, effect on training effectiveness through a coherent sequence of courses, and safety and liability issues.

**Prerequisites** — Prerequisites for practicum courses are recommended, but not required. The recommended prerequisites are stated in the TEKS for the respective practicum courses. The recommended prerequisites include technical courses with content preparatory for maximizing the education and training opportunities available through each practicum course.

**Career Goal** — Student enrollment in a specific practicum should take into account career interests, aptitudes, and goals. Career preparation inconsistent with these factors is inappropriate. The design of the practicum course will dictate whether training opportunities for one or multiple career goals will be made available. Practicum courses with family and consumer sciences content that have been approved by the State Board of Education (SBOE) in conjunction with the Texas Essential Knowledge and Skills (TEKS) are listed on the following table.
<table>
<thead>
<tr>
<th>Career Cluster</th>
<th>Course Title (Credits) (Reporting Code)</th>
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<tbody>
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<td>Architecture and Construction</td>
<td>Practicum in Interior Design (2-3) (PRACIDSN)</td>
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<td>Practicum in Interior Design II (2-3) (PRACIDS2)</td>
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<tr>
<td></td>
<td>Practicum in Human Services II (2-3) (PRACHUS2)</td>
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<tr>
<td></td>
<td>Specialization options include consumer services, early childhood development and services, counseling and mental health services, and family and community services</td>
</tr>
</tbody>
</table>

Coherent sequence of courses — For PEIMS coding purposes, a participant in a coherent sequence of courses is defined as a student in grades 9-12 who is enrolled in a sequential course of study, which develops occupational knowledge, skills, and competencies relating to a CTE program of study. The student must have a 4-year plan of study to take two or more CTE courses for three or more credits. Flexibility is allowed to create sequences based on local need and electives available, and courses in a sequence can be drawn from different career clusters.

Years of enrollment — Students may enroll in a practicum course for up to two years. The Public Education Information Management System (PEIMS) provides separate codes to record enrollment for year I and year II, as shown on the above table of practicum courses for family and consumer sciences.

Students with disabilities — Local districts are encouraged to include students with disabilities, when appropriate, into all career and technical education courses. Accommodations as identified by the Admission, Review, and Dismissal (ARD) Committee should be made to facilitate student success. Students whose disabilities, because of severity, prevent their being appropriately served in inclusive CTE courses, even with documented modifications, may be served in specialized, self-contained CTE for Students with Disabilities (CTED). Course content, instruction, credit, and grade level as approved by the State Board of Education may be adjusted to accommodate the needs of students in specialized CTED per specifications of the ARD Committee.
Credit

Amount of credit — The State Board of Education approved amounts of credit as part of the TEKS adoption process; practicum courses for family and consumer sciences were approved for 2-3 credits per year for a maximum of two years. The *Student Attendance Accounting Handbook* specifies the time requirements for class instruction and work-based instruction necessary for each amount of credit.

Partial course credit — While the amount of credit the State Board of Education adopted for the practicum courses reflects that they were not intended as semester courses, a separate Board rule, TAC 19 §74.26 Award of Credit, allows the local district to develop policies governing the award of partial, proportional credit to students who successfully complete only one semester of a full year course. The *Student Attendance Accounting Handbook*, Section 5, states that 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.

Management and Instruction

Class instruction and work-based instruction — Practicum courses include classroom instruction coordinated with work-based instruction and training experiences.

Time requirements for funding eligibility — Based upon the amount of credit the student is to be awarded, the *Student Attendance Accounting Handbook* specifies the time requirements for class instruction and work-based instruction necessary for funding eligibility. A practicum course using the paid work-based learning delivery arrangement must span the entire school year, and classroom instruction must average one class period each day for every school week. An additional 10 hours of work-based instruction per week (average) is required to award 2 credits or 15 hours of work-based instruction per week (average) to award 3 credits. A practicum using an unpaid work-based learning arrangement must provide a combination of class instruction and work-based instruction totaling an average of 2 hours per day to award 2 credits or 3 hours per day to award 3 credits.

Alternative class schedules — Schools have significant latitude in designing their daily class schedule. However, the *Student Attendance Accounting Handbook* provides specifications of time requirements and other policies which must be met in order to protect funding eligibility.

Training plan agreements — The *Student Attendance Accounting Handbook*, as an eligibility stipulation for contact hour funding, provides for written training agreements with the training sponsors of each student participating in work-based instruction; Training Plan Agreements for both paid and unpaid work-based instruction can be found on the TEA Web site at [http://www.tea.state.tx.us](http://www.tea.state.tx.us). Training agreements for students in unpaid work-based instruction must be filed before students begin instruction at the training site. A student in paid work-based instruction may be counted for contact hours from the first day of enrollment, provided a training plan agreement has been completed, signed, and filed by the fifteenth day following enrollment. If students change paid training placements during the school year, schools use the same fifteen day allowance from the end of the last placement to the filing of the new training plan agreement. The student’s approved program area, as noted on the training plan agreement, provides the basis for placement at a training site and for determining class and work-based instruction to be reflected on the training plan.
Placement timelines — For contact hour funding eligibility from the date of enrollment, the Student Attendance Accounting Handbook specifies that students participating in paid work-based instruction be placed and in training within 15 days of enrollment; the training plan must also be filed by that date. If students change paid training placements during the school year, schools use the same fifteen day allowance from the end of the last placement until completion of the process of placement and training plan filing for the new training site. Training site availability and the training experiences they can provide may result in unpaid training sites being used for a portion or all of the students work-based instruction. The Student Attendance Accounting Handbook does not specify placement timelines for unpaid work-based training providing the total instructional time requirement (stated as a per day average for the combination of classroom instruction and work-based instruction) is being met with classroom instruction.

Supervision/visitation — For contact hour funding eligibility, the Student Attendance Accounting Handbook stipulates that teacher-coordinators visit each student training site at least six times each school year; a minimum of one training site visit during each student grading period is required. Additional training site visitation should be completed as needed for planning, supervising, and coordinating classroom instruction and work-based training experiences.

Utilizing multiple instructional methods — State Board of Education rules provide that instruction for practicum courses may be delivered through a range of work-based delivery arrangements including paid work experiences or unpaid work experiences, such as internships, mentorships, apprenticeships, and job shadowing. While either paid work experiences, internships, or apprenticeships will be utilized as primary, long-term arrangements for work-based training, job shadowing and mentorships can be utilized for short-term, supplemental/enrichment experiences consistent with the student’s occupational objective. Multiple instructional methods may be utilized without funding penalty provided all applicable Student Attendance Accounting Handbook requirements for paid or unpaid work-based training are met (i.e. written training agreements, time requirements, placement requirements, coordination visits, classroom instruction, etc.)
Funding

School district funds are generally classified as originating from local, state, or federal fund sources. Local district guidelines will determine the amount of funds available and procedures for submitting budgets and requesting funds for individual career and technical education programs.

Local source funds may be spent at the local district’s discretion. State funds for career and technical education are distributed to school districts on the basis of the number of contact hours generated by eligible students enrolled in career and technical education courses during the school year. Rules for state contact hours are found in the most current edition of the Student Attendance Accounting Handbook. State weighted funding generated through contact hours in career and technical education must be expended according to the most current guidelines provided by Texas Education Agency. The eGrants Schedule Instructions provide guidelines for the expenditure of state funds for career and technical education. Generally, the state will identify a maximum percentage of the career and technical education funds generated through contact hours by a school district that may be used for administrative costs if a school district chooses that type of expenditure. Also, the state will identify a minimum percentage of the state weighted career and technical education funds generated through contact hours that must be spent in the school district on career and technical education instructional courses receiving weighted funding. Local school districts have considerable discretion on expenditure of the state weighted career and technical education funds within the bounds of the state guidelines for expenditures of those funds.

Federal funds are a third source of funding available to eligible local school districts. The Texas Education Agency distributes federal funds that may be used for career and technical education programs to school districts on the basis of an allotment. The eGrants application for career and technical education, commonly referred to as the annual application, is the vehicle through which eligible school districts may apply for the federal funds for career and technical education. The Carl D. Perkins Career and Technical Education Improvement Act of 2006 states that federal funds shall be used to develop new and/or improve career and technical education programs for paid and unpaid employment, integrate academic and career and technical education through coherent sequences of courses that are designed for a career concentration so that students achieve both academic and occupational competencies, and provide equitable participation in such career and technical education programs for students who are members of special populations. Within the framework of the federal regulations, local school districts have some discretion in the expenditure of federal funds for career and technical education depending on campuses and programs targeted by the local school district.

The eGrants application for career and technical education (annual application) is available to the school district in late spring of each year. Reports should be completed and filed by the date specified in the report instructions. Local school districts determine personnel and procedures needed for completing the report.
Wage and Labor Information

Students enrolled in practicum courses must be treated in accordance with all labor laws, including wage and hour requirements. Students participating in paid work-based training shall receive fair and equitable wages. The training sponsor makes the decision about beginning wages and whether the student worker should have wage increases during the training period. Most students begin training at the minimum wage. A training sponsor may choose to utilize the youth minimum wage or a student-learner permit for subminimum wage, if requirements can be met. Students may be involved in unpaid internships, apprenticeships, job shadowing, or mentorships if the requirements for wage exemption are met. Refer to the following general information and references.

General Labor Information

The federal Fair Labor Standards Act (FLSA) is a law that governs wage and hour practices including minimum wage, overtime pay, recordkeeping, and child labor standards affecting full-time and part-time workers in the business/industry and government settings. The federal Fair Labor Standards Act (FLSA) is administered through the Wage and Hour Division, U.S. Department of Labor (DOL). <http://www.dol.gov/whd/flsa/index.htm>

The law defines the size and nature of business operations covered by its provisions. For simplicity, assurance, and the promotion of consistent standards, many schools set the FLSA provisions as expectations for all training sites. A variety of provisions in the law are applicable to students enrolled in CTE practicum classes with a work-based instruction component, including those for family and consumer sciences. The Fair Labor Standards Act provides the following definitions that are applicable to occupationally specific training:

Student-Learner — Under regulations issued by the Wage and Hour Division, a student-learner is a student who is at least sixteen years of age (or at least eighteen years of age if employed in an occupation that the Secretary of Labor has declared to be particularly hazardous); who is receiving instruction in any accredited school, college, or university; and who is employed by an establishment on a part-time basis, pursuant to a bona fide vocational training program. Employers wishing to employ student-learners at subminimum wages under section 14(a) — at rates not less than 75 percent of the applicable minimum wage under section 6(a) of the FLSA — must first complete and submit Form WH-205. <http://www.dol.gov/whd/forms/fts_wh205.htm>

Apprenticeship — Apprenticeship is a combination of on-the-job training and related classroom instruction in which workers learn the practical and theoretical aspects of a highly skilled occupation. Apprenticeship programs are sponsored by joint employer and labor groups, individual employers, and/or employer associations. <http://www.doleta.gov/jobseekers/apprent.cfm>

Bona fide vocational training program — The Wage and Hour Division of the DOL defines a bona fide vocational training program as one authorized and approved by a state board of career and technical education or other recognized educational body that provides for part-time employment training which may be scheduled for a part of the work day or work week, for alternating weeks, or for other limited periods during the year, supplemented by and integrated with a definitely organized plan of instruction designed to teach technical knowledge and related industrial information given as a regular part of the student-learner’s course by an accredited school, college, or university.
The Fair Labor Standards Act provides that wages must be paid for work performed. The FLSA contains provisions for individuals in training, under certain circumstances, to be exempt from wage requirements. Unpaid work-based training provided through rotation, preceptorship, and internship programs in career and technical education can qualify for exemption from the wage requirements. All six of the following criteria must be met to qualify for an exemption:

1. The training, even though it includes actual operation of the facilities of the employer, is similar to that which would be given in a vocational school;
2. The training is for the benefit of the trainees or students;
3. The trainees or students do not displace regular employees, but work under their close observation;
4. The employer that provides the training derives no immediate advantages from the activities of the trainees or students, and on occasion operations may actually be impeded;
5. The trainees or students are not necessarily entitled to a job at the conclusion of the training period; and
6. The employer and the trainees or students understand that the trainees or students are not entitled to wages for the time spent in training.

Employment of Student-Learners at Subminimum Wages

Employers who desire to employ student-learners at subminimum wages (not less than 75% of the applicable minimum wage) must apply by submitting an application on official FLSA forms for authority to do so from the regional office of the Employment Standards Administration that serves the employer’s respective geographic area. The application should be filed 15 to 30 days before the student-learner is be employed at subminimum wages. No authorization is granted to employ a student-learner at subminimum wages before the application is forwarded to the wage and hour division. Employers must meet specific conditions to be granted approval to employ student-learners at subminimum wages. A partial listing of those conditions includes:

1. The student-learner must be at least 16 years of age (or older as may be required pursuant to Hazardous Occupation Order of the Secretary of Labor);
2. The student-learner must be at least 18 years of age if employment is to be in any activity prohibited by virtue of a Hazardous Occupation Order of the Secretary of Labor; and
3. Any training program under which the student-learner will be employed must be a bona fide career and technical education training program.

Youth Minimum Wage

The 1996 Fair Labor Standards Act Amendments authorized a youth minimum wage. The law allows employers to pay employees under 20 years of age a lower wage for a limited period (90 consecutive calendar days beginning with and including the first day of work for the employer). The law allows employers to pay a youth minimum wage of not less than $4.25 an hour to eligible youth, unless prohibited by state or local law. Employers do not have to meet any training requirements in order to pay the youth wage to an eligible employee. Refer to U.S. Department of Labor Wage and Hour Division “Fact Sheet #32: Youth Minimum Wage - Fair Labor Standards Act” for further information.
Age Restrictions

The Fair Labor Standards Act identifies 16 as the basic minimum age for employment. An individual at 16 years of age may be employed in any occupation other than a nonagricultural occupation declared hazardous by the Secretary of Labor. Eighteen is identified as the minimum age for employment in nonagricultural occupations declared hazardous by the Secretary of Labor. Further information may be found in Child Labor Bulletin 101 (WH-1330), “Youth Employment Provisions for Nonagricultural Occupations Under the Fair Labor Standards Act.” <www.dol.gov/whd/regs/compliance/childlabor101_text.htm>

Hazardous and Non-Hazardous Occupations

The Fair Labor Standards Act provides a minimum age of 18 years for nonagricultural occupations which the Secretary of Labor “shall find and declare” to be hazardous or detrimental to their health and well-being for individuals ages 16 and 17. There are seventeen hazardous occupations in effect that are applicable either on an industry basis or on an occupational basis. Identified hazardous occupations (HO) are as follows:

- HO 1. Manufacturing and storing of explosives
- HO 2. Driving a motor vehicle and being an outside helper on a motor vehicle
- HO 3. Coal mining
- HO 4. Logging and sawmilling
- HO 5. Power-driven woodworking machines
- HO 6. Exposure to radioactive substances
- HO 7. Power-driven hoisting apparatus
- HO 8. Power-driven metal-forming, punching, and shearing machines
- HO 9. Mining, other than coal mining
- HO 10. Meat-packing or processing, including use of power-driven meat slicing machines
- HO 11. Power-driven bakery machines
- HO 12. Power-driven paper-product machines, including scrap paper balers and paper box compactors
- HO 13. Manufacturing brick, tile, and related products
- HO 14. Power-driven circular saws, band saws, and guillotine shears
- HO 15. Wrecking, demolition, and shipbreaking operations
- HO 16. Roofing operations and all work on or about a roof
- HO 17. Excavation operations

Some of the hazardous occupations have limited exceptions that allow individuals 16 and 17 years old to perform specified tasks. Additional information may be located on the Department of Labor Web site; two helpful sites are the following:

- Prohibited Occupations for Non-Agricultural Employees  <www.dol.gov/elaws/esa/flsa/docs/haznonag.asp>
Helpful Department of Labor Information

The Department of Labor has a number of informational publications that guide the interpretation and application of the laws that the agency administers. Those publications can be obtained by contacting a district office. More immediate information can be gained by utilizing the department’s extensive Web site located at http://www.dol.gov. The site contains a wide range of forms, fact sheets, posters, regulation text, and frequently asked questions. Specifically applicable are sites for Youth & Labor and for the Wage and Hour Division (WHD). Additionally, elaws–Employment Law Advisors, is a searchable site that is helpful in determining correct interpretations of labor regulations.

U.S. Department of Labor
Wage and Hour Division (WHD) Field Offices

The field offices shown under each district office will provide an indication of the geographic area for which that district office is responsible. Up-to-date contact information for WHD district office locations that serve Texas may be found on the Wage and Hour Division Website at http://www.dol.gov/whd/america2.htm#Texas. Telephone directory listings are under the United States Government listings as “Labor, Department of.”

WHD Field Offices Serving Texas

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<thead>
<tr>
<th>District Office</th>
<th>Phone:</th>
<th>Abilene</th>
<th>Fort Worth</th>
<th>Tyler</th>
<th>Texarkana</th>
<th>Waco</th>
<th>Tyler</th>
<th>Wichita Falls</th>
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<tbody>
<tr>
<td><strong>Dallas District Office</strong></td>
<td>(817) 861-2150</td>
<td>1-866-4-USWAGE (1-866-487-9243)</td>
<td>Beaverton</td>
<td>Bryan</td>
<td>Corpus Christi</td>
<td>Galveston</td>
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Transportation

The work-based instruction component of practicum courses is of paramount importance in providing students rich and effective career training opportunities. With the work-based instruction occurring at business/industry sites within the community, the availability of dependable transportation of students to these work-based instruction sites is a necessary planning consideration. The method of transportation and funding source may vary based on local policies within state-defined parameters.

State-Funded, School-Provided Transportation

State law allows state transportation funds to be expended to transport students to a remote site for career and technical education courses. Transportation to multiple training sites is allowable provided multiple students are involved at each site. State-funded transportation may be provided regardless of the paid or unpaid status of the students’ work-based training experiences. However, the scheduling variations and multiplicity of sites inherent to paid work-based training arrangements have typically resulted in schools requiring those students to assume responsibility for their transportation to the training sites.

Student-Provided Transportation

In those instances in which the school makes no provision for student transportation to the work-based training sites, transportation becomes the responsibility of the students and their parents/guardians. Because of the necessity that students be punctual and dependable in compliance with the schedule for work-based training, the importance of reliable transportation cannot be overstated. Options most often considered include the students using a personal vehicle, adults providing transportation for their student, use of public transportation, students riding with other students, or a combination of options. A backup contingency plan should also be identified by students and their parents/guardians. Regardless of the transportation arrangements, it is important that those plans be the basis of a written transportation agreement between the parents/guardians, the student, and the school; preferences and permission for a backup contingency plan should be included.
Insurance

The possibility of student injury while participating in work-based training experiences raises the issue of insurance, liability, and parent agreements. If the student is participating in paid work-based training, the training sponsor may have workers’ compensation insurance or another arrangement for assuming liability in the event of work-related employee injury. Employer verification of provided insurance can be determined as part of the teacher-coordinator’s process of evaluating the suitability of a business being utilized as a paid work-based training site. If there is no form of insurance covering liability for employee injury, procedures for otherwise assuring student insurance coverage should be considered.

Since students receiving unpaid work-based instruction are not employees of the business serving as the training station, workers’ compensation or other forms of employee liability coverage would likely not cover students injured while participating in internship, job shadowing, unpaid apprenticeship, or mentoring experiences. The issue of insurance should be discussed as part of the teacher-coordinator’s process of evaluating the suitability of a business being utilized as an unpaid work-based training site. Unless the business has insurance that would cover unpaid student trainees, other alternatives for insurance coverage should be investigated.

There are several alternatives often considered for providing insurance coverage for student trainees not covered by workers’ compensation or comparable insurance. Some school districts have group coverage that can include the students in work-based training experiences. Some school districts arrange for insurance that can be purchased for students by their families; while often initially provided to cover injuries related to athletics or other extracurricular activities, these insurance policies have been structured to accommodate work-based training injuries. Some school districts rely upon students’ proof of insurance coverage provided by their families to provide the security net in event of injury. In any case, clear explanation and written agreements between the training sponsor, parent, student, and school are important to prevent misunderstanding of responsibility for liability and insurance. One sample of a student insurance waiver form follows.

Waiver of Student Insurance

I hereby give permission for my child, (Name of Student), to participate in (Title of Practicum Course) at (Name of School). Please check one of the following:

☒ I am interested in the school’s group student insurance for my son/daughter.
☒ I hereby waive participation in the school’s group insurance for my son/daughter. I understand that I/we, the parent/guardian will be totally responsible for all medical/hospitalization bills relating to any injury occurring while my child is participating in (Title of Practicum Course) at (Name of Business Training Site) and other training sites. The (Name of School District) and the business training sites do not assume any legal liability for any injury which may result from a student’s participation in practicum course experiences.

Parent/Guardian Signature: ____________________________ Date ____________

Note: This is a sample form only. Forms to be used locally should be finalized in consultation with necessary district policymakers and legal counsel.
Teacher Certification

The table below shows family and consumer sciences certifications approved for teaching practicum courses with family and consumer sciences content under revised TEKS adopted by the State Board of Education effective 2010-2011. Requirements for additional course work in occupational family and consumer sciences for teachers certified prior to 1987 have been removed, effective with the 2010-11 school year.

Some of the listed courses may also be taught by those certified in other areas; refer to Teacher Certification information on the TEA Web site for a listing of approved certifications for all revised TEKS courses. As previously noted, Career Preparation I and II courses may be taught by any teacher certified in Texas to teach career and technical education courses.

<table>
<thead>
<tr>
<th>Career Cluster</th>
<th>Assignment</th>
<th>FCS Certification Approved</th>
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<tr>
<td>Architecture and Construction</td>
<td>Practicum in Interior Design</td>
<td>Any home economics certificate Family and Consumer Sciences, Composite: Grades 6-12</td>
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<tr>
<td>Arts, A/V Technology, and Communications</td>
<td>Practicum in Fashion Design</td>
<td>Any home economics certificate Family and Consumer Sciences, Composite: Grades 6-12</td>
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<tr>
<td>Education and Training</td>
<td>Practicum in Education and Training</td>
<td>Any home economics certificate Family and Consumer Sciences, Composite: Grades 6-12 Human Development and Family Studies: Grades 8-12</td>
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<tr>
<td>Hospitality and Tourism</td>
<td>Practicum in Culinary Arts</td>
<td>Any home economics certificate Family and Consumer Sciences, Composite: Grades 6-12 Hospitality, Nutrition, and Food Sciences: Grades 8-12</td>
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<td>Practicum in Hospitality Services</td>
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<tr>
<td>Human Services</td>
<td>Practicum in Human Services</td>
<td>Any home economics certificate Family and Consumer Sciences, Composite: Grades 6-12 Human Development and Family Studies: Grades 8-12</td>
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While not a requirement for certification, consistent participation in professional development activities for family and consumer sciences teachers is recommended due to the role of such activities in enabling teaching personnel to remain current in the knowledge and skills primary to the discipline, the content to be included in the respective family and consumer sciences courses, and policies, procedures, and funding parameters affecting local programs. Additionally, work experience in the occupational area(s) for which training is to be provided is an asset, though not a requirement, for the teacher.
Management

Note: This section contains resources representative of local use. Within policies and standards, local districts should adjust as appropriate to meet local needs.
Teacher-Coordinator Responsibilities

1. Secure training sites with the capacity and commitment to provide quality work-based instruction. Inform training sponsors of goals, expectations, and procedures. Maintain a close working relationship with training sponsors.

2. Coordinate placement of students in quality training sites.

3. Prepare an approvable training plan in a timely manner, with the assistance of the training sponsor, to reflect the skills to be provided, including all Texas Essential Knowledge and Skills (TEKS). It is suggested that the training plan be on file with the director of career and technical education, the teacher-coordinator, and with the training sponsor.

4. Assist the student in maintaining a good working relationship with the training sponsor.

5. Work with training sponsors and the business community in the interpretation of course operations and objectives, and in the solicitation of support and assistance. This may be accomplished through an advisory committee or other means.

6. Obtain appropriate general and occupationally specific instructional materials and resources to provide rich learning experiences for both group and individualized instruction.

7. Provide students classroom instruction, both general and occupationally specific in nature, in coordination with the training sponsor and work-based training experiences.

8. Document student performance by periodic evaluation in conjunction with the training sponsor.

9. Document training site visits. Teachers assigned to teach courses involving work-based learning experiences, both paid and unpaid, must visit each student training site at least six times each school year. The teacher of record must be provided time within his or her schedule to visit the training sites. The training site visits may not be conducted during the teacher’s planning and preparation 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. Additional visits may be needed dependent on student performance or training site circumstances.

10. Per practicum course requirements, guide students to document knowledge and skills through creation and maintenance of a professional portfolio.

11. Maintain necessary student records, prepare reports, and maintain documentation records.

12. Work with appropriate personnel (administration staff, other practicum teacher-coordinators, etc.) to develop appropriate policies and procedures.

13. Inform campus administrators and counselors about the goals, organization, and management of practicum courses.

14. Serve as an advisor for the Family, Career and Community Leaders of America (FCCLA) chapter or as a sponsor of the Texas Association of Future Educators (TAFE).

15. Attend professional development conferences to remain current on issues related to family and consumer sciences education.
Student Responsibilities

1. Be at school and the training site on time.

2. Observe all training site policies, including those related to conduct, dress code, personal appearance, and personal hygiene.

3. Follow the instructions of the training sponsor.

4. Exemplify qualities of a good employee by not receiving personal visitors and not text messaging or talking on personal phone calls during training.

5. Establish respectable performance records to be assured good references in the future.

6. Maintain a record of income to include check stubs and hours of training.

7. Follow company policy and the chain of command to resolve problems at the training site.

8. Report to the teacher-coordinator any problems that may occur at the training site.

9. Follow class procedures and training site policies when it becomes necessary to leave a training site.

10. Follow school policies regarding student attendance and absences. In the case of absences, contact both the training sponsor and teacher-coordinator immediately. A student not in class attendance during the time of regular school hours may not participate in work-based training that day unless specifically approved by the teacher-coordinator.

11. A student enrolled in a practicum course is expected to demonstrate responsibility in utilizing the time within the official school day that is scheduled to allow work-based training experiences.

12. When not in class or at the training site during school hours, the student should be on the school campus only with a legitimate reason.

13. Abide by all school rules and regulations, keeping in mind the fact that the school jurisdiction includes the training site.

14. Participation in career and technical student organizations is an important part of career and technical education for students. All students are, therefore, encouraged to participate actively in the student organization(s) appropriate to their programs of study. For practicum courses taught by family and consumer sciences teachers, this will usually be Family, Career and Community Leaders of America; the Texas Association of Future Educators is an additional option for students in the Education and Training practicum who are pursuing a career goal in teaching.
Parent/Guardian Responsibilities

1. Carefully read all information provided about the practicum course, including objectives, policies and procedures, roles and responsibilities of individuals and entities involved, etc. Ask the teacher-coordinator for any needed additional information or clarification.

2. Provide authorization/approval of the student’s initial enrollment in the practicum course and any subsequent agreements, such as the Training Plan Agreement, operating procedures, etc.

3. Attend any scheduled parent/guardian meetings to gain information about the practicum course.

4. Communicate with the teacher-coordinator by telephone, e-mail, or by attending school open houses and teacher conferences scheduled as needed to discuss student progress.

5. Understand and respect the student’s training opportunities and responsibilities.

6. Encourage student achievement in the development of occupationally specific knowledge and skills through participation in the practicum course.
Training Sponsor Responsibilities

1. Provide work-based instruction consistent with the time requirements and parameters for students in the practicum course.

2. Ensure that the training site provides the student with a quality learning situation. Clearly delineate expectations for the student. Provide clear instructions with regular positive and corrective feedback. With the teacher-coordinator, target and sequence essential knowledge and skills on the training plan to be emphasized in the work-based training experience.

3. Rotate the student from one training assignment or task to another at reasonable intervals (following initial training and a period of skill development but before becoming redundantly repetitive) so the training period is a continuous learning situation for the student.

4. Explain to the student applicable policies, procedures, rules, and chain of command. Help the student feel a part of the organization.

5. Provide safety orientation and a safe work environment.

6. Support the student in setting and maintaining priorities related to school and work-based training.

7. Deal fairly with the student.

8. If the student is a paid employee, pay the student at a rate that is
   • comparable to other employees and based on duties and responsibilities performed,
   • equal to what the student’s services are worth, and
   • in compliance with the wage and hour regulations that govern salary rates.

9. Support school attendance policies.

10. Comply with guidelines established for practicum course coordination.

11. Communicate with the teacher-coordinator on a regular basis. Provide ongoing feedback about the student’s work-based training progress (strengths and weaknesses) and direction of upcoming training experiences in order that the teacher-coordinator can most effectively coordinate class instruction activities.

12. Complete at least one written evaluation of the student’s performance at the training site each grading period.

13. Contact the teacher-coordinator prior to making any changes in the student’s training assignment or employment status.

_by working together, we can give the student the very best possible training that will benefit both the student and the training site._
Training Sponsor
Orientation and Rapport

Critical to the effectiveness of practicum coordination are well-informed and cooperative training sponsors who have the capability and commitment to provide quality work-based instruction. A very important responsibility of the teacher-coordinator is to foster a positive working relationship with the training sponsor and the training site in general. The teacher-coordinator should provide the following information, possibly through interviews, brochures, and/or a training sponsor orientation session.

1. Be sure the training sponsor has a clear understanding of the objectives and operation of the practicum course arrangement. Possible topics to cover include:
   • the nature of work-based training experiences desired (as listed on the training plan master for the appropriate cluster/program area)
   • expectations related to scheduling, wages, insurance, supervision, training rotations, labor laws, etc.
   • relevant school policies and class operating procedures
   • coordination of classroom instruction and work-based instruction
   • evaluation of students
   • responsibilities of the teacher-coordinator, training sponsor, parents, and students (see related information on pages B1 – B4)
   • work-based training scheduling parameters

2. Stress that during class instruction the student will study topics relevant to the occupationally specific skills being developed through the work-based training experiences as well as the following:
   • general information related to employer-employee relationships
   • job ethics
   • personal development
   • job morale
   • personal appearance
   • characteristics of successful employees
   • business etiquette

3. Help the training sponsor understand the need for rotating the student from one task or assignment to another at reasonable intervals so the training period is a continuous learning situation for the student.
Student Recruitment

Recruitment is an ongoing process that is vital to promoting the success of a practicum course. By developing a professional, ongoing promotional campaign, the teacher-coordinator can establish a quality image that will influence students, parents/guardians, and counselors in making course selection decisions. Focusing on the needs and wants of students is the most effective way to develop a quality program that will produce satisfied customers who will “sell” the practicum experience. Recruitment emphasis should be placed on the career education provided. Further, students should be aware that, because depth and breadth of training experiences are priorities, there may be times when they will train in unpaid internships, job shadowing, or mentorships to meet the requirements of the training plan.

Recruitment strategies should be intensified at least one month before the time when counselors assist students in making course selections. Although the goal is to recruit students, the role of parents/guardians, counselors, friends, former practicum students, training sponsors, and teachers in the decision-making process of course selection must be recognized.

Recruitment techniques include the following:

- posters, brochures, and displays
- articles in local and school publications
- information on the school Web site
- announcements on the public address system
- visits to eighth grade classes before graduation plans are developed
- assemblies for eligible students
- open house
- career fair for parents/guardians and students, with all career and technical education cluster programs represented
- presentations (audio visual, talks, skits, etc.) by current students to other career and technical education classes, parent groups, fraternal organizations, student groups, etc.
- leadership through career and technical student organizations, such as FCCLA or TAFE
- student tours of all career and technical education programs guided by counselors or career and technical education representatives

Ideally, student selection should begin with an application for admission into a practicum course. (See example on page C-7.) One of the most important relationships to develop at this time is with the guidance and counseling department. Their help in processing the applications can save the teacher-coordinator much valued time. Processing may include checking the application for required credits, coherent sequencing, and attaching a copy of the student’s transcript and graduation plan. All applications are sent to the teacher-coordinator for review. The teacher should request an interview with prospective students. This is particularly important with students who have not previously had a course in family and consumer sciences under the supervision of the teacher. The teacher may verify the information obtained in the interview by talking to teachers who have taught the prospective students. An evaluation form is helpful for this purpose.

Once students are selected, work can begin to prepare them for the practicum training experience. The end of the school year is a good time to bring incoming students together for training. This can be done as a group or individually. Students need training in interview skills, preparing resumés, and procedures that will be followed in locating approvable training sites and student placement. A joint meeting with parents/guardians and students is advised to explain the objectives, operation, and policies of the practicum course.
Student Enrollment

Following recruitment procedures, the teacher-coordinator accepts applications from students who wish to be in a practicum course. Criteria for acceptance may include the following:

- Excellent attendance record — This is critical because a practicum student should not report to the training site on a day the student misses school.

- Passing grades in all courses — This is important because the knowledge and skills gained through school success will be needed for successful class and work-based training experiences.

- Excellent behavior record at school

- Demonstrated ability to handle school responsibilities

- Interest in developing occupational knowledge and skills

- Parental/guardian permission

- Dependable transportation to get to and from the training site, if transportation is not provided by the school

- Agreement to abide by the rules and responsibilities of the practicum course
Student Attendance

Guidelines including attendance policies should be consistent for all career and technical education programs across the district and follow local school district attendance policies at all times. It is common that local attendance policy for students enrolled in practicum courses might include the following:

• Regular attendance and punctuality are expected from each practicum student for both class instruction and work-based instruction.

• A student who must be absent from school should notify the school attendance office by a designated time on the day of the absence.

• A student must notify the teacher-coordinator in advance of an absence or tardiness at either the training assignment or school.

• On days the student is absent from school, the student may not participate in work-based training without the specific approval of the teacher-coordinator.

• A student must notify the training sponsor in advance of an absence or tardiness at the training site.

• A student enrolled in a practicum course is expected to demonstrate responsibility in utilizing the time within the official school day that is scheduled to allow work-based training experiences. A student scheduled to leave school before the school day officially ends is expected to use the remainder of the school day for work, study, or school-related activities. In these circumstances, district policies may limit or prohibit access to the campus once a student has left.
Student Transition

Based on information from the student application, student interview, and other selection methods, students are enrolled in the practicum course. Assuming that the student will be successfully placed in a training site and that the student will follow all necessary policies and procedures, the student’s class schedule is prepared to accommodate the time/schedule requirement of the practicum experience. If either assumption does not hold true, certain decisions and actions will become necessary. It is recommended that local policies be established to guide such a process.

If the student, due to serious violation of policies/procedures or other circumstance, must be removed from the practicum course, timing is critical. A change allowing the student to have a full schedule of other classes is most desirable. This would prevent waste of the student’s learning opportunity and loss of credit. However, if very far into the semester when the schedule change is made, the student will be so far behind in the newly acquired classes that, in fact, the learning opportunity is somewhat wasted and the credit is lost because they fail the courses. Priority should be given to resolving the issue to prevent a necessary schedule change, implementing the schedule change early enough to allow a full class schedule to be resumed successfully, or, when well into the semester, recognizing that the schedule change must involve a non-instructional arrangement, such as study hall.

During periods when students are involved in the process of seeking placement (initial or otherwise) in a training site (completing applications, interviewing, preparing follow-up letters, etc.), funding guidelines and local policies should be followed as to the student’s involvement in class instruction or other special campus-based assignments. (See the most recent version of the Student Attendance Accounting Handbook for funding guidelines.)

If there are initial problems placing a student for paid work-based training, the following should be considered:

- There is latitude for utilizing an unpaid form of work-based training (internship, job-shadowing, mentoring, or apprenticeship) if the placement provides quality work-based training opportunities and the applicable guidelines for class instruction and unpaid work-based instruction are met. (See the most recent version of the Student Attendance Accounting Handbook for funding guidelines.) Job shadowing and mentorships are appropriate for short periods of time, while internships or apprenticeships are appropriate for long-term training placements. The training areas would need to be consistent with the student’s career goals and within those approved for specific practicum courses. Reverting to paid work-based training would be possible when an appropriate placement could be made.

- If a “paid” work-based training placement has not been achieved within 15 days of enrollment and an “unpaid” placement is not considered an option (by the student and/or school), reassignment of the student to a full schedule of other classes is recommended. There could be continued efforts toward training site placement, but not at the risk of the student getting further behind in the alternative classes if placement is not accomplished. In the event that placement is ultimately achieved, the student’s schedule could again be changed to accommodate a practicum arrangement.
Training Sites

A training site is a business/industry location where the student is placed for work-based instruction and training experiences in an approved practicum program area. An important factor in the success of the student in a practicum course is the adequacy of the training site for work-based instruction and training.

Factors in selecting a particular training site include the following:

• Capacity and willingness of the training sponsor to provide excellent work-based instruction and training experiences in the essential knowledge and skills approved by SBOE for one of the following practicum courses that cover family and consumer sciences content:
  — Interior Design
  — Fashion Design
  — Education and Training
  — Culinary Arts
  — Hospitality Services
  — Human Services, specializing in Consumer Services
  — Human Services, specializing in Early Childhood Development and Services
  — Human Services, specializing in Counseling and Mental Health Services
  — Human Services, specializing in Family and Community Services

• Positive attitude of the training sponsor and other employees toward practicum courses

• Willingness of the training sponsor to provide adequate supervision by an experienced, skillful employee

• Willingness of the training sponsor to work with the teacher-coordinator to develop the training plan for each student

• Safe working conditions at the training site, which meet OSHA standards

• Reputation of the training site and training sponsor for ethical business practices

• Willingness of the training sponsor to provide student training for the number of hours scheduled as necessary to meet practicum requirements

• Willingness of the training sponsor to cooperate with the school regarding attendance policies

• Willingness of the training sponsor to encourage the student to develop knowledge, skills, attitudes, performance standards, and habits necessary to succeed in the approved cluster program area

• Willingness of the training sponsor to contact the teacher-coordinator when a problem arises with the student learner

• Willingness of the training sponsor to recognize clearly that sound training practices (quality supervision, timely rotation of students for breadth of training opportunities, support of school policies, training schedule, etc.) take precedence over immediate benefit gain for the business
Placement of Students in a Training Site

Students in a practicum course receive not only class instruction, but also work-based instruction at a business/industry location that has been approved to serve as a training site. The process of matching students to training sites and completing the necessary written agreement is referred to as student placement.

Student placement at a training site may occur at various times during the school year. The following are common placement situations:

- Initial placement following acceptance into the practicum likely occurs in conjunction with the opening of school. Many districts start the employment period for teacher-coordinators before that of other teachers to facilitate the process of acquiring quality training sites and making student placements. So, in that instance, student placement may occur immediately preceding or following the beginning of school.

- Without an extended employment period for the teacher-coordinator, initial student placements will largely occur the first days of the school year; this will be a priority not only to maximize student training opportunities, but also to avoid any funding penalties for students unplaced in paid work-based training. See the most recent version of the Student Attendance Accounting Handbook for guidelines related to funding.

- Some schools allow placement for work-based training at the beginning of the summer; however, this amount of time without the benefit of the teacher-coordinator being on duty to oversee and coordinate the new placement often results in problems, especially for first-year students.

- Student placement may recur during the course of the school year for a number of reasons. A student will need to be placed in another training site if the initial placement had to be ended. Causes for the discontinuation of a training site placement could include such situations as difficulties with the student or training sponsor, change of management philosophy, change of student career goals, staff cuts, etc.

- Student placement may occur multiple times during the school year to allow an increased breadth and richness of training opportunity. For instance, a student may be assigned to a rotation schedule involving two or three training site placements in order to more completely provide the broad range of training experiences representative of the career goal. Another method of supplementing the training opportunities at a single training site would be to incorporate some short-term training assignments through unpaid internships, job shadowing, or mentoring into the industry career experiences for students primarily involved in a paid work-based learning arrangement. Likewise, students whose primary training arrangement is an internship could have supplemental experiences through job shadowing, mentorships, or work-based training arrangements.

A student may make application to the practicum course because he or she is already employed and desires for the place of employment to become the training site. In that case, the teacher-coordinator should contact the employer to explain the practicum program, verify the appropriateness of the training opportunities, and determine if the employer is willing to assume the responsibilities of a training sponsor.
Often the students who are enrolled in a practicum course for the first time need preliminary instruction prior to being sent for interviews. The teacher-coordinator should provide instruction on creating resumés, completing employment applications, effectively handling interviews, and appropriately following up on all contacts with prospective training sponsors. This training may occur as part of class or in a separate briefing to facilitate placement before school starts.

The teacher-coordinator should utilize some method to effectively communicate the student’s involvement with the practicum program to prospective training sponsors and to clearly identify for the student the contact person, time, and location for a scheduled interview. Many teacher-coordinators use the back of their business card for this information. (See example on page C-60.)
Checklist for Student Placement

_____ Receive the application form with appropriate signatures and completed information. (An example application form is provided on page C-7.)

_____ Schedule an interview with the applicant to determine acceptance into the program.

_____ Visit training site sponsors for possible student placements.

_____ Visit the prospective training sponsor for the student applicant who is already employed; following a discussion of the objectives, expectations, and policies of the practicum course and verification of the suitability of the training site, reach mutual agreement/approval with the prospective training sponsor.

_____ Review with student applicants success strategies for completing job applications, effectively handling interviews, preparing resumés, and writing follow-up letters. This may be done in class, by scheduling seminars after school, through printed information in a job search folder, or by individual appointments with students if placement is to occur before school starts.

_____ Send students to interviews. Because the real world involves competition for employment, it is good experience for students when more than one student is sent to interview for the same position. This also gives the prospective training sponsor an opportunity to have a choice.

_____ Document names of students sent on interviews, places sent, and results of each interview.

_____ Follow-up with the student and the prospective training sponsor after interviews.

_____ Check with training sponsors to assess proper student placement. If, after a designated or agreed-upon number of days, the training sponsor does not think that the student is appropriate for the training site, or if the student feels the placement is not a good fit or appropriate, the teacher-coordinator may facilitate a more suitable placement for the student.
Training Site Visits

The coordination and oversight of students’ work-based training is accomplished largely through the teacher-coordinator’s visits to the training sites. The effectiveness of training site visits is a major determinant of the effectiveness of practicum coordination. Suggested objectives of the teacher-coordinator for training site visits include the following:

- Orient the prospective training sponsor (or new personnel) as to objectives and operations of the practicum course.
- Become familiar with management, policies, and procedures of the training site.
- Initially, become acquainted with the student’s projected training assignments.
- Coordinate development of the training plan.
- Develop an attitude of cooperation with the training sponsor to insure being contacted should a problem with the student arise.
- Determine training achievements, current assignments, and any training difficulties.
- Obtain information that would strengthen the student’s classroom assignments.
- Prevent any student-employer problems from becoming serious.
- Assure that each student is treated with respect.
- Each grading period, obtain the training sponsor’s evaluation of the practicum student. (See example on page C-40.)
- Encourage training sponsors to continue accepting practicum students for training.
- Discover and secure new training sites.

The local district determines the amount and schedule of time (in addition to the standard conference/planning period) during the school day that a teacher will be provided for coordination of practicum placements. Factors that may impact these decisions include the number of students being served, the number and proximity of training sites utilized, and the teacher-coordinator’s other class or duty assignments. If there are multiple teachers with practicum assignments, some comparability of schedules is likely and desirable. Follow local policies for personnel leaving campus on school business, such as training site visits.

For most effective use of time, the teacher-coordinator should schedule training site visits during time provided for coordination during the school day. However, consideration must also be given to the training sponsor’s availability at that time. Other arrangements will be necessary if a teacher’s coordination time coincides with a time that will be consistently busy or otherwise obligated for the training sponsor (i.e., lunch rush, children’s drop/pick-up times, shift changes, etc.). Ideally, coordination time would be scheduled to avoid major conflicts that can be anticipated.
The frequency and length of visits to each training site will be affected by various factors, such as the number of students placed at that site, the number of persons at the site who are involved in training and supervision, any difficulties which may surface, and the specific arrangements of the work-based training agreement. For example, coordination activities at a site where a student has a two-week job shadowing placement would be very different from coordination activities at a hotel where an entire class is assigned to a training rotation schedule involving eight hotel departments over the entire school year.

The teacher-coordinator has the responsibility to visit each training site as needed to promote maximum student achievement in effectively coordinated work-based instruction and class instruction. There must be at least one visit to each student’s training site each grading period and a minimum of six visits per school year to be eligible for maximum state funding. (See the most recent version of the Student Attendance Accounting Handbook for guidelines related to funding.) While telephone and e-mail contacts with the training sponsor are certainly useful, they supplement rather than substitute for actual visits to training sites.

As a follow-up to the training site visit with the training sponsor, the teacher-coordinator should document information obtained during the visit. This could become part of a consolidated record of work-based training coordination for each student. (See sample on page C-39.) Follow local district procedures for documenting the visit for the purpose of reimbursement for mileage traveled and any other requirements.

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**Suggested Dos and Don’ts When Visiting The Training Site**

**DO:**
1. Be well-groomed and properly prepared for the visit.
2. Be alert. Observe what is going on without appearing to “snoop.”
3. Make an effort to remember the names of persons at each training site.
4. Be friendly with everyone without fraternizing with them.
5. Express appreciation to persons at the training site for the training given to the student.
6. Show an interest in the work in progress. Be curious; ask questions as appropriate.
7. Take notes (after leaving) on items that may be used for a conference with the student or study assignments.
8. Be quick to sense the training sponsor’s desire to terminate a conference.

**DON’T:**
1. Call attention to errors, bad practices, or unsafe conditions while visiting the training site. Do so in private conferences with the student or training sponsor, as appropriate.
2. Try to demonstrate to a student how to do an assigned task.
3. Pose as an expert or authority on any matter concerning the work in progress.
4. Request a conference with the training sponsor when she or he is obviously busy.
5. Interrupt or interfere with the student’s training experiences.
6. Appear to be loafing or just “passing the time.”
Filing System

A well-organized and maintained filing system can be quite an asset in coordinating practicum courses. The manner in which a teacher-coordinator collects and files necessary materials to a certain extent reflects and determines the efficiency of the teacher-coordinator. Below is a suggested list of materials to be kept on file.

Student records frequently used by the teacher and student may include the following:

- Training Plan Agreement (examples on pages C-21 and C-22)
- Student-Learner Certificate
- Student’s daily schedule
- Daily memos and reminders, such as signed correspondence from parents and training sponsors
- Student Agreement
- Tests
- Student Portfolio
- Weekly Training Report (example on page C-16)
- Yearly Wage and Hour Report or Yearly Report of Work-Based Training Hours (examples on pages C-17 and C-19)
- Documentation of work-based coordination (example on page C-39)

Permanent student files might contain the following items:

- Student Application for Practicum Enrollment (example on page C-7)
- Training Sponsor Evaluation of the Student Trainee (example on page C-40)
- Classroom Performance Evaluation (example on page C-41)
- Completed Training Plan Agreement(s)
- Completed Yearly Wage and Hour Report and/or Yearly Report of Work-based Training Hours
- Finalized Student Portfolio
- Student’s Evaluation of Personal Achievement (example on page C-48)
- Information necessary for follow-up
- Records pertinent to students with disabilities

Other materials that may be included in the teacher filing system are as follows:

- Advisory Committee lists and minutes
- Bibliographies of instructional materials and sources of teaching aids
- Budget
- Certificates and nomination forms (examples on pages C-54 – C-59)
- Records of teacher’s work-based instruction coordination activities
- Correspondence
- Curriculum materials
- Financial records
- FCCLA and/or TAFE materials
- Inventory
- Prospective lists of training sponsors and students
- Publicity
- Reports
- Sample correspondence (examples on pages C-49 – C-53)
- U.S. Department of Labor Materials
Training Plan Agreements

Due to the combination of class instruction and work-based training experiences at business/industry sites, effective practicum coordination is based on an organized plan called the Training Plan Agreement. The Training Plan Agreement can be explained as follows:

The Training Plan Agreement is a written agreement between the school and the training sponsor for each student enrolled in work-based training as part of a practicum course. The training plan shall ensure that each student will receive coordinated classroom instruction and work-based training to develop the essential knowledge and skills identified for the approved cluster program area. Work-based training may be provided through paid work-based learning experiences, internships, and/or apprenticeships and may be enriched with job shadowing and/or mentoring experiences.

Written training agreements must be prepared and filed locally in accordance with the Texas Education Agency’s Student Attendance Accounting Handbook. To facilitate training plan preparation, the essential knowledge and skills and study assignments for each approved cluster program area should be listed on the respective training plan master for the course.

A CD containing pre-loaded essential knowledge and skills for all practicum courses for family and consumer sciences is available from The Curriculum Center for Family and Consumer Sciences. Using this template to develop training plans enables teacher-coordinators to use valuable time otherwise required for key entry of this standard information to address other placement/coordination priorities. To order the Practicum Coordination for Family and Consumer Sciences Tools CD, contact:

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

The training plan is developed cooperatively by the training sponsor and the teacher-coordinator before or soon after the student placement at the training site. The “Training Plan Agreement for Paid Work-Based Training” is a suggested format designed for use with the paid work-based learning instructional arrangement. The “Training Plan Agreement for Unpaid Work-Based Training” is a suggested format designed for use with the internship, apprenticeship, mentorship, or job shadowing instructional arrangements. The training plan is an agreement, not a contract. The training plan should be used throughout the school year. A training plan consists of the following:

• overview of basic expectations and agreement of student, parent/guardian, training sponsor, and teacher-coordinator
• essential knowledge and skills for the approved cluster program area
• study assignments correlated with the essential knowledge and skills
• documentation of work-based training experiences
• documentation of class instruction experiences
Purpose of Training Plan Agreement

The Training Plan Agreement 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-coordinator, training sponsor, and student in 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 in order to serve as an auditable document for funding purposes

Components of Training Plan Agreements for both PAID and UNPAID Work-Based Instruction are shown on pages C-21 – C-24.

Preparing the Training Plan Agreement

Page one. The front page of the Training Plan Agreement should be completed in its entirety in order to evidence student compliance with Child Labor Laws and Texas Education Agency funding eligibility. The local schools are responsible for keeping training plans on file.

A. The student must be placed at a training site at the time the Training Plan Agreement is prepared. The training plan is an agreement of expectations and understanding between the student, parent/guardian, training sponsor, and teacher-coordinator (representing the school). It is not a contract.

B. In order to meet conditions for funding, the training plan should be prepared and signed by all parties within 15 instructional days of enrollment for students placed in paid work-based training. A new training plan must be prepared (with all signatures) if a student changes training sites during the school year; placement and completion of the training plan should be accomplished within 15 instructional days of the end of assignment at the previous training site.

C. Since students enrolled in a practicum course with an unpaid work-based training component may, at the beginning of the school year, be involved in class instruction for the total time allotment, the date the training plan must be completed and signed should be within 15 instructional days of the beginning of placement at the training site rather than from actual enrollment. A new training plan must be prepared (with all signatures) if a student changes training sites during the school year; completion of the training plan should be accomplished within 15 instructional days of beginning the new placement.

D. Separate training plans must be prepared for each student in the practicum course.

E. Complete information about the student’s grade, age, gender, and class time. Note: Students must be 16 at the time of enrollment to be eligible for funding for paid work-based training experiences.
F. Student Name – Provide as shown for other school records (typically last name followed by the first name).

G. All students must have a Social Security number according to federal law. If a student has an identification number from the Immigration and Naturalization Service, the student may be in an unpaid learning experience in one of the practicum courses.

H. 2-3 Credit CTE Course Name – Insert the name of the practicum course. The work-based training opportunities at the training site should coincide with the essential knowledge and skills for the practicum course, consistent with the student’s goals, interests, and abilities.

I. PEIMS Code – Insert the 8-digit PEIMS code approved for reporting the student’s Career and Technical Education course.

J. Program Area – Indicate the Career Cluster under which the specific practicum course falls.

K. Complete information about school campus, district, and the company name where the student is gaining experience.

L. Wages (for paid work-based training) - Generally, the wage that is paid to a beginning worker performing similar functions would be paid to the practicum student in paid work-based training. There may be instances when the training sponsor has been granted authority to employ the student at subminimum wage (75% of minimum wage) during the student training period, or the training sponsor chooses to pay the “youth minimum wage” ($4.25) for up to 90 calendar days. (See the section beginning on page A-24 for information on labor laws.)

M. Date – the beginning date of the training period should be the date the student began placement at the training station. The “extends through” date should be the ending date of training. The probationary period depends on the policy of the company.

Page two. A description of specific and related occupational training is on the second page of the Training Plan Agreement. The teacher-coordinator works with the student’s training sponsor to develop this portion of the training plan. When the purpose of the training plan is explained to the training sponsor, the following major points should be discussed:

A. State Adopted Texas Essential Knowledge and Skills – The TEKS for the course are written in the left hand column.

B. Work-Based Instruction and Class Instruction Columns – This space is used to indicate the respective instruction sites where knowledge and skills will be addressed, as indicated by inserting check marks. When this record of training is kept up-to-date for both work-based and classroom instruction, the teacher-coordinator can tell at a glance which training experiences the student has performed, which have had repetition contributing to mastery, and which ones the student has yet to experience.

C. Related Study Assignments – The related study assignments are tasks assigned to the student to supplement work-based and classroom instruction for the respective TEKS.
D. Additional Occupationally Specific Knowledge and Skills – Space is provided to record additional knowledge and skills not otherwise identified that may be deemed related to the occupational objective and are to be included in the student’s work-based and class instruction. The employer and the teacher-coordinator collaborate on these knowledge and skills for the student in training. Occupationally specific knowledge and skills can be work-based instruction or class instruction. The related study assignments would be agreed upon by the employer and teacher.

The Training Plan Agreement will serve not only as a useful tool in guiding effective student training, it will satisfy certain requirements related to authorization, notification, documentation, and funding eligibility. Training plans should be typed to display a professional, businesslike appearance.

The student, parent or guardian, training sponsor, and teacher-coordinator must sign the agreement. Signatures required should be original, and all signing participants should be provided a signed copy of the training plan. A copy of the training plan will be needed in a file for student access, as well as a copy for the permanent student file.
Evaluation of Student Training

The purpose of this evaluation is for the training sponsor to give feedback on student progress. It is important for students to know the following:

• What is expected of them
• How well they are doing
• What supervisors think of student performance at the training site
• What they should be doing to improve their performance in order to achieve their objectives and goals
• The impact of the evaluation on a student’s grade

The teacher-coordinator should explain, in detail, the method of obtaining training sponsor evaluation of the student trainee (see example on page C-40) during the first training site visit. It is important that the training sponsor understands fully the expectations regarding student progress during the training period.

Near the end of each grading period, an evaluation form will be provided to the student’s training sponsor so that the student’s progress may be measured. The evaluation form may be returned by mail or by notifying the teacher-coordinator to pick it up. If a training sponsor indicates a problem or the student does not progress satisfactorily at the training site, a follow-up visit should be scheduled as soon as possible to discuss the situation.

Reasons for Evaluation of Student Work-based Training

1. To assess the training sponsor’s perception of student progress in achieving the established objectives in the training plan
2. To indicate areas of the student’s performance that require improvement
3. To determine new directions for training and objectives (work-based instruction and classroom instruction)
4. To assist students in establishing goals for improvement
5. To help determine the student’s grades for the work-based training portion of the course
6. To complete a student’s file

Items to be Evaluated

• Student’s training performance
• Student’s display of attitudes necessary for chosen career area and training site
• Student’s ability to grasp the work involved
• Student’s ability to get along with fellow employees, supervisors, and customers/clients
Follow-up, Reporting, and Record Retention

Requirements related to reporting and record retention should be well understood by teachers assigned to teach practicum courses. Although practicum coordination will involve a variety of reports, agreements, applications, etc., those records and reports that are required in conjunction with state and federal funding will be the focus of this discussion.

Public Education Information Management System (PEIMS) Reports
The Public Education Information Management System (PEIMS) uses a computerized database for the Texas Education Agency to gather information from school districts on students such as course enrollment, attendance, training program completion, participation in a career and technical education coherent sequence of courses or tech-prep arrangement, and information on special programs; district finances; staff; and student dropouts. Information gathered through the PEIMS database is utilized in statewide program planning, management, and evaluation as well as dissemination of funds. Local school districts determine personnel and procedures needed for completing PEIMS reports.

Program Evaluation

Title 19, Texas Administrative Code, §75.1025 Program Evaluations, states that each district and consortium shall annually evaluate its career and technical education programs. Districts are required to provide a Program Effectiveness Report by September 1. Districts are not in compliance with grant conditions and requirements until this report is received by TEA. Local school districts determine the procedures and personnel needed for attaining compliance with the program evaluation regulation. The completed evaluation is submitted through the eGrants system.

Funding Application and Expenditure Reports

The eGrants application for career and technical education was discussed previously in regard to the acquisition of federal funding for career and technical education programs. Local districts that wish to utilize funds from this source must determine the process and personnel who will be involved in planning, evaluating, and budgeting for local programs as a basis for preparing the annual application for funds for the following school year. Likewise, the district should determine the personnel responsible for fund accounting in order to submit to TEA the required quarterly or annual expenditure reports to initiate the district’s reimbursement for funds expended.

Retention of Records

As a general minimum guideline, career and technical education records should be retained for seven years following the project year. Records pertaining to individual students (such as training plans, student rating forms, progress reports, and records of a student’s achievements related to career and technical education training) should be retained from the end of enrollment plus seven years. Local school districts have the option to choose longer time periods and additional guidelines for record retention if desired.
Publicizing Practicum Courses

Successful coordination of practicum course arrangements depends on positive relationships with the public. The purpose of publicity is thus to acquaint the public with objectives and accomplishments of career and technical education practicum courses and generate public support. A well-planned public relations campaign informs students, parents, citizens, and businesses about the establishment or continuance of practicum arrangements prior to the beginning of the school year. Publicity throughout the year helps maintain interest and provide further explanation to the public. Publicity will also help recruit new students and training sponsors for future involvement.

A variety of means can be used to publicize practicum courses. Examples include newspaper articles, web-based information, radio and television announcements, district and campus news media, presentations to civic organizations, student involvement in FCCLA or TAFE programs and projects, advisory committee involvement, and personal letters and contacts.

Points about the practicum program that may be emphasized in presentations, printed material, and personal contacts include the following:

Advantages to the student:
- Provides opportunity to determine whether or not the student is interested in a particular career cluster
- Provides opportunity to receive occupationally specific training while completing requirements for a high school diploma and, potentially, dual and articulated credit for postsecondary education or training
- Provides occupationally specific training in actual business/industry settings
- Provides technical information at the time the skills are being learned
- Gives valuable career experience before high school graduation
- Paves the way for further education or training at the postsecondary level
- Provides some assurance of full-time employment in an area of interest after graduation
- Develops occupational knowledge and skills that enable the student to finance further education or training

Advantages to the school and community:
- Provides occupationally specific training without the expense of providing state-of-the-art industry-simulated facilities and equipment for various careers
- Helps meet the need for trained, productive employees in the community
- Establishes good community relations and provides opportunities for businesses, schools, and citizens to work in partnership to promote educational goals

Advantages to the training sponsor:
- Through the combination of class instruction, work-based instruction, and teacher-coordinated supervision, provides more occupational training than an employer would ordinarily have time to give
- Enables the training sponsor to benefit from competent, eager, and productive trainees
- Develops potential full-time employees who have been trained in the establishment
- Offers opportunities to participate in an educational program of benefit to the community
Working with News Media

News media provide a powerful means of getting a message to the public. Using media resources to maximum advantage requires preparation and planning, and some trial and error. By learning to work effectively with local media, the teacher-coordinator can more effectively generate public awareness and support for practicum courses.

It is important to be constantly alert for informational items related to practicum course experiences that are newsworthy. Information presented for media publication should be sufficiently interesting to warrant reporting, and it should be accurate. Local newspapers and stations are usually interested in receiving information about educational programs; many school districts and campuses have their own media who are especially interested in such items. The public is interested in its schools and enjoys reading and hearing about positive achievements of young people in the community. Items need not always be reported in long articles; a captioned photograph of a student trainee at the training site, or a training sponsor receiving a certificate of recognition, provides excellent publicity.

Feature or “spot” stories throughout the year might be written about the training sponsor appreciation event; students’ views and reactions to their work-based training opportunities; the awarding of annual training certificates; interviews with training sponsors and students at the training site, including photographs when possible; reports and pictures depicting student achievements in FCCLA or TAFE activities; information demonstrating the achievements of former students; and the presentation of recognition certificates to training sites and advisory committee members. Other individuals, such as students, training sponsors, and advisory committee members, can be enlisted to help identify information, events, or accomplishments that are newsworthy.

Format and timing are critical to having information published or aired by the media. Items submitted to news media are more likely to be used if they are in the preferred – sometimes required – format. Some news media prefer to receive news items in the form of a news article; others in the form of a news release or fact sheet. Sample newspaper articles are shown on page B-27.

Get to know the newspaper editors and radio and television station managers in your community; meet those reporters assigned to topics related to family and consumer sciences practicum content. Learn how each prefers to work. Find out about deadlines; find out the times each day when specific personnel are busy and prefer not to be bothered; find out what form to use in providing information – whether a fact sheet or a written story would be preferred. Submit stories before the deadlines; stories turned in too far in advance or too late may not be published or aired.

Note: Local school districts have various policies and procedures for providing information to the news media. Teacher-coordinators should adhere to local school district policies and procedures concerning the release of information and photographs to the media.
**Writing Tips**

When writing news articles, remember that the opening paragraph is most important. Many readers do not read further than the opening paragraph, so “Who? What? Why? When? and Where?” are answered in the first sentences. Remember to keep sentences and paragraphs in news articles short. Names are important; include a number of names in the article, but be sure that all names are spelled correctly. Make sure facts, dates, times, and places are correct. Explain terms which may not be familiar to everyone the first time the term is used. Do not use an abbreviation without explanation. Always spell out family and consumer sciences!

Enlist the help of students in gathering newsworthy information, taking photographs, writing news articles and releases, and even making media contacts. This will not only integrate writing and communication skills into the family and consumer sciences curriculum for students, but will help promote the practicum course and save time for the teacher-coordinator.

**Career and Technical Student Organization Activities**

Activities of career and technical student organizations, such as FCCLA or TAFE chapters, can be especially newsworthy. Good human interest stories are often generated by community service, Family First activities, Families Acting for Community Traffic Safety (FACTS), STAR Events, and other programs; and news media seek stories of this nature. Activities performed jointly with other community groups, such as Emergency Medical Services or shelters/centers, get better media coverage – as do projects related to world or local issues that are receiving media attention. For example, an FCCLA project providing assistance to a community recently devastated by a tornado becomes an excellent human interest feature for a newspaper providing follow-up coverage.

Remember that members of career and technical student organizations, such as FCCLA and TAFE, are the best ambassadors for your programs. Members should be able to express the goals of the course in which they are enrolled, explain what they have learned, and relate their class activities to the chapter program/project. Members can often take the lead in making media contacts and generating newsworthy publicity for the chapter and the practicum course.

**Using Other Public Relations Techniques**

Other means of publicizing practicum courses include articles in district and campus publications, information on district and campus Web sites, parent/guardian events, training sponsor events, career and course selection fairs, bulletin board or window displays, a page in the school yearbook, and school assembly programs. These means are especially effective for connecting with prospective students and their parents/guardians. Also, it is important to provide information to school counselors and to counsel students on career opportunities, career preparation options, development of personalized programs of study, and the related selection and sequencing of courses.

Letters to prospective students and selected business persons have a personal touch not characteristic of other forms of publicity. Letters to business persons may be more effective if signed by a school administrator.
Additional suggestions for public relations include using business cards; student involvement in recruiting and promotional activities; leaving descriptive brochures in school administrative offices, counselors’ offices, and businesses; the teacher-coordinator or students appearing on radio and television programs; and speaking before civic groups. Sample certificates, promotional materials, and business cards are provided on pages C-54 – C-60.

Some guidelines to observe when planning public relations include the following:

- Develop an overall public relations plan for the year, determining in advance the most appropriate times to implement each specific item.
- Secure the approval of appropriate district personnel for the entire public relations plan, or for each publicity item as it is released. Adherence to local school district policies and procedures is essential.
- Emphasize what has been accomplished more than what is planned.
- Give due credit to all persons involved.

One of the most essential elements in a public relations plan is timing. A chart similar to the one on page B-28 might be used to list types of publicity planned and times when they would be most effective. Such a chart would be helpful in organizing the public relations plan and could also be used as a tool for obtaining input and support from advisory committee members.
Sample Newspaper Articles

NEW CAREER AND TECHNICAL EDUCATION PROGRAM OFFERED IN HIGH SCHOOL

Students at Anytown High School will have the opportunity this year to take part in a course which combines classroom education with work-based training in a variety of occupations. “Practicum courses have been added to the family and consumer sciences curriculum for junior and senior students,” R.N. Pearson, Superintendent of Schools, announced.

Superintendent Pearson said that work-based learning experiences will be provided for students through mentorships, apprenticeships, internships, job shadowing, or part-time employment at cooperating businesses within the city.

Approved family and consumer sciences practicum cluster program areas are interior design, fashion design, education and training, culinary arts, hospitality services, and human services.

Students may enroll for one or two years for two to three credits each year, according to Jo Williams, teacher-coordinator. Students will be able to receive occupationally specific training while completing requirements for a high school diploma. Some of the practicum courses also offer articulated postsecondary credit at the same time.

“The addition of these practicum courses in family and consumer sciences will help provide the youth of Anytown with a well-rounded education that will develop skill in utilizing high academic competencies in career situations,” said Williams.

Pearson said that an advisory committee of local business persons, parents, and students will be established to provide guidance and support.

Williams will be responsible for the selection and placement of students, and will coordinate the classroom instruction and work-based training experiences.

ADVISORY COMMITTEE NAMED

Ten local citizens have been selected to serve in an advisory capacity to practicum courses in family and consumer sciences for the current school year at Anytown High School.

Named to the advisory committee were Dorothy Joiner, customer service representative at the Cattleman’s Utility Company; Cecilia Ochoa, dietitian at Northeast General Hospital; Colin Whatley, director of Brook’s Day Nursery; Sherida Patton, Patton’s Ready-to-Wear owner; Marcus Alonzo, manager of the Circle Inn Motel; Jack Banks, manager of the Chamber of Commerce; Jesse Monroe, parent; Lou Smith, family and consumer sciences teacher; and Emily Privec and Jacob Valdez, family and consumer sciences practicum students.

Superintendent of Schools, R.N. Pearson, who also will serve on the committee, announced the names of the members.

Students in the practicum courses receive class instruction and work-based training in careers related to family and consumer sciences.

Pearson said that the advisory committee will make recommendations for improvement of the program, aid in publicizing and promoting the plans, help select training sites, assist in evaluation of the courses, and provide general advice as needed.

Jo Williams is the lead teacher-coordinator for practicum courses in family and consumer sciences.
### Sample Public Relations Planning Chart

<table>
<thead>
<tr>
<th>Types of Publicity</th>
<th>Before School Opening</th>
<th>At School Opening</th>
<th>Each Semester</th>
<th>Once During Year</th>
<th>At End of School</th>
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<tbody>
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<td>Newspaper articles</td>
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<td>Web site information</td>
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<td>Free radio and television time</td>
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<td>Presentations to civic clubs</td>
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<td>Letters to students and parents/guardians</td>
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<td>Parent/guardian orientation</td>
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<td>Training sponsor orientation</td>
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<td>School exhibits, posters, and brochures</td>
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<td>School public address system</td>
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<td>Community bulletin boards</td>
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<td>Interpret practicum to school counselors</td>
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<td>Interpret practicum to family and consumer sciences teachers and students</td>
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<td>School publications</td>
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<td>FCCLA / TAFE activities</td>
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<td>School open house</td>
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<td>Career fair and other student recruitment events</td>
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<td>Presentations to parent-teacher groups</td>
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<td>School assembly program</td>
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<tr>
<td>Appreciation certificates to training sponsors and advisory committee members</td>
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<tr>
<td>Training sponsor appreciation event</td>
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</tr>
<tr>
<td>Section in school yearbook</td>
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<td></td>
<td>X</td>
</tr>
<tr>
<td>Letter of appreciation to training sponsors and parents/guardians</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Career and Technical Student Organizations for Practicum Courses for Family and Consumer Sciences

The United States Department of Education (USDOE) has endorsed Career and Technical Student Organizations (CTSOs) as a critical component of an effective career and technical education program. The responsibility for career and technical instructional programs and related activities, including CTSOs, rests with state and local education agencies.

CTSOs are defined in the Federal Carl D. Perkins Career and Technical Education Improvement Act of 2006 as organizations for individuals enrolled in a career and technical education program that engage in career and technical education activities as an integral part of the instructional program. State charters for Texas CTSOs are held by the Texas Education Agency (TEA), which has the responsibility for leadership and fiscal oversight of each organization, as well as integration of CTSO activities into a state-approved CTE program of study.

CTSOs that enhance knowledge and skills for various career goals are listed as important extended learning experiences on each Program of Study posted on the AchieveTexas Web site at [www.achievetexas.org](http://www.achievetexas.org). The two TEA-sponsored CTSOs for practicum courses taught by family and consumer sciences teachers are Family, Career and Community Leaders of America (FCCLA) and the Texas Association of Future Educators (TAFE), as depicted on the table below.

<table>
<thead>
<tr>
<th>CTSO</th>
<th>Career Cluster</th>
<th>Practicum Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>FCCLA</td>
<td>Architecture and Construction</td>
<td>Interior Design</td>
</tr>
<tr>
<td>FCCLA</td>
<td>Arts, A/V Technology, and Communications</td>
<td>Fashion Design</td>
</tr>
<tr>
<td>FCCLA and/or TAFE</td>
<td>Education and Training</td>
<td>Education and Training</td>
</tr>
<tr>
<td>FCCLA</td>
<td>Hospitality and Tourism</td>
<td>Culinary Arts</td>
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<td>FCCLA</td>
<td>Human Services</td>
<td>Hospitality Services</td>
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<td>FCCLA</td>
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<td>Human Services</td>
</tr>
</tbody>
</table>

The following pages provide basic information about these two CTSOs. Additional information may be found at the respective Web sites for each organization. Additional space has been provided for FCCLA, because it spans all five career clusters with courses taught by family and consumer sciences teachers and thus has a significantly larger number of Texas chapters.
Family, Career and Community Leaders of America

FCCLA is a dynamic and effective national student organization that helps young men and women become leaders and address important personal, family, work, and societal issues through family and consumer sciences education.

Chapter projects focus on a variety of youth concerns, including teen pregnancy, parenting, family relationships, substance abuse, peer pressure, environment, nutrition and fitness, teen violence, and career exploration. Involvement in FCCLA offers members the opportunity to expand their leadership potential and develop skills for life—planning, goal setting, problem solving, decision making, and interpersonal communication—necessary in the home and workplace.

FCCLA is a co-curricular organization that is linked to the family and consumer sciences courses offered in middle and senior high schools. It is recommended that each teacher affiliate a chapter in order to give more leadership opportunities to the students. Family and consumer sciences teachers serve as local FCCLA advisors. Members are students through grade 12 who are taking or have taken at least one family and consumer sciences course.

The Texas Association is one of 53 state associations (the fifty states, the District of Columbia, Puerto Rico, and the Virgin Islands) which chartered with the national organization in 1946. Since its conception, over one million students have been served through the Texas Association. The organization benefits the members and the advisors who actively participate. The FCCLA mission and purposes help guide members as they work toward creating their yearly program of work.

**FCCLA Mission**

To promote personal growth and leadership development through family and consumer sciences education. Focusing on the multiple roles of family member, wage earner, and community leader, members develop skills for life through—

- character development
- creative and critical thinking
- interpersonal communication
- practical knowledge
- career preparation

**Purposes of FCCLA**

1. To provide opportunities for personal development and preparation for adult life
2. To strengthen the function of the family as a basic unit of society
3. To encourage democracy through cooperative action in the home and community
4. To encourage individual and group involvement in helping achieve global cooperation and harmony
5. To promote greater understanding between youth and adults
6. To provide opportunities for making decisions and for assuming responsibilities
7. To prepare for the multiple roles of men and women in today’s society
8. To promote family and consumer sciences and related occupations
Advantages of FCCLA

An active FCCLA chapter offers a range of benefits for the school, the community, the family and consumer sciences program, the teacher/advisor, and students. Chapter projects provide a framework for hands-on, career-related learning and demonstrate the relevance of school programs to students and community members. The vitality of family and consumer sciences education is illustrated through real-world experiences, and teachers find students more interested in learning.

FCCLA promotes leadership experiences and student decision-making opportunities through the family and consumer sciences education program. Chapter activities help extend classroom learning beyond the classroom. Through hands-on projects that they develop, implement, and evaluate, students encounter situations through which they

- accept responsibility;
- experience leadership;
- build relationships;
- develop appreciation for diversity;
- analyze and solve problems;
- apply academic and communication skills;
- adapt to change; and
- establish positive work-related attitudes and habits.

These benefits help meet members’ needs for socializing, gaining recognition, and helping others – and having fun! Like their students, advisors may also want to be part of a group, gain recognition, and help others. Advisors can feel a sense of accomplishment as students develop new skills and experience success through their FCCLA activities. In addition, FCCLA provides a support network of other family and consumer sciences teachers who are committed to and involved with students.

FCCLA offers a ready-to-use framework for implementing cooperative learning, interdisciplinary work, volunteerism, and career preparation. It is an ideal method for building student ownership in and responsibility for their own learning.

Family and consumer sciences teachers become FCCLA advisors to

- relate school to careers;
- expand students’ opportunities;
- tie family and consumer sciences lessons to extended learning opportunities;
- demonstrate the importance of family and consumer sciences education;
- encourage individual responsibility and creativity;
- meet administrative requirements;
- help shape future families, careers, and communities;
- enjoy the satisfaction of working with young people;
- show students how to help others;
- teach important life skills; and
- advance the family and consumer sciences profession.
Local FCCLA Chapter Structures

Each FCCLA chapter defines its own structure, and there are many ways to organize a chapter. Chapter members and the advisors may adapt or design a format and leadership structure that best fits their situation.

Chapters can be tailored to each school setting. Chapter structure can also be changed whenever the needs of the chapter change.

Chapter Structures

There are two decisions that members and the advisor(s) must make regarding chapter structure. One involves the number of chapters per school; the other determines whether most chapter work will occur during or outside of class time.

Number of chapters per school. The basic options are:
- One FCCLA chapter per school (See diagram on page B-35)
- Multiple chapters on a campus, functioning under an Executive Council (See page B-36)
- Multiple chapters on a campus, functioning independently (See page B-37)

Co-curricular or out-of-class. Factors that may determine the chapter’s choice of structure include:
- Available transportation
- Other commitments of potential and current members
- School policies
- Advisor availability
- Available time slots for meetings

Meetings and activities could take place during classes, activity periods, or lunch periods; before or after school; on weekends; or in the evening. Many co-curricular chapters schedule some out-of-class activities so members who are not currently taking a family and consumer sciences class may participate.

Structure Adaptation

Because FCCLA advisors work with a wide variety of students in a wide variety of situations, many have developed structures and techniques that serve their members particularly well. Here are some of their tips.

Students who are or have been enrolled in a family and consumer sciences practicum course providing work-based training may be members of FCCLA chapters. Chapters serving these students training for specific careers are usually strongly co-curricular, with nearly all chapter planning and work occurring during class time. Chapter activities provide students with opportunities to apply and gain recognition for their job skills, explore issues related to the career for which they are training, serve the community, develop career-related skills, and enhance their résumés and job applications. Community service projects may be planned during class time or as an after school activity.

Some practicum programs encourage all their students to become FCCLA members, comparable to future involvement in professional organizations. Many FCCLA chapters earn enough money through
chapter-run businesses to pay dues for all class members. Many FCCLA chapters structure themselves around their curriculum, with each occupational class course affiliating as a separate chapter.

Chapters in Urban Settings. Advisors who work with students in urban schools often find that members have other responsibilities that keep them from participating outside of class time. Co-curricular FCCLA offers such students a wealth of opportunities without limiting participation to the “lucky few” with time and funds available for out-of-class participation.

At the same time, advisors can create opportunities to take urban students out of their neighborhoods by planning educational and rewarding activities. An effective chapter structure will provide for some outside-the-school activities and educational tours.

Meeting Special Needs of Members. The self-directed, self-evaluated nature of many FCCLA activities makes them suitable and rewarding for students with a variety of special needs. Depending on how the school is structured, such students may belong to chapters with other members who are quite similar to them or with others who have a broad range of ability levels.

Advisors who work with members who have special needs report great results from pairing these students with experienced student members as mentors. Experienced members usually report a wealth of personal rewards, while students with special needs gain enhanced opportunities to participate and experience success through FCCLA. Students with special needs can be successful by participating in Leadership Enhancement Opportunities, STAR Events, and Proficiency Events and be recognized for their participation in state and national programs. Local recognition of all students helps to build the overall program and chapter.

In FCCLA, just as in the family and consumer sciences classroom, meeting the needs of students with varying ability levels and learning styles requires creativity and adaptation. Adaptation to the programs may be done to streamline activities or to make them more challenging. Advisors are encouraged to review FCCLA programs and make adjustments to meet the needs of their members. All members have leadership potential, whether or not they hold formal chapter leadership positions. It is a matter of exploring abilities, taking risks, and developing a personal leadership style. FCCLA is well suited to bring out leadership abilities in all students who have not been able to “shine” in other settings. It is based on a philosophy of measuring success against students’ own previous accomplishments. Thus, a member who gives his or her first ever two-minute talk to a class may earn just as much (or more) leadership recognition as a more experienced leader who speaks to the school board for fifteen minutes.

Block Scheduling and Year-Round School. As communities continue to develop educational systems that will best serve their needs, many schools schedule courses in six, nine, or twelve-week blocks or rotate students into and out of school throughout the calendar year. The FCCLA chapter structure can take such situations into account.

For example, the chapter structure in a school that uses block scheduling needs to address ways to keep members informed and involved during the time blocks when they are not taking family and consumer sciences courses. Here are some possibilities:

• Such students might be able to use their study hall to join in-class chapters when they hold formal meetings.
• An out-of-class section or chapter might be formed to parallel the co-curricular chapter(s) and provide input to an overall executive council, if any. Another teacher, an Alumni & Associates member, or an experienced student leader might be willing to coordinate this group.
• Such students might focus on individual projects during the time periods when they are not in a family and consumer sciences course, then participate in group projects when they are in a course.
• In some schools, it might be possible to have such students assigned to a homeroom or study hall that the chapter advisor oversees. This would provide opportunities for regular updates and contact.
• Such students can be encouraged to affiliate early in the school year and be extended special invitations and encouragements to participate in out-of-class trips, activities, and projects.
• Develop a newsletter for distribution to members who are not currently enrolled in a course but are involved in the organization.

Starting a New FCCLA Chapter

Affiliation forms are mailed to all chapter advisors and to potential advisors in the fall of each year. Affiliation forms need to be collected and returned, for full benefits, by November 1 of each year. In order to compete in STAR Events or run for office, the form must be postmarked by the November 1 deadline. Affiliation is accepted throughout the school year.

Quick Start

Use ”Tips for Organizing a New FCCLA Chapter,” page B-38, to help establish your chapter. The regional, state, and national officers are available to assist you or you may contact the state office or another advisor for assistance. Texas officers are required to do training in local schools to assist chapters in becoming familiar with the organization. Once you have covered the basics, jump in. No advisor knows all there is to know about guiding an FCCLA chapter, and the best approach is often to get students involved and in charge – then see how things turn out!

Try these quick start steps:

1. Affiliate a chapter with the state and national FCCLA organization.

2. Explain to your students in family and consumer sciences classes that FCCLA is part of the course and is a national and state organization that networks with students from across the nation. Emphasize that the organization focuses on helping youth become leaders in families, careers, and communities. Point out how the FCCLA purposes relate to the course of study. Make FCCLA visible in the classroom with publications, posters, stickers, etc.

3. Introduce the five-step FCCLA planning process as a tool for solving problems, individually and as a group.

4. Have students brainstorm hands-on projects that relate to the course of study. Guide students through related activities and projects.

5. Use the Step One activity (available from the state and national associations) to evaluate students’ knowledge of the association.

6. Recognize individual and group FCCLA accomplishments.
FCCLA Chapter Structure Options
One Chapter per School

Executive Council:
Officers & Class Representatives from each mini-chapter

[MINI CHAPTER]
Out-of-Class Members

Affiliated FCCLA Chapter
(one or more advisors)

[MINI CHAPTER]
Members from One Class

[MINI CHAPTER]
Members from One Class

[MINI CHAPTER]
Members from One Class

[MINI CHAPTER]
Members from One Class

Mini-Chapter Officers
• Class/Mini-Chapter President
• Class Vice President
• Class Secretary

Executive Council
• President
• VP–Programs
• VP–Achievement/Projects
• VP–Public Relations
• Secretary
• Treasurer
• Parliamentarian
FCCLA Chapter Structure Options

Multiple Chapters On a Campus
(Functioning under an Executive Council)

Executive Council: Officers & Class Representatives from each chapter

Affiliated FCCLA Chapter (Advisor #1)
Affiliated FCCLA Chapter (Advisor #2)

MINI CHAPTER Members from One Class
MINI CHAPTER Members from One Class
MINI CHAPTER Members from One Class
MINI CHAPTER Members from One Class
MINI CHAPTER Members from One Class
MINI CHAPTER Members from One Class
MINI CHAPTER Members from One Class
MINI CHAPTER Members from One Class

Each box represents a “mini-chapter” or class taught by the FCCLA advisor(s). Representatives from each class and the overall chapter officers make up the executive council. This model is used when schools affiliate separate chapters yet operate as one.

Mini-Chapter Officers
• Class/Mini-Chapter President
• Class Vice President
• Class Secretary

Executive Council
• President
• VP—Programs
• Secretary
• Parliamentarian
• VP—Achievement/Projects
• VP—Public Relations
• Treasurer
FCCLA Chapter Structure Options

*Multiple Chapters on a Campus (Functioning Independently)*

Each teacher on a campus who serves as an FCCLA advisor affiliates an independent chapter. The model shown here depicts a school with two advisors and two affiliated chapters.

Each box represents a mini-chapter or class taught by each FCCLA advisor. Representatives from each class and the overall chapter officers make up the Executive Council for each affiliated chapter.

**Mini-Chapter Officers**
- Class/Mini-Chapter President
- Class Vice President
- Class Secretary

**Executive Council**
- President
- VP-Programs
- VP-Achievement/Projects
- VP-Public Relations
- Secretary
- Treasurer
- Parliamentarian
Tips for Organizing a New FCCLA Chapter

1. Invite a neighboring chapter to visit and present a program to students interested in forming a chapter.
2. Invite the state officer and advisor in the region to an organizational meeting. Contact information for state officers can be found on the Texas FCCLA Web site.
3. Check the records in the family and consumer sciences department file to see if FCCLA materials are available.
4. Contact the FCCLA State Advisor, and request materials to start a new chapter.
5. Begin a file drawer of FCCLA materials.
6. Send state and national dues by November 1, and then follow with additional dues later. Chapters must be affiliated by November 1 for students to be eligible for competition events or running for office.
7. Contact key people to discuss FCCLA and what it has to offer students:
   - Administrative and supervisory staff in school and district
   - Students in your classes
   - Other family and consumer sciences teachers
8. Set aside a corner of the family and consumer sciences department for FCCLA materials and a bulletin board. Make use of bulletin boards throughout the school, if available.
9. Talk with the administration about the:
   - Organization of the chapter
   - Purpose of the chapter
   - Plans for a program of work
   - Time and place for meetings
   - School regulations for FCCLA activities
   - Plans for integrating FCCLA into the FCS classes
10. Try to obtain back issues of *Teen Times* magazine, a national publication, for suggestions of projects and programs of work. Consult the state and national Web sites, as well as this handbook. Some items may be available from National.
11. Write bylaws for your chapter. Use region and state bylaws as guides.
12. Talk with teachers who have a chapter to ask for suggestions.
13. Encourage students to join. Use a PowerPoint presentation to explain FCCLA.
14. Send letters home explaining FCCLA to parents/guardians.
15. Stress importance of members’ attendance at executive and chapter meetings.
16. Organize the first meeting.
17. Solicit nominations for local officers and conduct elections.
18. Schedule and conduct the first chapter meeting.
19. Develop the program of work.
20. Have fun!
Enhancing Family and Consumer Sciences Practicum Courses through FCCLA

Family, Career and Community Leaders of America activities can be very effectively structured to serve as one of the many methods of instruction used in the classroom (e.g., independent study, group work, role play, etc.). As a method of instruction, activities of the organization reflecting specific family and consumer sciences content are incorporated into the respective practicum courses. Chapter activities need to be designed to accommodate chapter projects, community needs, and the desire of the students involved.

A variety of chapter project ideas related to family and consumer sciences content areas are provided on the state and national FCCLA Web sites; specific publications for various programs and projects are also available from National FCCLA. Ideas for group and individual projects related to the Texas Essential Knowledge and Skills taught in practicum courses for family and consumer sciences are provided in the course-specific curriculum materials available from The Curriculum Center for Family and Consumer Sciences at Texas Tech University.

See the crosswalk on page B-40 to visualize how state and national FCCLA programs enhance family and consumer sciences content in practicum courses for Architecture and Construction; Arts, A/V Technology and Communications; Education and Training; Hospitality and Tourism; and Human Services.
Crosswalk of FCCLA Programs and Practicum Courses for FCS

<table>
<thead>
<tr>
<th>FCCLA Programs</th>
<th>Practicum Courses</th>
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<tbody>
<tr>
<td></td>
<td>Interior Design</td>
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<tr>
<td>Career Connection/ Leaders at Work</td>
<td>X</td>
</tr>
<tr>
<td>Community Service</td>
<td>X</td>
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<tr>
<td>Dynamic Leadership</td>
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<tr>
<td>Families First/Japanese Exchange Program</td>
<td>X</td>
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<tr>
<td>Power Of One</td>
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<tr>
<td>STOP the Violence</td>
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<tr>
<td>Student Body</td>
<td>X</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>FCCLA Competitive Events</th>
<th>Practicum Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Interior Design</td>
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<tr>
<td>Applied Technology</td>
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<tr>
<td>Career Investigation</td>
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<tr>
<td>Chapter Service Project</td>
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<tr>
<td>Chapter Showcase</td>
<td>X</td>
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<tr>
<td>Culinary Arts</td>
<td>X</td>
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<tr>
<td>Early Childhood</td>
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<tr>
<td>Entrepreneurship</td>
<td>X</td>
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<tr>
<td>Environmental Ambassador</td>
<td>X</td>
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<tr>
<td>Fashion Construction</td>
<td>X</td>
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<tr>
<td>Fashion Design</td>
<td>X</td>
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<tr>
<td>Focus on Children</td>
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<tr>
<td>Food Innovations</td>
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<tr>
<td>Hospitality</td>
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<tr>
<td>Illustrated Talk</td>
<td>X</td>
</tr>
<tr>
<td>Interior Design</td>
<td>X</td>
</tr>
<tr>
<td>Interpersonal Communications</td>
<td>X</td>
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<tr>
<td>Job Interview</td>
<td>X</td>
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<tr>
<td>Life Event Planning</td>
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<tr>
<td>National Programs in Action</td>
<td>X</td>
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<tr>
<td>Parliamentary Procedure</td>
<td>X</td>
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<tr>
<td>Promote and Publicize FCCLA</td>
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<tr>
<td>Recycle and Redesign</td>
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<tr>
<td>Teach and Train</td>
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<td>Mystery Basket</td>
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<td>Serving Up Success</td>
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<tr>
<td>LEOs</td>
<td>X</td>
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<tr>
<td>Knowledge Bowl</td>
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Management of the FCCLA Organization

It is important to remember that Family, Career and Community Leaders of America boasts that it is a student-run organization. We all know even though youth organizations are run by the youth, they require the assistance of adults – those concerned about and committed to youth. The young people need room to experiment and explore, but they also need to feel there is someone to back them up – to support them if they fail, encourage them to try again, and congratulate them when they succeed.

Advisors help members grow by motivating, guiding, sharing, and participating while at the same time letting youth assume the major role in planning and carrying out chapter actions.

Advisors need to remember they are not chapter presidents, but the individuals responsible for giving guidance, support, encouragement, and direction.

<table>
<thead>
<tr>
<th>Roles of Members and Advisors</th>
</tr>
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<tbody>
<tr>
<td><strong>Members</strong></td>
</tr>
<tr>
<td>• Identify concerns and project ideas</td>
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<td></td>
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<tr>
<td>• Choose projects</td>
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<tr>
<td>• Develop plans</td>
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<td></td>
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<tr>
<td>• Assume leadership roles (run meetings, gain administrative approval, research information, contact speakers, fill out forms, serve as group/team leaders)</td>
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<td></td>
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<tr>
<td>• Carry out plans and use resources</td>
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<td></td>
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<tr>
<td>• Publicize results</td>
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<tr>
<td></td>
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<tr>
<td>• Evaluate experiences</td>
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FCCLA Chapter Files and Resource Center

Having a special place to keep chapter-related materials aids chapter organization and continuity from year to year. It also makes FCCLA materials more accessible to members and helps them stay informed about the organization.

The resource center may be a small area in the family and consumer sciences department where current chapter, state, and national publications and related books and magazines are displayed for member use. The area might also contain a member message board, audiovisual materials, a file of useful articles clipped from magazines and newspapers, the chapter’s historical files, and FCCLA posters and displays designed to encourage members to use the center.

Information is easily accessible when files are arranged in alphabetical order. Color coding each file folder according to national, state, region, and chapter information can make the filing system even more usable. Consider organizing chapter files into the following categories, and develop additional sections as needed.

Activity and Project Ideas
Addresses
The Adviser
Advisory Committee
Agendas
Application Forms
Artwork
– Emblem
– Letterhead
– Cartoons/Clip art
Alumni & Associates
– Member list
– Application forms
Banquet
Bulletin Board Ideas
Bylaws
– National, state, chapter
Calendar of Events
Career Connection
– Manual
Career Materials
Catalogs
– FCCLA publications
– Emblematic supplies
Ceremonies
– Emblem
– Officer installation
– Opening and closing
Cluster Meetings
Committees
– Folder for each

Community Service
– Application
– Projects
Correspondence
– Incoming
– Outgoing
Evaluation Forms
FACTS
– Handbook
– Application
– Projects
Families First
– Handbook
– Application
– Projects
Families Today
Financial Fitness
– Handbook
– Projects
Financial Record
– Budget for the year
– Treasurer’s reports
Fundraising
– Ideas
– Current projects
Handbooks
– National, state, chapter
Japanese Exchange Leaders at Work
– Handbook
– Application
– Projects
Local Chapter History
– Chapter presidents
– Distinguished Service Award recipients
– Alumni Achievement Award recipients
– Honorary Members
– Membership rosters
– Past officers
– Photographs
– Scrapbooks
Membership
– Current roster/affiliation form
– Recognition application
– Recruitment ideas
– Step One
Minutes
– Chapter meetings
– Executive council meetings
National Leadership Meeting
Officers
– National, state, region, chapter
– Election procedures
– Officer Duties (folder for each)
Parliamentary Procedure
Planning Process
Power of One
– Workbook
– Projects
Program of Work
Public Relations
– Manual
– Press, radio, TV contacts
Recreational Ideas
Region Meetings
STAR Events
– Manual
– Folder for each event
State Correspondence
– Mailings
– State publications
State Meetings
Stationery
Student Body
– Handbook
– Projects
Teen Times
Local Resources

There are many individuals, groups, and organizations right in your neighborhood or community that can provide information for chapter projects. Many nationwide organizations have local, county, or state units. Try to start with the unit closest to your school, since it can probably provide information and assistance geared to your locale. Use the following checklist to consider local resources you might contact.

Alcohol and Drug Abuse
Al-Anon/Alateen
Alcoholics Anonymous
American Automobile Association
American Red Cross (youth services)
Crisis hotline
Halfway house
Narcotics Anonymous
Police
Rehabilitation center
School nurse
Substance abuse agencies (county, city)

Nonprofit organizations (child care centers, hospitals, food banks, etc.)
Nursing homes
Parks and recreation agency (county, city)
School personnel
Social service agencies (county, city)

Domestic Violence
Child abuse and neglect agency (county, city)
Child development teachers
Child Welfare League
Coalition Against Domestic Violence
Domestic violence shelters/programs
Family court
Health care providers
Hospital emergency ward
Police

Drunk Driving
American Automobile Association
Mothers Against Drunk Driving
Motor vehicles agency (county, state)
National Highway Traffic Safety Administration
Police
Students Against Destructive Decision

Career Awareness and Preparation
Alumni & Associates members
American Association of Family and Consumer Sciences
College career planning and placement office
Employment training agency (county, city)
Family and consumer sciences professionals in business
Guidance counselors
Local businesses
Other vocational student organizations

Aging agency (county, city)
American Association of Retired Persons
Elder care center
Health care providers
Home care services agency or business
Meals on Wheels
Nursing homes; assisted living facilities
Senior citizen centers
Social Security office

Children
Boys Club/Girls Club
Child care centers
Elementary schools
Family and consumer sciences teachers
Head Start
Health care providers
Homeless programs/shelters
Preschools
Public library
Social services agencies (county, city)

Environment
Agricultural science teachers
Cooperative Extension Service
Keep America Beautiful
Science teachers
State Department of Energy
State Interior Department
Utility company

Community Service
Civic organizations (Kiwanis, Rotary, Lions, Etc.)
Communities of worship (churches, synagogues, mosques)
Community volunteer agencies/coordinators
Domestic violence programs/shelters
Homeless programs/shelters
Hospitals
Family
Adult education programs
Civic organizations (Kiwanis, Rotary Club, Salvation Army, etc.)
Communities of worship
Cooperative Extension Service
Family and consumer sciences professionals in business
Family and consumer sciences teachers
Health care providers
Parent-teacher organizations
Social services agencies (county, city)

Finances/Consumerism
Accounting/bookkeeping teachers
Better Business Bureau
Certified financial planners
Certified public accountants
Chamber of Commerce
Consumer affairs agency (county, city)
Consumer Product Safety Commission
Cooperative Extension Service
Family and consumer sciences professionals in business
Family and consumer sciences teachers
Family finance counselors
Financial institutions
Financial specialists
Junior Achievement chapter
Stock brokerage

Fitness/Nutrition
Cardiac rehabilitation center
Cooperative Extension Service
Food company family and consumer sciences professionals
Health agency (county, city)
National Dairy Council
Nutrition or food science teachers
Overeaters Anonymous
Registered dietitians
School lunch program coordinators
Weight Watchers
YMCA/YWCA

Health
American Cancer Society
American Red Cross
Foundations (e.g., Cystic Fibrosis, March of Dimes, Easter Seals, etc.)
Health care providers
Health science teachers
Home health services agency/business
Hospitals
Public health agency (county, city)
Public health nurses
School nurses

Leadership Development
Civic leaders
Community organizer
FCCLA advisors and officers
Other CTSOs
Politicians
Student council adviser/officer
Toastmasters, Inc.

Legislative Awareness
Civic leaders
Elected officials
League of Women Voters (local chapter)
Local Republican and Democratic organizations
Student council

Persons with Disabilities
Developmental center
Foundations (e.g., Cystic Fibrosis, March of Dimes, Easter Seals, etc.)
Mental health agency (county, city)
Mental health associations
Physical therapy center
Sheltered workshop
Special education teacher-coordinators

Public Relations and Communication
Media professional (radio, TV, newspaper)
Photography club
Public relations professional
School departments (e.g., drama, speech, English, journalism, art)
School media center
School newspaper staff

Safety/Crime Prevention
American Red Cross
Fire department
Hospital
Neighborhood Watch
Police

Teen Parenting and Related Issues
Alternative schools
Child development/family relations teacher
Church counselor
Community clinic or crisis center
March of Dimes (local chapter)
Public health agency (county, city)
School and public health nurse
Social services agency (county, city)
State and National FCCLA Resources

Many state and national organizations exist which can serve as useful resources for FCCLA chapters. Maintaining a folder for Resources in your chapter files provides ready access to such organizations; include addresses, phone numbers, and e-mail and Web addresses as applicable.

Links to national agencies and organizations that serve as FCCLA sponsors and partners are available on the state and national FCCLA Web sites. Additional ideas for inclusion in a resource file may be obtained through professional development conferences, FCCLA meetings, networking with other teacher/advisors, telephone directories, Internet searches, etc.

| **Texas Association, Family, Career and Community Leaders of America** |
| Web site: [www.texasfccla.org](http://www.texasfccla.org) |
| Phone: 512-306-0099 |
| Address: 6513 Circle S. Road  
Austin, Texas 78745 |
| E-mail: [fccla@texasfccla.org](mailto:fccla@texasfccla.org) |

| **FCCLA National Headquarters** |
| Web site: [www.fcclainc.org](http://www.fcclainc.org) |
| Phone: 703-476-4900 or 800-234-4425 |
| Address: 1910 Association Drive  
Reston, VA 20191-1584 |
Texas Association of Future Educators (TAFE)

The Texas Association of Future Educators (TAFE) is a statewide organization that offers students the opportunity to explore the teaching profession. The national affiliate of TAFE, the Future Educator Association, was formally recognized by the U.S. Department of Education in 2010 as a Career and Technical Student Organization.

TAFE is committed to encouraging the Texas students who are considering a career in teaching. This is accomplished by creating and supporting various activities, workshops, contests, scholarships, and summer camps. Operational support is provided to more than 235 active chapters across the state of Texas. The statewide organization publishes a quarterly newsletter, produces a Sponsors' Handbook and New Chapter Starter Kit, and organizes an Annual State Conference, Summer Leadership Workshop, Region/State Officers Retreat, and Sponsors' Workshop.

**TAFE Mission**

TAFE encourages students to learn about careers in education and assists them in exploring the teaching profession while promoting character, service, and leadership skills necessary for becoming effective educators.

**Purposes of TAFE**

TAFE is a statewide student organization led by dynamic and passionate teachers/sponsors. The organization was created in 1984 to provide students in Texas the opportunity:

1. To learn about the teaching profession, its opportunities, responsibilities, and its important role in our democracy.
2. To explore their interests and abilities in relation to the various fields of teaching.
3. To cultivate the qualities of character, service, and leadership which are essential in good teachers.
4. To learn how and where teachers receive their training, the cost, scholarships available, number of years required, certification requirements, and standards.
5. To study the lives and influence of great teachers.
Starting a New TAFE Chapter

The following steps are taken from the “TAFE 2009-2010 Starter Kit,” which is available under the Publications section of the Web site at www.tafeonline.org; see the Web site for the most current publication.

The manual presumes that a new sponsor is starting from scratch. Those lucky enough to take over an existing chapter and will have things like: a charter, Sponsors’ Handbook, chapter constitution, and a few members. For those starting from “ground zero,” the following is a step-by-step process of starting a new TAFE chapter:

Step 1  **Get approval from the school administration.** One of the many nice things about TAFE is that the principals’ organization, TASSP, is our affiliate. Your principal’s support is very important! A supporting principal can make an organization prosper. Keep your principal informed and involved and he/she will most likely be on your side for good.

Step 2  **Choose a sponsor.** You are it, I see. Be the best you can be. Be a person who says, “Yes, that’s possible” rather than “No, that won’t work.”

Step 3  **Attend the Sponsors’ Workshop** for training on how to effectively manage your chapter. (Hosted by the TAFE State Office during September.)

Step 4  **Solicit the support** from fellow teachers, faculty members, region president schools, region mentors, and administrators. They can help with ideas, drafting a constitution, encouraging students to join, recommending members, etc. Some chapters have a faculty advisory board that helps to chaperone events, meets regularly to give ideas, and actively recommends students who would be good “educator” prospects.

Step 5  **Pay state dues** and obtain a Sponsors’ Handbook. The handbook provides valuable information about the organization, projects and activities, and the operation of your chapter. Payment of state dues also entitles your chapter to participate in activities, such as the Annual Conference and the Summer Workshops.

Step 6  **Recruit** a few core students to start. These students can help recruit others. They can also be valuable resources when setting goals, planning meetings, developing budgets, and promoting membership.

Step 7  **Draft a Constitution.** When starting, you might want to use the “suggested” Chapter Constitution. That’s fine for now. Later you will want to revise or write one of your own. A constitution should act as your chapter’s road map.

Step 8  **Set your goals.** What is it that your TAFE chapter wants to accomplish? Why is it being formed? List all the things you want to do, to gain, to be. This is the basis of your organization, the reason for its existence.

Step 9  **Plan a tentative calendar of activities** to meet your goals. When you ask people to join the organization, have some definite projects in mind so that you can tell prospective members about them. (See the sample yearly calendar provided in the Starter Kit.)
Step 10 Prepare a budget. You will need to plan ahead to determine how much money your chapter will need and how you will go about earning that money. (See sample budget.)

Step 11 Plan a membership drive. Here are a few suggestions. A more complete list of ideas is included in the downloadable Starter Kit.

A. Ask teachers and counselors for recommendations of students who have expressed an interest in teaching or coaching.
B. Advertise in your school newspaper.
C. Have a booth at registration at the beginning of the year.
D. Issue invitations to those students who have been recommended.
E. Require that membership in good standing in TAFE be a prerequisite for being a teacher’s aide.
F. Ask the state office to send you recruitment posters and brochures.

Step 12 Plan a terrific first meeting! Don’t let this meeting just happen. Plan it well ahead of time. Have an agenda. This is when you will sell the organization. If it sounds fun, exciting, interesting, organized, and involved, students will want to join. You have to believe in what you are doing. Make it attractive. Use invitations, door prizes, discounted dues, anything that will attract attention. Get students involved from the beginning. Make them feel needed, wanted, and part of the group.

State and National TAFE Resources

See contact information below for the state office of TAFE, as well as the national affiliate.

**Texas Association of Future Educators**

Web site: [www.tafeonline.org](http://www.tafeonline.org)
Phone: 512-443-2100, ext. 230
Address: 1833 South IH-35
Austin, Texas 78741
E-mail: aarguello@tassp.org

**Future Educators Association National Headquarters**

Web site: [www.futureeducators.org](http://www.futureeducators.org)
Phone: 800-766-1156
Address: 408 N. Union
Bloomington, IN 47405
Suggested Guidelines for Establishing an Advisory Committee

An advisory committee contributes to successful coordination of practicum courses. Careful selection of members must take place to ensure the committee’s effectiveness. A close relationship between the school and training sponsors in the community is vital.

Membership

An effective advisory committee includes a representation of stakeholders and the community population. Following are suggestions for structuring the committee:

- Include five to nine members who may serve single or multiple-year terms; if using multiple-year terms, stagger when the terms begin to maintain continuity and level of experience.

- Include managers or owners of businesses who can provide information on
  - the need for trained employees in the respective industries and
  - expectations employers have for employees in their businesses.

- The committee should include at least one or two training sponsors (who may or may not be managers or business owners) who are directly involved with student trainees. Their contribution is similar to that noted for managers. Training sponsors may be employees rather than managers or owner of the businesses.

- Include a school administrator, such as the career and technical education administrator, principal, or assistant principal. This committee member can aid in interpreting the educational objectives and policies of the course. Usually, only one school administrator would serve in any one year.

- Other committee members may include parents/guardians, students, recent completers of the practicum course, representatives of business organizations, such as the Chamber of Commerce or other service organizations, media representatives, and career and technical education counselors. These members can help determine services needed, identify available resource materials, and publicize the course.

- The committee should have an appropriate representation of both genders and should reflect an appropriate balance of the racial and ethnic composition of the community and the region served by the committee.
Meetings

- Notify members of the meeting date, time, and location by mail or e-mail at least two weeks prior to the scheduled date of a meeting; request that members respond to indicate whether they plan to attend. Follow-up with a telephone call one week in advance.

- Limit the length of the meeting to two hours or less with a pre-approved agenda and a designated timekeeper.


- Establish written bylaws.

- Disseminate minutes of the meeting within one week.

Functions of the Advisory Committee

- Conduct program evaluation.

- 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 additional training sites.

- Assist with ad hoc projects, such as scholarships, special events, etc.

- Network and serve as advocates for the program.
Sample Advisory Committee Invitation Letter

(School Letterhead)

(Date)

(Inside Address)

Dear (Name)

The (Name of School System) invites you to participate as an advisory committee member for (Name of High School) practicum experiences for family and consumer sciences. Your term of service on the committee would be for the (Beginning and Ending Years) school years.

The functions of the advisory committee are to make constructive recommendations for maximizing the effectiveness of practicum courses and to serve in other advisory capacities as needed. The committee will function under the guidance of (Teacher-Cordinator’s Name), teacher-coordinator, and will meet a minimum of (Specify the Determined Number) times during the year. If you desire further information concerning practicum course experiences before responding to this invitation, please contact (Name) (Phone).

You will be called next week regarding your decision. Your participation as a member of the council would be a service to both the school and to the community.

Sincerely,

(Name of Superintendent or Principal)
(Position)

(Name of Teacher-Cordinator)
Family and Consumer Sciences Teacher-Cordinator
Management of Classroom Instruction

Classroom instruction in practicum courses is divided into two approaches:

- **Group instruction** (also referred to as general related instruction) — instruction addressing a core of common essential knowledge and skills relating to all career and technical education approved program areas
- **Individualized instruction** (also referred to as specific related instruction) — instruction addressing the essential knowledge and skills unique to each student’s career goals and work-based training experiences

Determining an appropriate balance between the two methods of instruction is one of the greatest challenges of the teacher-coordinator. The importance of individualized instruction cannot be overemphasized; however, it is difficult to maintain student interest if this method is used daily. On the other hand, a class that is taught primarily by group instruction cannot possibly address the specific learning needs of each student—personal development needs as well as learning to compliment the varied training experiences from the student’s work-based training placement. Factors influencing the decisions concerning individualized instruction include the following:

- Availability of resources—curriculum materials, audiovisual aids, computers, access to laboratories
- Articulation agreements—meeting the requirements of postsecondary programs, if appropriate
- Teaching assignments of the teacher-coordinator—the nature of courses and the number of students, classes, and preparations

Various approaches to managing class instruction are as follows:

- Spend the first six weeks utilizing group instruction to address topics vital to student success at the training site, such as safety, company policies, getting along with co-workers, etc. The remaining time could be devoted to individualized instruction with some exceptions. For example, a unit on income tax is timely during tax season. Topics on future employment, career choices, and terminating employment are best covered near the end of the school year. Other topics, such as entrepreneurial opportunities and management practices, can be included at appropriate times to meet student needs and interest.
- Develop a class calendar showing which days will be used for group instruction and which for individualized instruction (recognize that class length and interval will impact the number of consecutive classes needed for group or individualized instruction to maximize productivity and continuity).
- Have a standard practice that certain days of the week are utilized for group instruction and certain days of the week are utilized for individualized instruction.
- Alternate instruction in units of one, two, or three-week blocks.
When planning how class instruction will be managed, consider the following:

1. It will be necessary to address several topics as a part of classroom instruction very early in the school year. The following simultaneous priorities will surface:
   - Job application and interview skills for students not yet placed in training sites
   - Policies and procedures which all students will be expected to follow
   - Safety practices and information related to each student’s training placement
   - Class operations and student record keeping

   Addressing several simultaneous priorities can be facilitated by grouping students within the class. For instance, those students not yet placed in training sites may form a group for work on placement skills while other students are released for their work-based training; first-year students might form a group to study class operations, student record keeping, and policies and procedures; as a review, second-year students might participate in the initial orientation of class expectations and operations with the first-year students, then begin independent study or small group work (with others training in the same career cluster/program area) on safety as related to their work-based training assignment. A tool like the Training Site Survey shown on page C-29 can be used as a self-paced assignment to help students learn more about their training sites.

2. 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. A study of safety might include the following:
   - Have students work in groups with others training in the same career cluster/program area or, if numbers allow, who are in comparable points in the training rotation for a program area. Students can research and study safety policies, practices, and issues specific to their training assignment.
   - Have second-year students recount safety practices and problems/issues they encountered during their first year in the practicum course.
   - Have a school liaison officer talk about theft, robbery, and general personal safety.

3. Many schools have first and second-year students combined in the same class, creating a challenge for the teacher-coordinator to meet their needs. Consider the following:
   - Realize that some information needs to be heard more than once. Following initial discussions (which will serve as initial instruction for first-year students and review for second-year students), first-year students might work on more basic instructional activities than the more in-depth activities assigned to second-year students.
   - Second-year students can serve as resources for some of the units of study.
   - Allow second-year students to assume major leadership roles in arranging guest speakers and field trips for the class.
   - Plan some group instruction topics and activities that are unique for second-year students.

4. Students training for varying career pathways within a career cluster/program area may be scheduled in the same practicum course. For example, students in a Practicum in Human Services course might be specializing in any one of the four specialization options shown in the table on page A-3. This heterogeneous grouping of students will again create a challenge for the teacher-coordinator to meet their needs. Consider the following:
• Realize that some content for classroom instruction will be essentially the same regardless of the student’s specialized career goal. This content can be addressed through group instruction for the entire class.
• Although a class may include students pursuing training in several specializations, there likely will be multiple students training in each area. This will facilitate grouping students by specialization area for some small group study activities. Study groups can be both advantageous to student learning (because of the nature of instructional activities that are possible and because of the process of learning from other students having similar work-based training experiences), but also can make classroom instruction more manageable.

5. Student documentation of training hours and wages earned, if applicable, is necessary. (See examples on pages C-17 and C-19.) Documentation of training responsibilities, reactions, and achievements is recommended, but not required (example on page C-16).

6. Teach goal setting after students receive their first evaluation by the training sponsor. Have students set training goals each grading period. The FCCLA Power of One Module “Working on Working” is an excellent resource for this purpose.

7. Be flexible. Lesson plans should change each year to reflect changing needs of students and changing circumstances and workforce needs of business/industry.

8. Provide instruction and activities to compliment the students’ work-based training experiences. Knowledge and skills required for the practicum course (included in the TEKS and on the training plan), but that are not included in the training opportunities at the training site, will require more extensive and varied classroom instruction and, potentially, supplementation with special work-based training assignments through short-term internships, mentorships, or job shadowing.

9. Utilize students in the process of grading the volume of materials resulting from independent study; a pass/fail review may be appropriate in some instances. Student learning from individual study activities may be determined in a variety of ways in addition to standard testing.

10. Expect training sponsor visits to be an ongoing process. In addition to routine coordination visits, distribute student evaluations to the training sponsors each grading period, allowing ample time for completion, review, and discussion.

11. Early in the year, involve students in the process of planning the ways in which appreciation will be expressed to participating training sponsors. Facilities and service providers will need to be booked if an appreciation event is planned; events conducted in early April can avoid much of the “end-of-school” avalanche of events while being able to recognize achievements spanning most of the school year.

12. Develop and utilize student leadership skills to facilitate classroom management. Responsibilities related to FCCLA or TAFE activities, or other classroom activities, can be delegated to students. For instance, students can select, arrange, and send notes of appreciation to guest speakers or sites for field trips.

13. Utilize the wide array of available FCCLA programs and resources to promote student interest and the development of leadership and other occupational knowledge and skills.
Sequencing Instruction

Scope and sequence documents have been developed by teams of teachers under direction of the Texas Education Agency for all practicum courses. These documents provide a suggested order for addressing course objectives, as well as other information important in teaching each course. Scope and sequence documents will thus provide very helpful guidance in developing an outline for course instruction.

Refer to page B-56, which is the first page of the Scope and Sequence for the Practicum in Hospitality Services. As shown in this example, each scope and sequence document includes the cluster, course name, course description, and course requirements. The main part of the document is a sequential outline of suggested units of study, which are aligned with knowledge and skills, student expectations, and suggested resources. At the end of the document, a comprehensive listing of books and resources is provided; a sample from page 12 of Practicum in Hospitality Services is shown on page B-57.

- Scope and sequence documents for all six practicum courses with family and consumer sciences content have been posted for teachers’ convenience on the Web site for The Curriculum Center for Family and Consumer Sciences. Go to the Center’s Career Cluster Links page at http://ccfcs.org and click on Scope and Sequence.

- The scope and sequence documents for practicum courses for Education & Training, Hospitality & Tourism, and Human Services are also posted on the TEA Career and Technical Education Cluster Links pages hosted by Stephen F. Austin State University; click on the desired cluster icon and then on Scope and Sequence 2010.

Resources

The scope and sequence documents explained in the previous section provide helpful suggestions of resources for teaching each practicum course. These materials must be enhanced with additional information and activities to keep student interest level high and to address all TEKS most effectively. Using a variety of methods and activities is just as important in individualized instruction as in group instruction. Reading assignments need to be alternated with audiovisuals, computer learning experiences, group discussion, and hands-on activities. Obtaining effective enhancement resources for practicum courses is critical to effective instruction. Suggestions regarding sources and specific resources can be obtained through professional development activities – both from the information presented at the sessions attended and by the exchange of ideas with other teacher-coordinators in attendance.

Note: Recommended resources include student reference books, student activity books, and curriculum guides used with predecessor occupationally specific courses, as shown under “Practicum Courses with Family and Consumer Sciences Content” in the table at the bottom of page A-3. For information on these and other practicum resources available from The Curriculum Center for Family and Consumer Sciences, go to the Center’s home Web site <ccfcs.org> and click on Products. Be sure to check periodically with The Curriculum Center for new resources for practicum courses.
Cluster: Hospitality and Tourism

Course Name: §130.229 Practicum in Hospitality Services (Two to Three Credits)

Course Description:
(1) A unique practicum experience provides opportunities for students to participate in a learning experience that combines classroom instruction with actual business and industry career experiences. Practicum in Hospitality Services integrates academic and career and technical education; provides more interdisciplinary instruction; and supports strong partnerships among schools, businesses, and community institutions with the goal of preparing students with a variety of skills in a fast-changing workplace.

(2) Students are taught employability skills, including job-specific skills applicable to their training plan, job interview techniques, communication skills, financial and budget activities, human relations, and portfolio development. Practicum in Hospitality Services is relevant and rigorous, supports student attainment of academic and technical standards, and effectively prepares students for college and career success.

3) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

Course Requirements: This course is recommended for students in Grades 11-12. Recommended prerequisite: Hospitality Services. Students must have access to computers, calculators, transportation, and industry partners.

<table>
<thead>
<tr>
<th>Units of Study</th>
<th>Knowledge and Skills</th>
<th>Student Expectations</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Professionalism</td>
<td>(1) The student uses employability skills to gain an entry-level job in a high-skill, high-wage, or high-demand field.</td>
<td>(A) identify employment opportunities</td>
<td>• HSCG</td>
</tr>
<tr>
<td>A. Workplace skills</td>
<td></td>
<td>(B) demonstrate the application of essential workplace skills in the career acquisition process</td>
<td>• HSFL</td>
</tr>
<tr>
<td>B. Workplace expectations</td>
<td></td>
<td>(C) complete employment-related documents such as job applications and I-9 and W-4 forms</td>
<td>• CareerBuilder <a href="http://www.careerbuildercollege.com">www.careerbuildercollege.com</a></td>
</tr>
<tr>
<td>C. Organization</td>
<td></td>
<td></td>
<td>• Emily Post Institute <a href="http://www.emilypost.com/business/index.htm">www.emilypost.com/business/index.htm</a></td>
</tr>
<tr>
<td>D. Listening skills</td>
<td></td>
<td></td>
<td>• Ethics Resource Center <a href="http://www.ethics.org">www.ethics.org</a></td>
</tr>
<tr>
<td>E. Proper grooming and attire</td>
<td></td>
<td></td>
<td>• Good Character.com <a href="http://www.goodcharacter.com/NFS/SchoolToWork.html">www.goodcharacter.com/NFS/SchoolToWork.html</a></td>
</tr>
<tr>
<td>F. Teamwork</td>
<td></td>
<td></td>
<td>• Hospitality Industry</td>
</tr>
</tbody>
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<th>Student Expectations</th>
<th>Resources</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>(B) present the professional career portfolio to interested stakeholders</td>
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</tbody>
</table>

### Resources: Books

<table>
<thead>
<tr>
<th>Units of Study</th>
<th>Knowledge and Skills</th>
<th>Student Expectations</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSCC</td>
<td>Hospitality Services, High School Curriculum Caddy, CEV Multimedia, Ltd., 2004</td>
<td></td>
<td>1569185928</td>
</tr>
<tr>
<td>HSFL</td>
<td>Hospitality Services: Food and Lodging, Goodeheart-Wilcox Company, 2004</td>
<td></td>
<td>1590701526</td>
</tr>
<tr>
<td>ME</td>
<td>Marketing Essentials, Glencoe/McGraw Hill Division 2002</td>
<td></td>
<td>0026441918</td>
</tr>
</tbody>
</table>

### Resources: Web Sites

- Achieve Texas: [www.achievetexas.org](http://www.achievetexas.org)
- America's Career Infonet: [www.acinet.org/acinet](http://www.acinet.org/acinet)
- American Hotel and Lodging Educational Institute: [www.ahlei.org](http://www.ahlei.org)
- CareerVoyages: [www.careervoyages.gov/hospitality-main.cfm](http://www.careervoyages.gov/hospitality-main.cfm)
- CareerBuilder: [www.careerbuildercollege.com](http://www.careerbuildercollege.com)
- Club Managers Association of America: [www.clubcareers.org](http://www.clubcareers.org)
- DECA: [www.deca.org](http://www.deca.org)
- Ethics Resource Center: [www.ethics.org](http://www.ethics.org)
- Family Economics and Financial Education: [http://ffe.azarizona.edu](http://ffe.azarizona.edu)
- FCCLA: [www.fccla.org](http://www.fccla.org)
- FDIC – Money Smart for Young Adults: [www.fdic.gov/consumers/consumer/moneysmart/young.html](http://www.fdic.gov/consumers/consumer/moneysmart/young.html)
- Good Character.com: [www.goodcharacter.com/NFS/SchoolToWork.html](http://www.goodcharacter.com/NFS/SchoolToWork.html)
- Hands On Banking: [www.handsonbanking.com](http://www.handsonbanking.com)
- Hcareers: [www.hcareers.com](http://www.hcareers.com)
- Hospitality Educators Association of Texas: [www.heat-wave.org](http://www.heat-wave.org)
- Hospitality Industry: [www.hospitality-industry.com](http://www.hospitality-industry.com)
Utilizing Educational Technology in Practicum Course Coordination

Educational technology involves using technological developments, such as computers, audiovisual equipment, and mass media, to facilitate teaching and learning. Educational technology can be used in a variety of ways in practicum programs to facilitate classroom instruction, management and documentation, and student learning. How a given teacher-coordinator chooses to use educational technology will depend upon such factors as available technology, needs of students, personal preference and comfort with using specific technologies, and individual educational practice.

It is important to remember that educational technology simply provides tools to enhance the sound educational practices of each teacher-coordinator. Some methods of using educational technology are cited below as examples of the many potential ways educational technology can be used by the family and consumer sciences teacher-coordinator or the students.

Teacher-Coordinator

- Prepare and update lesson plans on computer.
- Develop instructional materials and student activity sheets on computer.
- Use a class Web site for communicating information to students, parents/guardians, training sponsors, and advisory committee members.
- Create a video file of selected learning experiences that may benefit future classes (such as a panel of experts, guest speaker, or off-site interview).
- Develop various forms and tools through computer applications.
- Prepare and maintain individual training plans electronically.
- Maintain grade books through use of computer applications.
- Enter and manage student data through computer applications.
- Prepare correspondence on computer; file electronically as examples for future correspondence (updating and revising as needed).
- Access information via the Internet.
- Communicate with teachers, administrators, training sponsors, etc. via electronic mail.
- Expand professional development opportunities through electronic communication and distance learning.

Student

- Use computer software programs for individualized instruction.
- Conduct independent study and research via the Internet.
- Prepare written assignments using word processing applications.
- Create and present presentations using computer software applications and multimedia.
- Create computer-generated products, such as brochures or flyers.
- Develop resumés and career portfolios using computer applications.
- Correspond electronically with practicum students from other schools on course-related topics.
- Utilize computer or multimedia applications to complete FCCLA and/or TAFE programs and projects.
End-of-Year Activities/Future Planning

The end of the school year is a time for evaluation, expression of appreciation, and planning for the future. A variety of activities, such as those following, can be used to accomplish these tasks.

Training Sponsor Appreciation

The method used to show appreciation should be selected with utmost consideration for the training sponsor and tailored to meet the needs of students and businesses.

Examples of frequently utilized activities for honoring training sponsors include the following:
- Training sponsor appreciation banquet
- Student letters of appreciation to training sponsors
- Framed certificates of appreciation (signed by superintendent or other school administrator)
- Reception for training sponsors, parents/guardians, and students

If a luncheon or evening dinner is utilized for showing appreciation and recognizing training sponsors and students, the students can benefit by taking an active role in planning and carrying out the event. Giving each student an opportunity to participate by presenting a certificate of appreciation to their training sponsor develops leadership skills. Although it adds to the expense of the event, inviting parents/guardians and school administrators helps to publicize the program. A strong, working advisory committee can make the event a success by sharing resources, providing speakers, and sponsoring scholarships and awards for student recognition.

Suggestions for recognizing training sponsors at other times of the year are as follows:
- Run an ad in the newspaper thanking training sponsors during FCCLA week.
- Give pencils and calendars with the TAFE logo.
- Observe Boss’s Day (mid-October).
- Provide personalized business cards which, in addition to the standard information about the individuals, show that they serve as a training sponsor for practicum work-based learning.

Evaluation of Program

The last visit to the training site is a time to gain valuable input from training sponsors. An evaluation form will provide information helpful to improving future practicum experiences and determine commitments of training sites for the following school year. Suggestions for program evaluation are provided on pages C-46 – C-48.

Note: Students should be able to evaluate the class without pressure that their opinions will influence their grade.
Training of Training Sponsors

Before the school year begins, the teacher-coordinator should develop some means of explaining the practicum program and outlining the responsibilities of the training sponsor, teacher-coordinator, and student. Depending on the size of the program, this may be accomplished through individual visits with training sponsors or a training sponsor orientation session. A suggested outline for a Training Sponsor Handbook follows:

I. Introductory letter

II. Responsibilities
   A. Student
   B. Teacher-coordinator
   C. Training sponsor

III. Supervision and training of students

IV. Evaluation of students

V. Maintaining student records

Updating Records

The end of the school year is a good time for updating file records. Files for students completing a practicum course should be checked for completeness, being sure follow-up contacts and information have been included. Permanent records should be stored in a secure location and retained according to local district record retention policies.

In preparation for the upcoming school year, files should be established for each new student accepted for enrollment. Suggestions for items that might be included in permanent and daily files are provided on page B-16.
Sample Tools

Note: Samples of tools commonly used in Family and Consumer Sciences Career Preparation are included as a convenience to teacher-coordinators—to share ideas and eliminate the need for repeated initial development of tools that have broad applicability. Please note that the samples in this section reflect teacher preference within the bounds of state and local policies. If selected for use, each tool will need to be customized, as appropriate, to meet local district needs and policies.
Policies and Procedures for Practicum Students

Paid Work-Based Training

In order to maintain consistent and effective career and technical education practicum courses in Anytown ISD, the following policies and procedures have been developed. It is essential that the students, parents, and training sponsors understand these regulations for career and technical education practicum students. The practicum teacher-coordinator is responsible for the implementation of campus rules and regulations, as well as the policies and procedures established for practicum students.

I. Placement
   A. A practicum course which includes paid work-based instruction must consist of an average of one class period of instruction per day in addition to placement at a community business/industry site for work-based training experiences. Both class instruction and work-based instruction must occur throughout the school year and focus on the student’s chosen program area.
   B. Student placement in a training site is primarily the responsibility of the teacher-coordinator. This includes on-site visits to prospective training sites prior to placement of students to assure that all requirements for training site approval will be met.
   C. Students are expected to demonstrate cooperative effort toward obtaining training placement and, once placed, a commitment to making the training site placement successful and long-term.

II. Training Plans
   The training plan agreement contains an outline of the student’s coordinated classroom and work-based instruction experiences. The teacher-coordinator prepares the training plan reflecting coordination with the training sponsor. An approved training plan must be on file for each practicum student.

III. Work-Based Training
   A. Placement in a training site is considered a long-term commitment; any change must have the approval of the teacher-coordinator.
   B. During a period when the student is not placed at a training site for paid work-based training, the student may be assigned additional practicum classroom instruction or placed for unpaid work-based training (consistent with the student’s approved program area) through an internship, job shadowing, or mentorship.
   C. Students may be assigned short-term placements in unpaid internships, mentorships, or job shadowing to supplement or enrich the training opportunities available through the paid work-based instruction placement.
   D. It is the responsibility of the teacher-coordinator to see that no practicum student has a training schedule that imposes an unreasonable demand for time or energy that would compromise the student’s health or school performance.
   E. Teacher-coordinators must check training schedules of students prior to placement and avoid training sites that require students to work during late evening hours Sunday through Thursday or early morning hours Monday through Friday.
   F. Students must be involved in work-based training at an approved training site for a minimum of 10 or 15 hours each week.
G. The total number of hours that a student attends school and participates in work-based training should not exceed 40 hours for the week.
H. Any needed variance in the above work-based training practices should be discussed with the teacher-coordinator.

IV. School Jurisdiction
The school’s authority is extended to include the time the student is traveling to the training site and participating in work-based training experiences.

V. School Attendance
School attendance is required each day, regardless of work-based training schedule. It is the responsibility of the student to notify the teacher-coordinator and training sponsor in advance of a necessary absence or tardy to either school or the training site (preferably the night before or at least no later than 9:00 a.m.). A student shall receive an unexcused absence from the practicum class if he/she participates in work-based training on the day of an absence from school without approval of the teacher-coordinator. The teacher-coordinator is responsible for notifying the attendance office of the unexcused absence.

VI. Extra-Curricular Activities
A. Students are encouraged to participate in the career and technical student organization (CTSO) activities made available through the practicum class. As members, students may participate in leadership development programs and conferences, competitive events, and community service activities.
B. Students are expected to participate in class activities showing appreciation to training sponsors.

VII. Scholarship and Conduct
Students are expected to maintain acceptable scholarship and conduct. Policies, rules, and regulations of the school as well as the practicum class must be upheld at all times.
A. Scholarship —
1. Practicum students are expected to pass all courses with a grade of 70 or above.
2. A practicum student who continues for more than six (6) weeks with failing grades in two or more courses will be placed on immediate probation with possible removal from the practicum (any special circumstances will be appropriately considered).
3. Students must participate in both classroom instruction and work-based training every week for the entire school year.
B. Conduct - in the event a student is suspended from school:
1. The student may report to the training site only after school is dismissed on any day of suspension (ISS) if he/she is counted present on the campus.
2. The student may NOT report to the training site on any day of suspension if counted absent from school.

VIII. Dismissal from the Practicum
A student may be subject to removal from a practicum course with subsequent loss of credit for any of the following reasons:
A. Student is dismissed from the training site for disciplinary reasons.
B. Student displays uncooperative, disruptive, or belligerent behavior toward the teacher-coordinator, academic teacher, training sponsor, or school administrator.
C. Student has frequent absenteeism or tardiness violations at school or the training site.
D. Student is not placed in a training site for a two-week period of time. Students are expected to demonstrate cooperation and initiative toward obtaining placement, basic competence in obtaining placement, and conscientious effort toward learning and performance at a training site when placed.

E. Student fails to abide by policies, rules, and regulations of the campus, the practicum class, or the training site.

F. Student continues to fail two or more courses.

IX. Safety Regulations
Students will abide by all safety regulations in effect at the training site.

X. Transportation
Transportation to and from the training site is the responsibility of the student. Parent/guardian authorization of the student’s transportation arrangements will be required. It is the student’s responsibility to gain the appropriate parking permits for a car.

The Anytown Independent School District Board of Trustees and the administrative staff fully concur with the policies and procedures for practicum students as stated. Further, there is a firm commitment to comply with the provisions of the following laws: Title VI — Civil Rights Act of 1964 as amended; Title IX — Education Amendments of 1972; Section 504 — Rehabilitation Act of 1973, as amended; and Public Law 105-17, Individuals with Disabilities Education Act (IDEA) Amendments of 1997.

Signatures: I have read and understand these regulations and agree to abide by the conditions set forth.

____________________________________________________________________
Student Date

____________________________________________________________________
Parent/Guardian Date

____________________________________________________________________
Teacher-Coordinator Date

____________________________________________________________________
School Administrator Date

These policies and procedures were developed by experienced teacher-coordinators and provided as an example. This document should be customized to reflect local district practices.
Policies and Procedures for Practicum Students

Unpaid Work-Based Training

In order to maintain consistent and effective career and technical education career practicum programs in Anytown ISD, the following policies and procedures have been developed. It is essential that the students, parents, and training sponsors understand these regulations for career and technical education practicum students. The practicum teacher-coordinator is responsible for the implementation of campus rules and regulations, as well as the policies and procedures established for practicum students.

I. Placement
   A. A practicum course with an unpaid work-based instruction component must consist of an average of (2 or 3) hours of class instruction and training experiences at a business/industry site per day. The class instruction and experiences at the training site placement are coordinated and focus on preparing the student for the chosen program area.
   B. Student placement in a training site is primarily the responsibility of the teacher-coordinator. This includes on-site visits to prospective training sites prior to placement of students to assure that all requirements for training site approval will be met.
   C. Students are expected to demonstrate cooperative effort toward obtaining training placement and, once placed, a commitment to making the training site placement successful and long-term.

II. Training Plans
   The training plan agreement contains an outline of the student’s coordinated classroom and work-based instruction experiences. The teacher-coordinator prepares the training plan reflecting coordination with the training sponsor. An approved training plan must be on file for each practicum student.

III. Work-Based Training
   A. Placement in a training site is considered a long-term commitment; any change must have the approval of the teacher-coordinator.
   B. During a period when the student is not placed at a training site for a long-term internship, the student may be assigned additional practicum classroom instruction or placed for work-based training (consistent with the student’s approved program area) through job shadowing or mentorship.
   C. Students may be assigned to internship rotations or short-term placements in mentorships or job shadowing to supplement or enrich the training opportunities otherwise available through the primary internship placement.
   D. It is the responsibility of the teacher-coordinator to see that the practicum student has a training schedule that is compatible with the practicum class schedule and transportation time requirements.
   E. Any needed variance in the above work-based training practices should be discussed with the teacher-coordinator.

IV. School Jurisdiction
   The school’s authority is extended to include the time the student is traveling to the training site and participating in work-based training experiences.
V. School Attendance
School attendance is required each day, regardless of work-based training schedule. It is the responsibility of the student to notify the teacher-coordinator and training sponsor in advance of a necessary absence or tardy to either school or the training site (preferably the night before or at least no later than 9:00 a.m.). A student shall receive an unexcused absence from the practicum class if he/she participates in work-based training on the day of an absence from school without approval of the teacher-coordinator. The teacher-coordinator is responsible for notifying the attendance office of the unexcused absence.

VI. Extra-Curricular Activities
A. Students are encouraged to participate in the career and technical student organization (CTSO) activities made available through the practicum class. As members, students may participate in leadership development programs and conferences, competitive events, and community service activities.
B. Students are expected to participate in class activities showing appreciation to training sponsors.

VII. Scholarship and Conduct
Students are expected to maintain acceptable scholarship and conduct. Policies, rules, and regulations of the school as well as the practicum class must be upheld at all times.
A. Scholarship —
   1. Practicum students are expected to pass all courses with a grade of 70 or above.
   2. A practicum student who continues for more than six (6) weeks with failing grades in two or more courses will be placed on immediate probation with possible removal from the practicum (any special circumstances will be appropriately considered).
B. Conduct - In the event a student is suspended from school, he/she may not report to the training site on any day of suspension (ISS).

VIII. Dismissal from the Practicum
A student may be subject to removal from the practicum course with subsequent loss of credit for any of the following reasons:
A. Student is dismissed from the training site for disciplinary reasons.
B. Student displays uncooperative, disruptive, or belligerent behavior toward the teacher-coordinator, academic teacher, training sponsor, or school administrator.
C. Student has frequent absenteeism or tardiness violations at school or the training site.
D. Student is not placed in a training site for a two-week period of time. Students are expected to demonstrate cooperation and initiative toward obtaining placement, basic competence in obtaining placement, and conscientious effort toward learning and performance at a training site when placed.
E. Student fails to abide by policies, rules, and regulations of the campus, the practicum class, or the training site.
F. Student continues to fail two or more courses.

IX. Safety Regulations
A. Students will abide by all safety regulations in effect at the training site.
B. A parent/guardian authorization and liability release for the student to participate in work-based training experiences will be required. Proof of insurance covering any injury resulting from work-based training experiences will also be required.
X. Transportation

Transportation to and from the training site is the responsibility of the student. Parent/guardian authorization of the student’s transportation arrangements will be required. It is the student’s responsibility to gain the appropriate parking permits for a car.

*(Note: Section X may be omitted if the school is providing transportation to the work-based training sites.)*

The Anytown Independent School District Board of Trustees and the administrative staff fully concur with the policies and procedures for practicum students as stated. Further, there is a firm commitment to comply with the provisions of the following laws: Title VI — Civil Rights Act of 1964 as amended; Title IX — Education Amendments of 1972; Section 504 — Rehabilitation Act of 1973, as amended; and Public Law 105-17, Individuals with Disabilities Education Act (IDEA) Amendments of 1997.

Signatures: I have read and understand these regulations and agree to abide by the conditions set forth.

__________________________________________________________________________
Student
Date

__________________________________________________________________________
Parent/Guardian
Date

__________________________________________________________________________
Teacher-Coordinator
Date

__________________________________________________________________________
School Administrator
Date

These policies and procedures were developed by experienced teacher-coordinators and provided as an example. This document should be customized to reflect local district practices.
Student Application for Enrollment in a Career and Technical Education Practicum

A Career and Technical Education practicum offers you an opportunity to learn skills you may use in high school, in a career after graduation, and as a financial means to help further your education. In addition, career and technical education is designed to provide you the opportunity to make informed career choices, determine education needs and options, develop employability knowledge and skills, and acquire marketable skills.

The family and consumer sciences teacher-coordinator is anxious to assist you in securing training that matches your career interest and goals. Therefore, it is important that you complete the application and return it to the teacher-coordinator.

Date Application Issued ___________ Date Returned ___________ Deadline _____________

<table>
<thead>
<tr>
<th>Student Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name ___________________________ Social Security Number ___________________________</td>
</tr>
<tr>
<td>Current Grade Level ___________ Birthday ___________ Age ___________</td>
</tr>
<tr>
<td>Home Address ___________________________________________________ Zip Code ___________</td>
</tr>
<tr>
<td>Student’s Phone Number: Home ___________________ Cell ___________________</td>
</tr>
<tr>
<td>Do you have a driver’s license? ________ What would be your arrangement for transportation to your work-based training site? __________________________</td>
</tr>
<tr>
<td>Do you have parental consent to participate in a practicum training program? ___________</td>
</tr>
<tr>
<td>Do you have parental consent to work evenings and/or weekends? ___________</td>
</tr>
<tr>
<td>Indicate the type of training in which you are interested. __________________________</td>
</tr>
<tr>
<td>If there are no training placements in your preferred area, would you be interested in training in another area? What area? __________________________________</td>
</tr>
<tr>
<td>Why do you want to enroll in a practicum course? __________________________</td>
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</tbody>
</table>

<table>
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<tr>
<th>Parent or Guardian Information</th>
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</thead>
<tbody>
<tr>
<td><strong>FATHER</strong> Name __________________________ Occupation __________________________</td>
</tr>
<tr>
<td>Home Address ___________________________________________ Home Phone __________________________</td>
</tr>
<tr>
<td>E-mail Address ___________________________________________ Cell Phone __________________________</td>
</tr>
<tr>
<td>Company Name/Address ___________________________________________ Work Phone __________________________</td>
</tr>
<tr>
<td><strong>MOTHER</strong> Name __________________________ Occupation __________________________</td>
</tr>
<tr>
<td>Home Address ___________________________________________ Home Phone __________________________</td>
</tr>
<tr>
<td>E-mail Address ___________________________________________ Cell Phone __________________________</td>
</tr>
<tr>
<td>Company Name/Address ___________________________________________ Work Phone __________________________</td>
</tr>
</tbody>
</table>
Student Information

List any work experience: _____________________________________________________________
_______________________________________________________________________________

Are you employed now? _______ Name of business: ______________________________________
Name of supervisor ______________________________________

If employed, do you prefer that your present employer serve as your training sponsor? _____________

Do you plan to attend a college or technical school? _______ Where? _________________________

List extracurricular activities: _________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

Have you had keyboarding? ________ Computer Applications? ________

List employment skills that you possess: _____________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

Fill in Your Present Class Schedule

<table>
<thead>
<tr>
<th>Class Period</th>
<th>Room Number</th>
<th>Subject</th>
<th>Teacher</th>
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</tbody>
</table>
I have carefully studied, considered, and completed all the blanks in this application. If this application is accepted and I am enrolled in the program, I understand the following:

A. The practicum is designed as a full year course.
B. Appropriate dress at the training site and on other special occasions is necessary.
C. Membership and participation are encouraged in the FCCLA career and technical student organization on the local, state, and national level.
D. All school rules and regulations are applicable while at school and at the training site.
E. Students for whom a paid work-based training placement is being sought but not finalized by the tenth (depending on school policy, this could be the fifteenth) day of class (after the opening of school or between placements) will be placed for unpaid training, assigned to additional practicum instruction, or rescheduled for a full day of classes other than the practicum.
F. Practicum students are responsible for their own transportation to the work-based training site unless there has been notification that the school has made other arrangements.
G. Attendance at the training site is not permitted when absent from school.
H. Notification to the teacher-coordinator is required (by the designated time) that the student is unable to attend school. Students who do not attend school but who go to work without the teacher-coordinator’s permission may consequently be withdrawn from the program with the loss of credit.
I. Resigning or quitting the job without the permission of the teacher-coordinator may result in the student being withdrawn from the program with the loss of credit.
J. Being fired for misconduct, drug or alcohol abuse, or dishonesty will result in the student being withdrawn from the program with the loss of credit.
K. The training site must be approved by the practicum teacher-coordinator and the director of career and technical education.
L. Students placed in school suspension for disciplinary action will not be permitted to report to a training site during the regular school day.
M. Unpaid internships, mentorships, or job shadowing may be utilized to supplement training opportunities in paid work-based training sites (training before initial placement for paid training, between placements for paid training, or to provide experience not available at the paid training site).
N. Students briefly without work-based training placements may be given additional assignments to complete in the practicum classroom or in study hall on days when there are no scheduled interviews or other training sponsor contacts.

Note: Specific times, procedures, etc. to be inserted according to local district policies.
— Student Agreement —

To provide a quality program, certain guidelines must be maintained by ALL students. These include regular attendance, acceptable dress, grooming, and behavior.

An annual Training Station Sponsor Banquet is one way practicum students show the training sponsors their appreciation for the opportunity of receiving on-the-job training. Due to the cost of the banquet and the fees to participate in student organization contests, the student accepted in the program will need to pay $________.

I have read and agree to abide by the above guidelines.

________________________________________________________________________
Student Signature                      Parent/Guardian Signature
________________________________________________________________________
Date                                      Date
Sample Student Application for Enrollment, cont’d

Not To Be Filled In By Student — For Teacher-Coordinator’s Use Only

Date Student Accepted into Program ________ Not Accepted _________ Date Notified __________

### Employment Record

<table>
<thead>
<tr>
<th>Name of Training Site</th>
<th>Address of Training Site</th>
<th>Owner’s Name</th>
<th>Supervisor’s Name</th>
<th>Business Phone</th>
<th>Date Started to Work</th>
<th>Hourly Wages</th>
<th>Date Training Terminated:</th>
<th>Reason:</th>
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C-11
Student Application for Enrollment in a Career and Technical Education Practicum

TRAINING PREFERENCE INFORMATION

Section A: This section should only be completed by students who have current employment or a commitment for hiring that they desire to use as the training site for the practicum.

1. Name ______________________________________________________
2. Social Security Number ______________________________
3. Employment site ___________________________________________________________________
   Current wage ________________   Beginning date of employment ________________
4. Has your application to enroll in the practicum been discussed with your employer? _________
   Has there been any discussion of your desire to use your present employment as a practicum training site? _________
5. Name of supervisor or manager _________________________________________________
6. Address of business ___________________________________________________________________
7. Telephone number of business ____________________
8. Describe the tasks and responsibilities assigned to you as part of your current employment.
9. What do you like about your current employment?
10. What do you dislike about your current employment?
Section B: This section should be completed by students without current employment or a hiring commitment for which they are seeking approval to use as a training site.

1. Identify the practicum program areas in which you are most interested in training; prioritize your preferred training areas by marking your 1st, 2nd, and 3rd choices.
   - Interior Design
   - Fashion Design
   - Education and Training
   - Culinary Arts
   - Hospitality Services
   - Human Services: Consumer Services
   - Human Services: Early Childhood Development and Services
   - Human Services: Counseling and Mental Health Services
   - Human Services: Family and Community Services

2. Name any businesses where applications for employment/training have been submitted.

3. List any previous employment or occupational training experiences.

4. State the reason for ending your last employment training experience.
Practicum Class Procedures

Grade Calculation Component
1. Daily work
   a. Individual study activities
   b. Weekly report posted on Weekly Training Report and Yearly Wage and Hour Report, Paid or Yearly Report of Work-Based Training Hours, Unpaid (see samples on pages C-16 – C-20)
   c. Class work — labs, projects, FCCLA or TAFE activities, etc.
   d. Notebook — set up as follows: 1) 3” notebook  2) dividers labeled: Yearly Wage and Hour Report or Yearly Report of Work-Based Training Hours, Weekly Training Report, Daily Work, and other sections as determined by the teacher-coordinator

2. Classroom Instruction Assessments
   a. Tests
   b. Classroom Performance Evaluation (see sample on page C-41)

3. Training Sponsor Evaluation of Student Trainee (see sample on page C-40)

Class Format
1. Class format will consist of large-group instruction and individualized study (independent or small groups) in one of the following practicum courses for family and consumer sciences:
   a. Interior Design
   b. Fashion Design
   c. Education and Training
   d. Culinary Arts
   e. Hospitality Services
   f. Human Services; specialization options include consumer services, early childhood development and services, counseling and mental health services, and family and community services

2. The first five minutes of each class will be used to fill out the Weekly Training Report.

3. Class time will be used each Monday to complete and turn in reports. Information on the Yearly Wage and Hour Report, Paid or Yearly Report of Work-Based Training Hours, Unpaid must be kept current weekly.

Family, Career and Community Leaders of America*
Family, Career and Community Leaders of America (FCCLA) is a youth organization for students enrolled in family and consumer sciences classes. It is the only youth organization with the family as the central focus. Anytown High School FCCLA actively participates on the regional, state, and national levels. Opportunities for members include serving as an officer, participating in competitive events, and participating in projects and programs that focus on issues that concern today’s youth. Students enrolled in practicum courses taught by family and consumer sciences teachers are encouraged to join.

*Note: Students in the Practicum in Education and Training, who are pursuing a career goal as teacher, may also participate in the Texas Association of Future Educators (TAFE).
Classroom Behavior Rules

1. Come to class prepared to work on class assignments.

2. Start to work on class assignments promptly when the tardy bell rings.

3. Utilize class time effectively.

4. Complete all reports and assignments in class; do not take notebook or classroom books home without teacher permission.

5. Return all materials to their proper place.

6. Follow directions given in class.

Note: The teacher-coordinator should determine the appropriate weight of each of the three grade calculation components shown on the previous page. This should be clearly communicated to students at the beginning of the grading period.
Weekly Training Report

Week # ___________ Dates ______________________________

Student Name ___________________________________________
Training Site __________________________  Address ______________________________
Supervisor ____________________________  Phone _______________________________

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Training Hours</th>
<th>School Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>From  To  Total</td>
<td>Classes Missed  Reason</td>
</tr>
<tr>
<td>Monday</td>
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<td>Thursday</td>
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<td>Friday</td>
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<td>Job News:</td>
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<td>Sunday</td>
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Total Weekly Hours ______ x Hourly Wages __________ = Total Weekly Wages __________

Main training assignment this week: ______________________________________________
______________________________________________________________________________

New knowledge and skills learned this week: _______________________________________
______________________________________________________________________________

Comments about your training assignment: _________________________________________
______________________________________________________________________________

I certify that this information is accurate and honest.

_________________________________________________         ______________________
Student Signature                      Date
Yearly Wage and Hour Report
(Paid Work-Based Training, First Semester)

Name ______________________________________        Starting Wage ________________

Wage Increases:    Date _________  Amt. _________        Date _________   Amt. _________

Training Site __________________________

Wages reported on this form are gross earnings before deductions.

<table>
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<tr>
<th>Date</th>
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</table>

First Semester Totals

Note: This tool provides a method of documenting training hours and wages each semester for students in paid work-based training placements. Unpaid or supplemental enrichment experiences may be recorded on the same form.
# Yearly Wage and Hour Report
(Paid Work-Based Training, Second Semester)

<table>
<thead>
<tr>
<th>Name ______________________________________</th>
<th>Starting Wage ________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wage Increases: Date __________ Amt. _________</td>
<td>Date __________ Amt. _________</td>
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<tr>
<td>Training Site ________________________________</td>
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</tbody>
</table>

Wages reported on this form are gross earnings before deductions.

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<tr>
<th>Second Semester Totals</th>
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<td>First Semester Totals</td>
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</table>
Yearly Report of Work-Based Training Hours
(Unpaid Work-Based Training, First Semester)

Name ______________________________________________________

Training Site _________________________________________________

<table>
<thead>
<tr>
<th>Date</th>
<th>Mon</th>
<th>Tues</th>
<th>Wed</th>
<th>Thur</th>
<th>Fri</th>
<th>Total Hours</th>
</tr>
</thead>
</table>

First Semester Totals

Note: This tool provides a method of documenting training hours each semester for students in unpaid work-based training placements.
# Yearly Report of Work-Based Training Hours
(Unpaid Work-Based Training, Second Semester)

Name ______________________________________________________

Training Site _________________________________________________

<table>
<thead>
<tr>
<th>Date</th>
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</table>

Second Semester Totals

First Semester Totals

Year Total
Grade _________  
Age ___________  
Time of day related class meets ________________

**TRAINING PLAN AGREEMENT**  
**PAID Work-Based Instruction**

**STUDENT __________________________________________**  
**SOCIAL SECURITY NUMBER _____________________________**

(2-3 credit CTE course name)  
(PEIMS Code)

**PROGRAM AREA _____________________**  
**SCHOOL CAMPUS ___________________**

**SCHOOL DISTRICT ______________________**  
**COMPANY NAME ____________________**

The student agrees to diligently perform the work-based training experiences and conscientiously pursue the coordinated classroom course of study as outlined in the attached 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 teacher-coordinator.

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 teacher-coordinator 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 ___________________, 20____.

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.

Students will be accepted and assigned to training stations without regard to race, color, creed, national origin, sex, or handicapping condition.

**DO ANY TASKS FALL UNDER U.S. DEPARTMENT OF LABOR HAZARDOUS OCCUPATION ORDERS: YES____ NO____**

**If Yes, the EXEMPTION for APPRENTICES and STUDENT LEARNING will APPLY for TASKS COVERED BY HAZARDOUS OCCUPATION ORDERS #5, 8, 10, 12, 14, 16 AND 17 (see attachment) to the extent:**

   1) The hazardous work of the student learner/apprentice is incidental to the training;
   2) Such work shall be intermittent and for short periods of time and under the direct and close supervision of a journeyman if the student is an apprentice or a qualified and experienced person if a student learner;
   3) If the student is to be employed as an apprentice, the apprenticeable trade must be registered by the U.S. Department of Labor, Bureau of Apprenticeship and Training;
   4) Safety instructions shall be given by the school and correlated by the employer with on-the-job training; and
   5) A schedule of organized and progressive work processes to be performed on the job shall have been prepared (see reverse side).

The school, the training sponsor, and the student will endeavor to cooperate with each other to insure that the applicable exemption is satisfied.

**SIGNATURE APPROVALS**

(Student)  
(Date)  
(Training Sponsor)  
(Date)

(Parent or Guardian)  
(Date)  
(Teacher-Coordinator)  
(Date)

(Note: Each party to this agreement should receive a signed copy. Keep the original or a copy with the student’s permanent record, and for students with disabilities, the Individual Transition Plan.)

6/99
Grade __________
Age ___________
Sex: M___ F____

Time of day related class meets ________________

TRAINING PLAN AGREEMENT
UNPAID Work-Based Instruction

STUDENT __________________________________________________________________________________________________
____________________________________________________________________________________________________________
(2 - 3 credit CTE course name) (PEIMS Code)

PROGRAM AREA __________________ SCHOOL CAMPUS __________________

SCHOOL DISTRICT____________________________ COMPANY NAME________________

The student agrees to diligently perform the work-based training experiences and conscientiously pursue the coordinated classroom course of study as outlined in the attached 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 teacher-coordinator.

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: training, even though it includes actual operation of the facilities of the employer, is similar to that which would be given in a vocational school; training is for the benefit of the students; the students do not displace regular employees, but work under their close observation; the employer that provides the training derives no immediate advantages from the activities of the students, and on occasion operations may actually be impeded; the students are not necessarily entitled to a job at the conclusion of the training period; and the employer and the students understand that the students are not entitled to wages for the time spent in training.

The training period begins the ________ day of _________________, 20____, and extends through ____________________, 20___.

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.

Students will be accepted and assigned to training stations without regard to race, color, creed, national origin, sex, or handicapping condition.

DO ANY TASKS FALL UNDER U.S. DEPARTMENT OF LABOR HAZARDOUS OCCUPATION ORDERS: YES____ NO____
If Yes, the EXEMPTION for APPRENTICES and STUDENT LEARNING will APPLY for TASKS COVERED BY HAZARDOUS OCCUPATION ORDERS #5, 8, 10, 12, 14, 16 AND 17 (see attachment) to the extent:
1) The hazardous work of the student learner/apprentice is incidental to the training;
2) Such work shall be intermittent and for short periods of time and under the direct and close supervision of a journeyman if the student is an apprentice or a qualified and experienced person if a student learner;
3) If the student is to be employed as an apprentice, the apprenticeable trade must be registered by the U.S. Department of Labor, Bureau of Apprenticeship and Training;
4) Safety instructions shall be given by the school and correlated by the employer with on-the-job training; and
5) A schedule of organized and progressive work processes to be performed on the job shall have been prepared (see reverse side).

The school, the training sponsor, and the student will endeavor to cooperate with each other to insure that the applicable exemption is satisfied.

SIGNATURE APPROVALS

________________________             ______________________________________________________
(Student) Date

________________________             ______________________________________________________
(Training Sponsor) Date

_______________________________________________________             _________________________________________
(Parent or Guardian) Date

_______________________________________________________             _________________________________________
(Teacher-Coordinator) Date

(Note: Each party to this agreement should receive a signed copy. Keep the original or a copy with the student’s permanent record, and for students with disabilities, the Individual Transition Plan.)
Description of Specific and Related Occupational Training

The occupational essential knowledge and skills listed below are provided as a convenience to promote quality standards in work-based training. Additional space is available to add specific training opportunities not otherwise identified as essential knowledge and skills. NOTE: Occupational training objectives having no state adopted essential knowledge and skills will require the training plans to be individually developed.

<table>
<thead>
<tr>
<th>State Adopted Essential Knowledge and Skills</th>
<th>To Be Done</th>
<th>Related Study Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Work-Based Instruction</td>
<td>Class Instruction</td>
</tr>
<tr>
<td>Additional Occupationally Specific Knowledge and Skills</td>
<td>Work-Based Instruction</td>
<td>Class Instruction</td>
</tr>
</tbody>
</table>

NOTE: The above should serve as a suggested format. Space allowances should be expanded to accommodate inclusion of appropriate information.  

6/99
CHILD LABOR LAWS
Texas Workforce Commission
Labor Law Section, Child Labor Enforcement
U.S. Department of Labor
Wage and Hour Division

This poster provides some guidelines to the Texas child labor laws, but it is not complete. Chapter 51, Texas Labor Code, governs the employment of children under Texas state law. Minimum age for employment is 14; however, state and federal laws provide for certain exceptions. Please call TWC’s Labor Law Section for a complete copy of the law or for answers to questions about labor law. The Fair Labor Standards Act (FLSA) governs federal laws and guidelines pertaining to child labor. For information concerning federal child labor laws, consult your local listings for the nearest office of the U.S. Department of Labor, Wage and Hour Division or call 1-866-487-9243.

Additional prohibited occupations that apply only to 14- and 15-year-olds:

Occupations declared particularly hazardous or detrimental to the health or well-being of 14- and 15-year-old children include:

1. Mining.
3. The performance of any duties in workrooms or workplaces where goods are manufactured, mixed, or otherwise processed.
4. The operation or tending of hoisting apparatus or any power-driven machinery other than office machines.
5. Operating a motor vehicle or service as helpers on such vehicles, including passenger-type vehicles.
6. Public messenger service.
7. Occupations in connection with:
   A. Transportation of persons or property by rail, highway, air, water, pipeline, or other means. However, office or sales work is permitted except on vehicles and other transportation conveyances or at the actual construction site.
   B. Warehousing and storage.
   C. Communications and public utilities.
   D. Construction including demolition and repair.
8. Any of the following occupations in a retail food service or gasoline service establishment:
   A. Work performed in or about boiler or engine rooms.
   B. Work in connection with maintenance or repair of the establishment, machines or equipment.
   C. Outside window washing that involves working from window sills, and all work requiring the use of ladders, scaffolds or their substitutes.
   D. Cooking (except under limited circumstances)
   E. Baking.
   F. Occupations which involve operating, setting up, adjusting, cleaning, oiling, or repairing power-driven food slicers and grinders, food choppers and cutters, and bakery-type mixers.
   G. Work in freezers and meat coolers and all work in preparation of meats for sale (except wrapping, sealing, labeling, weighing, pricing and storing when performed in other areas).
   H. Loading and unloading goods to and from trucks, railroad cars or conveyors.
   I. All occupations in warehouses, except office and clerical work.

Work times for 14- and 15-year-olds

State Law — A person commits an offense if that person permits a child 14 or 15 years of age who is employed by that person to work:
1. More than 8 hours in one day or more than 48 hours in one week.
2. Between the hours of 10 p.m. and 5 a.m. on a day that is followed by a school day or between the hours of midnight and 5 a.m. on a day that is not followed by a day that the child is enrolled in school.
3. Between the hours of midnight and 5 a.m. on any day during the time school is recessed for the summer if the child is not enrolled in summer school.

Federal Law — The FLSA further regulates hours of employment for children:
1. May not work during school hours.
2. May not work more than eight hours on a non-school day or 40 hours during a non-school week.
3. May not work more than three hours on a school day or 18 hours during a school week.
4. Children may work only between 7 a.m. and 7 p.m. during the school year. However, between June 1 and Labor Day, they may work between the hours of 7 a.m. and 9 p.m.

Certificate of Age/Child Actors

The Texas Labor Code does not require a certificate of age. However, applications for certificates are available by phone by calling the 1-800 number above or from your local office of the Texas Workforce Commission.
1. A child who is at least 14 years of age may apply to the Texas Workforce Commission for a certificate of age.
2. TWC may authorize the employment of a child younger than 14 as an actor or performer in a motion picture or in a theatrical, radio or television production.

Penalties:

State of Texas — An offense under Chapter 51, Texas Labor Code, is a Class B misdemeanor, except for the offense of employing a child under 14 to sell or solicit, which is a Class A misdemeanor. If the Commission determines that a person who employs a child has violated this Act, or a rule adopted under this Act, the Commission may assess an administrative penalty against that person in an amount not to exceed $10,000 for each violation. The attorney general may seek injunctive relief in district court against an employer who repeatedly violates the rules established by this Act relating to the employment of children.
Federal — The FLSA prescribes a maximum administrative penalty of $10,000 per violation and/or criminal prosecution and fines.
Description of Specific and Related Occupational Training*

The occupational essential knowledge and skills listed below are provided as a convenience to promote quality standards in work-based training. Additional space is available to add specific training opportunities not otherwise identified as essential knowledge and skills. NOTE: Occupational training objectives having no state adopted essential knowledge and skills will require the training plans to be individually developed.

<table>
<thead>
<tr>
<th>Practicum in Human Services State Adopted Essential Knowledge and Skills</th>
<th>To Be Done</th>
<th>Related Study Assignments**</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1A) Review careers within the human services career cluster.</td>
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<td>(1B) Complete a résumé.</td>
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<tr>
<td>(1C) Create an employment portfolio for use when applying for internships and work-based learning opportunities in human services careers.</td>
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<tr>
<td>(1D) Demonstrate appropriate interviewing skills to seek employment or job shadowing experiences.</td>
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<td>(1E) Analyze the effects of the human services industry on local, state, national, and global economies.</td>
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<tr>
<td>(1F) Analyze the role of professional organizations in human services professions.</td>
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<tr>
<td>(2A) Discuss human services research findings in everyday language keeping instruction at an appropriate level.</td>
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<tr>
<td>(2B) Practice effective verbal, nonverbal, written, and electronic communication skills.</td>
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<tr>
<td>(2C) Use communication skills such as ability to empathize, motivate, listen attentively, speak courteously and respectfully, defuse client's anger or skepticism, resolve conflicting interests, and respond to client objections or complaints to the client's satisfaction.</td>
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<tr>
<td>(2D) Apply client service techniques to complete transactions such as managing and defusing objections with courtesy, persuading the client to agree with an acceptable transaction, facilitating client's follow-through with the transaction, and maintaining client relationship as client returns for services and refers others.</td>
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<tr>
<td>(2E) Evaluate client resources versus product costs and client risk tolerance level such as evaluating client resources versus cost, educating client about most beneficial choices, and recommending best products, plans, or services for the client.</td>
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<tr>
<td>(2F) Consult with colleagues or those knowledgeable in a field of expertise when needed to expedite solutions to problems such as referring a client to others if the client will be better served.</td>
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<tr>
<td>(2G) Develop client recommendations using appropriate strategies such as analyzing client's assets and evaluating and choosing options for maximum return and minimum risk.</td>
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</tr>
</tbody>
</table>

* PDF versions of training plan masters for practicum courses for family and consumer sciences are available on the Practicum Coordination for Family and Consumer Sciences Tools CD, which is available from The Curriculum Center for Family and Consumer Sciences.

**Fill in with recommended resources, such as those suggested in scope and sequence documents.
Procedure for Changing Training Sites

1. **Teacher Conference**
   The student must schedule a conference with the teacher-coordinator to discuss the possible change of training site placement prior to giving notice to the training sponsor. This conference will **not** be conducted during class time.

2. **Letter of Request**
   As part of the teacher conference, a student desiring to change training site placement should provide a letter of request. The letter should include the following information:
   - A) complete justification as to why a change in training site placement is needed
   - B) business name, location, phone number, and name of present training sponsor
   - C) name and daytime phone number of the student’s parent or legal guardian
   - D) the student’s desires and plans (if any) for obtaining work-based training experiences in the future; this may include business name, location, phone number, job description, and name of the training sponsor at the new business where the student desires to receive training
   - E) signatures of the student and the student’s parent/guardian

3. **Letter of Resignation**
   If a student’s request to change work-based training placement is approved by the teacher-coordinator, a letter of resignation should then be prepared. The student should submit two (2) copies to the teacher-coordinator. After one copy has been approved and returned to the student, the letter may be submitted to the training sponsor. The letter must include the following items:
   - A) two weeks notice
   - B) as appropriate, a reason for the student’s resignation (i.e., moving to another community)
   - C) the date of the intended last day at the training site
   - D) as appropriate, appreciation for training experiences provided and participation with the school’s practicum activities

4. **Signed and Dated Exit Evaluation**
   The student will need to bring to the teacher-coordinator a copy of his/her exit evaluation with the training sponsor. The evaluation must be dated and signed by both the student and the training sponsor who conducted the evaluation.

---

**Note:** This form, provided as a suggestion by experienced teacher-coordinators, is intended for teacher reference only.
1. Always be on time.

2. Always notify the training sponsor of absence due to illness as soon as possible.

3. Try to notify the training sponsor well in advance of absence for school functions.

4. Dress appropriately.

5. Obey business/company rules concerning meal and break times.

6. Always have a cheerful attitude.

7. Take criticism well — learn from mistakes.

8. Be considerate, cooperative, and respectful with co-workers.


10. Be loyal to the training sponsor and business/company.

11. Try to participate in all appropriate business/company activities (such as seminars, workshops, and social functions).

12. Know a brief history about the business/company.

13. Give an honest day’s work for a day’s pay.

14. Enjoy the job and the people with whom you work.
1. Never receive visitors.

2. Do not abuse the telephone — no personal phone calls or text messaging.

3. Do not gripe.

4. Do not chew gum.

5. Never participate in office gossip.

6. Do not act silly at work.

7. Do not quit working until it is time to go home.

8. Do not request days off excessively.

9. Never quit a work-based training placement without first talking to the teacher-coordinator.

10. Never be dishonest with money, merchandise, time, or effort.

11. Avoid dating someone with whom you work unless you have fully considered the possible consequences.
Each second-year practicum student completes a Training Survey. The purpose of this assignment is to help the student trainee become better informed about the history, rules, and personnel policies of the company that is providing work-based training experiences. Since students often hesitate to ask questions about a company’s policies and procedures, which vary greatly from one company to another, this activity helps students learn the regulations and personnel policies pertaining to their training sites. Consultation with the training sponsor may be needed to complete this survey.

**Note:** This survey has been suggested by experienced teacher-coordinators as an activity for second-year students. Survey information could be tailored to create a training site report or display that enhances classroom instruction.
Training Site Survey
GENERAL INFORMATION

1. Name of business serving as the training site:
________________________________________________________________________

2. Address of business: __________________________________________________________________
________________________________________________________________________

3. Telephone number of business: __________________________________________________________________

4. History of business (may include the total number of stores in town, statewide, and/or nationwide):
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

5. Type of business (corporation, partnership, proprietorship, franchise):
________________________________________________________________________
________________________________________________________________________
Explain ______________________________________________________________________
________________________________________________________________________

6. Description of goods or services offered:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
7. Number of full-time employees and part-time employees in business:


8. Owner’s name and method of addressing:


9. Manager’s name and method of addressing:


10. Training supervisor’s name and method of addressing:


11. Names of at least five co-workers:


12. Normal hours of business — days of week open, etc.:


Describe the following procedures as they apply to the business.

1. Arriving and leaving work at the beginning and end of the work shift:

   _______________________________________________________________________

   _______________________________________________________________________

2. Leaving during working hours:

   _______________________________________________________________________

   _______________________________________________________________________

3. Personal telephone calls or texting:

   _______________________________________________________________________

   _______________________________________________________________________

4. Answering the telephone:

   _______________________________________________________________________

   _______________________________________________________________________

5. Storage for personal belongings:

   _______________________________________________________________________

   _______________________________________________________________________

6. Dress code (proper wearing apparel, uniforms, shoes, hair, etc.):

   _______________________________________________________________________

   _______________________________________________________________________
7. Employee identification (such as name tags, pins, etc.):

8. Holidays and vacations:

9. Orientation and special training programs:

10. Probationary period:

11. Overtime (for full-time employee, part-time employee):

12. Payroll deductions:

13. Discount policies for employees:

14. Tips:

15. Meals:
16. Eating on duty – regulations:

17. Breaks:

18. Smoking on duty (for employees who meet age requirements):

19. Safety precautions:

20. Health regulations:

21. Sick leave policies:

22. Other employee benefits:

23. Reporting accidents:
Sample Training Site Survey, cont’d

24. Emergency and disaster procedures (such as fire, tornado, etc.):

____________________________________________________________________

____________________________________________________________________

25. Discipline and conduct (other evaluation procedures):

____________________________________________________________________

____________________________________________________________________

26. Attendance and punctuality (when and to whom to report if absent or late):

____________________________________________________________________

____________________________________________________________________

27. Termination:

____________________________________________________________________

____________________________________________________________________

28. Employee communication (such as bulletin boards, e-mail, Web sites):

____________________________________________________________________

____________________________________________________________________
Training Site Survey
ORGANIZATIONAL CHART

Prepare a business organizational chart. Include available materials from the business, if appropriate.
Describe business publicity efforts. This may include examples of logo, advertisements, etc.
Student Name __________________________

Student Record of Training Sponsor Contacts

Company contacted: _______________________________________________________

Address: _______________________________________________________________

________________________________________ Telephone: ______________________

Name and title of person contacted: _________________________________________

Kind of business: __________________________ Date of contact: _________________

Currently hiring? Y ___ N ___ Did you complete an application form? Y ___ N ___

Comments/Notes: (What did you learn from this interview/experience?)

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

Company contacted: _______________________________________________________

Address: _______________________________________________________________

________________________________________ Telephone: ______________________

Name and title of person contacted: _________________________________________

Kind of business: __________________________ Date of contact: _________________

Currently hiring? Y ___ N ___ Did you complete an application form? Y ___ N ___

Comments/Notes: (What did you learn from this interview/experience?)

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

Reminder: Write a follow-up letter to each interviewer. Attach each interviewer’s business card, if obtained.
Recap of Work-Based Training Coordination

The teacher-coordinator will need some system to simplify having certain information readily available and recording events/information that may be needed for later reference or documentation. A card such as the one depicted below could be used to record a variety of activities, such as date of placement, coordination of training plan, telephone call indicating student absence from school, regular training site visit and notations, discussion regarding training sponsor’s evaluation of the student for the grading period, etc.

<table>
<thead>
<tr>
<th>Student Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name ____________________ Home Telephone __________</td>
</tr>
<tr>
<td>Address ____________________________________________</td>
</tr>
<tr>
<td>Occupational training objective ____________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Parent/Guardian Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>day ______________</td>
</tr>
<tr>
<td>Name ____________________ Telephone/evening __________</td>
</tr>
<tr>
<td>Address ____________________________________________</td>
</tr>
<tr>
<td>E-mail _____________________________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Training Site Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Business ______________</td>
</tr>
<tr>
<td>Address ____________________________________________</td>
</tr>
<tr>
<td>Name of Training Sponsor ______________ Telephone __________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Coordination Activity/Notes</th>
</tr>
</thead>
</table>

**Note:** Suggested tool would be on 4” x 6” card; sample is shown to reduced scale.
# Training Sponsor Evaluation of Student Trainee

**Teacher Name**: __________________________  **High School**: __________________________  **School Telephone #**: __________

**Student Name**: __________________________  **Training Site**: __________________________  **Date**: __________

- [ ] Probationary
- [ ] Periodic
- [ ] Termination

<table>
<thead>
<tr>
<th>Quality of Work</th>
<th>Outstanding</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accuracy</td>
<td>Consistently Superior</td>
<td>Sometimes Superior</td>
<td>Consistently Satisfactory</td>
<td>Often Unacceptable</td>
<td>Consistently Unsatisfactory</td>
</tr>
<tr>
<td>Neatness</td>
<td>Consistently Superior</td>
<td>Sometimes Superior</td>
<td>Consistently Satisfactory</td>
<td>Often Unacceptable</td>
<td>Consistently Unsatisfactory</td>
</tr>
<tr>
<td>Thoroughness</td>
<td>Consistently Superior</td>
<td>Sometimes Superior</td>
<td>Consistently Satisfactory</td>
<td>Often Unacceptable</td>
<td>Consistently Unsatisfactory</td>
</tr>
<tr>
<td>Economy</td>
<td>Consistently Superior</td>
<td>Sometimes Superior</td>
<td>Consistently Satisfactory</td>
<td>Often Unacceptable</td>
<td>Consistently Unsatisfactory</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quality of Work</th>
<th>Outstanding</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Productivity</td>
<td>Consistently Exceeds Requirements</td>
<td>Often Meets Requirements</td>
<td>Consistently Unacceptable</td>
<td>Consistently Below Requirements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Consistently Exceeds Requirements</td>
<td>Often Meets Requirements</td>
<td>Consistently Unacceptable</td>
<td>Consistently Below Requirements</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dependability</th>
<th>Consistently Dependable</th>
<th>Dependable Most of the Time</th>
<th>Ordinarily Dependable</th>
<th>Not Often Dependable</th>
<th>Consistently Undependable</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Cooperation</th>
<th>Consistently Motivates and Assists Others</th>
<th>Quick to Volunteer and Assist</th>
<th>Generally Works Well With Others</th>
<th>Seldom Works Well With Others</th>
<th>Does Not Work Well With Others</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Consistently Strives to Learn and Improve</th>
<th>Often Keeps Self Occupied</th>
<th>Sometimes Finds Work for Self</th>
<th>Seldom Finds Work Without Supervision</th>
<th>Needs Constant Supervision</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Self-Improvement</th>
<th>Consistently Studious and Interested</th>
<th>Often Inquires and Observes</th>
<th>Fairly Inquisitive and Studious</th>
<th>Seldom Asks Questions</th>
<th>Never Exhibits Interest in Learning and Improving</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Personal Qualities</th>
<th>Consistently Inspires and Recommended Continued Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appearance</td>
<td>Consistently Liked and Respected</td>
</tr>
<tr>
<td>Courtesy</td>
<td>Usually Gets Along With Others and Makes Fair Impression</td>
</tr>
<tr>
<td>Friendliness</td>
<td>Seldom Attracts Respect from Others</td>
</tr>
<tr>
<td>Expression</td>
<td>Creates Antagonism Among Others</td>
</tr>
</tbody>
</table>

**Note**: Maximum number of points = 100

**Recommended Continued Training Placement?**  [ ] Yes  [ ] No

**Evaluated by**: __________________________  **(Supervisor)**

**Date**: __________________________

**Comments**

____________________________________

C-40
Classroom Performance Evaluation

______________ Grading Period

Name of Student ________________________________________

| Points: | 
|---------|---|
| Possible | Actual |

Dependable and punctual
- 20
  - Minimal absences, none unexcused
  - Arrives to class on time
  - Turns in assignments when due

Class participation and contribution
- 20
  - Exhibits cooperation and teamwork
  - Participates in classroom activities
  - Comes to class prepared
  - Utilizes class time for class work

Follows school policies
- 20
  - No office referrals
  - Abides by school district rules

Follows class policies
- 20
  - Prompt and accurate in reports
  - Yearly report posted weekly

Follows program regulations
- 20
  - Follows call-in procedures when absent
  - Keeps teacher informed of progress/problems

Perfect attendance bonus
- 4

Exemplary behavior bonus
- varies

Classroom Instruction Total
- ______

Absences/Tardies for Three Weeks: For Semester:
- Absences _____ Absences _____
- Tardies _____ Tardies _____

Comments:

Note: This resource may be used by teachers as a tool for student feedback and reinforcement.
Practicum Professional Portfolio

Completion of a professional portfolio is a requirement for this practicum course. Your professional portfolio is a ready reference of who you are. At a glance, you will be able to review your personal attributes and occupational skills that make you the right candidate for the job. The portfolio will also contain details about your accomplishments, awards, leadership roles, and much more.

As you build, modify, and study the contents of your portfolio, you will have a growing sense of accomplishment. By using the portfolio as a study guide in preparing for job interviews and as a selling tool during interviews, your confidence, effectiveness, and success will be enhanced.

Be creative and professional in developing your portfolio. Not only will a good portfolio showcase your knowledge and skills in your specific career area, but it also provides an opportunity to showcase your communication and technology skills.

Finally, practice presenting your portfolio to your teacher-coordinator, training sponsor, or other interested stakeholders. In this way, you can solicit input to improve your portfolio; plus, you will gain additional, valuable experience in presenting the portfolio outside actual job interviews.

Sample Outline for Portfolio

1. **Attainment of technical skill competencies**
   - This section can show employers at a glance what technical knowledge and skills you have mastered. Examples include the portion of your Training Plan Agreement where knowledge and skills are documented or an abstract of key points of your practicum experience.

2. **Licensures or certifications**
   - Include documentation of any student credentials you have obtained or are working on.

3. **Recognitions, awards, and accomplishments**
   - Examples include a neatly formatted list of recognitions related to your career focus, copies of news articles, photos, and letters of acknowledgment from employers, teachers, etc.

4. **Extended learning experiences**
   - Provide documentation of participation in career and technical student organizations and professional associations, service learning experiences, and extracurricular activities.

5. **Evaluations**
   - Include examples from your training sponsor, practicum supervisor, or other teachers of evaluations that highlight your skills and performance.

6. **Resumé**
   - An updated resumé that summarizes employment history and credentials is an important marketing tool. Employers expect applicants to have a resumé; it serves as a screening device that helps the employer select the best applicants for the interview process.
7. **Documentation of work experiences**
   Include work samples and projects related to your career focus; include effective visuals as appropriate. This is especially important if your career focus relates to design, merchandising, or another field that is highly visual.

8. **Other information**
   Continually seek ideas for additions to your portfolio that will help prospective employers appreciate your qualifications.
Year ______

Student Data Sheet

Student's Name ____________________________________________________________

Home Telephone __________________

Student's Address __________________________________________________________

Social Security Number ___________________________  Grade __________  Age ______

Date of Birth ______________________________  Ethnic Origin __________________

<table>
<thead>
<tr>
<th>Parent or Guardian Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Father's Name _____________________________  Home Telephone __________________</td>
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<tr>
<td>Father's Address ____________________________  Street  City  Zip</td>
</tr>
<tr>
<td>Father's E-mail _____________________________  Cell Phone __________________</td>
</tr>
<tr>
<td>Father's Employer ___________________________  Work Telephone __________________</td>
</tr>
<tr>
<td>Mother's Name ______________________________  Home Telephone __________________</td>
</tr>
<tr>
<td>Mother's Address ____________________________  Street  City  Zip</td>
</tr>
<tr>
<td>Mother's E-mail _____________________________  Cell Phone __________________</td>
</tr>
<tr>
<td>Mother's Employer ___________________________  Work Telephone __________________</td>
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</tbody>
</table>

<table>
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<th>Period</th>
<th>Course</th>
<th>Teacher</th>
<th>Room</th>
<th>Period</th>
<th>Course</th>
<th>Teacher</th>
<th>Room</th>
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</tbody>
</table>

Note: This tool may be used at school for the student file, as well as by the teacher in training site visits.
Sample Student Data Sheet, Cont’d

Name of Training Site _________________________________________________________________

Address of Training Site _____________________________________________________________

Owner’s Name ____________________________ Supervisor’s Name __________________________

Business Telephone ____________________________ Placement Starting/Ending Dates ________ / ________

Hourly Wage _______________ Your Job Title ____________________________________________

Give a brief description of your work-based training responsibilities ____________________________________________________________

________________________________________________________________________________________

Mileage from school to your training site _____________________________________________

Summarize arrangements for transportation to your training site (examples: my own car or truck, mother takes me, etc.) ____________________________________________________________

________________________________________________________________________________________

---------------------------------------------------------------------------------------------------------------------------

Follow-up Information: List two individuals who will likely know where you will be following graduation:

<table>
<thead>
<tr>
<th>Name</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relationship</td>
<td>Relationship</td>
</tr>
<tr>
<td>Address</td>
<td>Address</td>
</tr>
<tr>
<td>Phone Number</td>
<td>Phone Number</td>
</tr>
</tbody>
</table>
Practicum Course Evaluation

Purpose: An annual assessment of the effectiveness of each practicum course in meeting its goals should be conducted to ensure that quality instructional and training experiences for students are provided and maintained.

Rationale: Ongoing and systematic evaluation is essential to improving and maintaining a quality program. Evaluations based on program goals serve to identify both the strengths and weaknesses of the practicum program.

Things to Consider

• Begin by establishing program goals and objectives, upon which evaluation technique and criteria will be based.

• Determine who will be the evaluators; possibilities include the following:
  — teacher-coordinator
  — students
  — parents/guardians
  — training sponsors
  — school administrators
  — advisory committee members

• Prepare tools/techniques for conducting the evaluation; the evaluation content and techniques should measure how effectively program goals and objectives are achieved. Techniques include checklists, interviews, observations, questionnaires, and rating scales.

• Determine a method for interpreting results and making recommendations.

• Decide whether evaluations will be formative, summative, or both (depending on the evaluator).

• Students and training sponsors benefit from having evaluation instruments and criteria at the beginning of the training.

Examples

<table>
<thead>
<tr>
<th>Evaluator</th>
<th>Technique</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher-Coordinator</td>
<td>Use a checklist to assess student performance weekly. Base assessment on knowledge and skills, training site expectations, and course goals and objectives.</td>
</tr>
</tbody>
</table>
| **Student** | A weekly log reflecting learning experiences and skills acquired is important. Written responses to a questionnaire are also valuable. For example:  
• What was your most valuable learning experience in the practicum? Why?  
• What did you like most about your practicum course?  
• What did you like least about the practicum?  
• What suggestions do you have for improving the practicum? |
| **Parent/Guardian** | Interviews and conferences are very helpful. Some sample questions include the following:  
• How do you think your student has benefited from the overall practicum experience?  
• What problems have you or your student encountered as a result of participation in the practicum?  
• What suggestions do you have for improving the practicum course? |
| **School Administrator** | An interview or conference with the school principal or other administrator is advantageous in evaluating the contribution of a practicum course to the overall goals and objectives of the campus. |
| **Training Sponsor** | The evaluation tool/technique should be concise and time-efficient for the respondent. Checklists, interviews, or brief questionnaires are examples of tools that are appropriate for management personnel. Some sample questions include the following:  
• Were you provided with adequate information about the practicum program at the beginning of the school year? If not, please explain.  
• Please rate how well the practicum program supported and assisted the students in their roles and responsibilities at the training site.  
  ____ Very well  
  ____ Adequately  
  ____ Inadequately (Please explain.)  
• Was the teacher-coordinator responsive/supportive to your needs and concerns? If not, please explain.  
• Were your expectations of the practicum met? How?  
• What were the most valuable components of the practicum program?  
• Please list your recommendations for improving the course. |
| **Advisory Committee** | An on-site campus observation is one example of an appropriate technique for advisory committee members. |
Student’s Evaluation of Personal Achievement

1. When you enrolled in the practicum course, what did you expect or want to learn? Explain your opinion about the extent to which this has been accomplished this year.

2. State three things that you learned from taking the practicum course. Of the three listed, which do you feel will be most beneficial to you in the future? Why?

3. What is one thing that you had expected to learn that was not covered during the year?

4. On the back, write a letter to next year’s students describing some tips that they should follow in order to be successful in this class next year.
Parent Meeting Invitation

Invitation

There will be a meeting of parents and guardians whose son/daughter has been accepted into

________________________________________
(Insert Name of Practicum Course)

________________________________________High School

Room _____________

__________
(Date)

__________
(Time)

The purpose of the meeting is to acquaint you with the practicum course experience and to answer any questions you may have.

RSVP by calling ___________________________.

C-49
(Date)

To: (Name of Applicant)

I am pleased to inform you that you have been approved for enrollment in (Practicum Course Title) for the (Year) school year. In addition to classroom instruction, students in the practicum will also receive work-based instruction at a business site in our community. I will work with you to coordinate your placement at an approvable work-based training site.

I will be returning to (Name of School) on (Date) and will be contacting you by telephone or mail regarding your training status and your schedule for registration. It is very important that you are prompt and responsible in completing all steps for registration in order to have a class schedule that will be compatible with your practicum experience.

It is imperative that we find the best possible work-based training placement for you. It is possible that you may be given the opportunity for training placement interviews during the summer. If so, it will be important for you to have notified me if your address or telephone number changes or if you plan to be out of town for an extended time during the summer. You must have reliable transportation for your interviews and especially when you begin training. It is very difficult to meet training responsibilities if you have to depend on someone to take you and pick you up from your training site.

Before school begins, I will be sending your parents/guardians an invitation to participate in an orientation for the practicum course. Attendance at this meeting is vitally important. Also, please share this letter with your parents/guardians.

I hope you have a successful ending of school and a great summer. I look forward to having you in (Practicum Course Title) next school year.

Sincerely,

(Name of Teacher-Coordinator)
Practicum Teacher-Coordinator
Sample Letter to be Sent to Training Sponsors
Immediately After Student Placement

(Date)

(Name of Training Sponsor)

(Address of Training Sponsor)

Dear 

Thank you for agreeing to provide work-based training for (Student’s Name), a student in (Practicum Course Title) at (Name of High School). I look forward to working with you during this school year as you provide training in (Skill/Training Area). You are to be commended for enabling the student to learn specific occupational skills, to develop self-responsibility, and to become a better citizen.

It is my responsibility to provide classroom instruction that, in coordination with work-based instruction from your training site, strengthens occupational skills, instills a good work ethic, and provides an opportunity for leadership development. Through the practicum course, students receive credits toward graduation for this work-based instruction.

Excellent attendance is crucial for quality of training both at school and the training site. A practicum student who is absent from school should acquire my permission to report to work-based instruction that day. I may call you if a student has been absent from school. From your position as training sponsor, encouragement for excellent school attendance is very helpful.

Thank you for working with my student in this cooperative effort. I look forward to visiting with you to finalize the plans for coordinating the classroom instruction and work-based instruction in order that (Student’s Name) can most effectively be prepared for a career in your industry. These coordination efforts, coupled with student evaluations, will continue throughout the school year. Any time I can be of help to you, or if any problems arise concerning my student, please call me at (Phone Number).

Sincerely,

(Name of Teacher-Coordinator)
Practicum Teacher-Coordinator
Sample Letter to Prospective Training Sponsors
(when starting a new program)

(Date)

(Name of Potential Training Sponsor)

(Name of Business)

(Address)

Dear

The (Name of School District) would like to inform you that (Name of Campus) is adding a new area of instruction: work-based training through practicum courses. This program includes classroom instruction along with work-based learning experiences in selected program areas/career clusters; the students are high school juniors and seniors and are sixteen years of age or older.

Practicum courses provide an opportunity for our students to experience training toward their career goals while completing requirements for high school graduation. Because of training sponsors who provide placements for work-based instruction, students have the opportunity to acquire specific occupational skills, strengthen their work ethic, learn about the world of work, and become responsible citizens.

Students enrolled in a practicum course participate in classroom instruction on occupationally specific information that enhances their performance in work-based training experiences. The teacher-coordinator will work carefully with the students and the training sponsor to assure that the classroom instruction and work-based instruction are appropriate and coordinated to meet occupational training objectives. Businesses that agree to provide training sponsorship receive the benefit of a better trained workforce.

As teacher-coordinator of a practicum covering family and consumer sciences content, I will be contacting you in the near future to answer any questions you might have and give you further details. I look forward to the possibility of your business agreeing to work in partnership with the school system to provide this mutually beneficial educational opportunity.

Sincerely,

(Name of Teacher-Coordinator)
Practicum Teacher-Coordinator
Sample Letter to Parents/Guardians  
(at start of school year)

(Date)

Dear Parents or Guardians of Practicum Students:

I would like to welcome your student back to (Name of High School) and to the (Practicum Course Title) course. It will be an exciting year!!

I will be sending guidelines, permission slips, and training plans home to be signed. Also, I would like to make you aware of some expenses. Leadership is an integral part of the practicum course experience. Students are provided opportunities to gain additional leadership experience and provide service to others in our community through the youth organization, FCCLA or TAFE. The yearly membership dues are (Dollar Cost). Another expense will be the cost of two tickets to the Training Sponsor Banquet. The cost is (Dollar Cost). The FCCLA or TAFE dues and the banquet tickets can be paid in installments or all at one time. Fund-raising projects will be available to help students with the cost of FCCLA or TAFE membership and the banquet.

The banquet is a very important event in the practicum course. This year the banquet is scheduled for (Calendar Date) at (Time). It usually lasts about two hours. Young women will be advised to wear a nice dress. Young men will wear slacks, shirt and tie, or a suit. At the banquet, scholarship and senior certificates will be awarded. Each student will also present his/her training sponsor with a certificate of appreciation. Scholarships will be awarded to outstanding practicum students. Last year we were able to award (Number) scholarships of (Dollar Amount) each.

As stated in our guidelines, students attend school for their scheduled classes, including (Practicum Course Title), in addition to going to their assigned training sites for work-based instruction. This year, I will place a great deal of emphasis on responsibility. Please contact me if you feel there are problems with the training site or if the work-based instruction seems to be interfering with the student’s other school work. My first priority is for students to be successful in all aspects of their high school education. I am here to guide and assist students with that goal in mind. A student who is ill or cannot come to school for some reason should make three phone calls:

1. Teacher-Coordinator - (Phone Number)
2. School Attendance Office - (Phone Number)
3. Training Sponsor, if absence occurs on a day of scheduled work-based instruction

Please feel free to call me if I can help in any way. I look forward to a successful year.

(Teacher-Coordinator’s Name)  
(Address)  
(Phone Number)  

Signed:  
Parent/Guardian ____________________________________________

Student ___________________________________________________
Trainee Achievement Award

Presented to:

(Name of Student)

for maintaining placement at the same training site from (month, year) through (month, year)

Presented by: (Name of Institution)

Practicum Teacher-Coordinator ___________________________ Date __________________
(Practicum Course Title)
Student of the Month

Presented to:

(Name of Student)

for maintaining high standards of performance
during the month of (specify month)

Presented by: (Name of Institution)

______________________________  ______________________
Practicum Teacher-Coordinator     Date
Certificate of Appreciation

Texas Education Agency
Career and Technical Education
In cooperation with

______________________________ School

recognizes ________________________________

for distinguished service to ________________________________

on this __________ day of ______________________, __________.

__________________________  _______________________
Teacher-Coordinator          Administrator
Certificate of Completion

This is to certify that

Achieved the essential knowledge and skills approved by the State Board of Education for

(Name of Practicum Course)

at ___________________________ School, ___________________________, Texas

on this __________ day of ____________________________, __________.

_________________________________    ___________________________    ___________________________
Teacher-Cordinator      Advisory Committee Chairperson    Administrator
Student of the Month/Year
(Insert Name of Practicum Course)

Qualifications

The Student:

1. has no more than two absences for the month, and must have called in when absent.
2. has no grade below 70 on the last grade report.
3. has an above-average work rating on the last evaluation period.
4. has at least an 80 average or higher in the practicum course.
5. exhibits good classroom citizenship.
6. exhibits above average school behavior, including behavior in other classes.
7. must have been placed in work-based instruction for the entire four-week period.
8. (student of the year) must not have been terminated as a result of behavior at the training site.

Student of the Month

August: ______________________________________________________

September: ______________________________________________________

October: ______________________________________________________

November: ______________________________________________________

December: ______________________________________________________

January: ______________________________________________________

February: ______________________________________________________

March: ______________________________________________________

April: ______________________________________________________

Student of the Year

____________________________________
Training Sponsor of the Year Nomination  
(Insert Name of Practicum Course)

Name of Training Sponsor ________________________________

Title of Training Sponsor ________________________________

Name of Training Site ________________________________

Submitted By ________________________________

Please write a narrative explaining why you believe your training sponsor deserves this honor. Include in the narrative the following:

- How the training sponsor helped you develop better occupational skills through your work-based learning experiences. (Be specific about the training your sponsor provided either on an individual basis or in a group setting.)

- How the training provided will help you become a better employee in the future. (Name occupational skills that you learned at this training site that will transfer to other career opportunities in the same or a different career area.)

Feel free to use the back of this sheet if necessary. Return by ________________________________
Sample Business Cards

Business cards are essential tools used by teacher-coordinators to promote practicum experiences throughout the community. Effectively designed business cards present a professional, businesslike image when contacting businesses, parents, students, advisory committee members, and school district personnel. They provide information needed for contacting the teacher-coordinator. They may also be used as introductory cards for students making contact with potential training sponsors. (See the two-sided sample below.)

Business cards may be designed in a variety of ways. Some pointers follow:

- Decide what pertinent information should be included, such as the following:
  - Practicum course title
  - Name of teacher-coordinator
  - Mailing address
  - Cell phone number
  - School name
  - School phone number

- If applicable, include a fax number and e-mail address.

- It is recommended that the teacher-coordinator not provide a home telephone number on a business card.

- Make sure Family and Consumer Sciences is spelled out.

- Emphasize through larger, bold letters information you want noticed first — for instance, the teacher-coordinator’s name, practicum course title, or perhaps the school name or logo, which helps relate the teacher-coordinator and program to a specific school within the community.

![Two-sided sample business card]

Family and Consumer Sciences
Practicum Experiences

Jane A. Doe  
Teacher-Coordinator

Anytown High School
105 N. Main Street
Anytown, Texas 12345

(w) 123-456-7890
(c) 123-456-0987

Jane.A.Doe@anytownisd.net

INTRODUCTORY CARD

This will introduce ____________
To: ______________________________
Organization: ______________________
Appointment: ___________ a.m. _______ p.m. _______
This student has been accepted in the practicum for
Thank You ________________
Teacher-Coordinator