



2026-2027

Victoria Independent School District

Career and Technical Education Career Preparation Guidelines

The Victoria Independent School District prohibits discrimination, including harassment, against any student on the basis of race, color, religion, sex, gender, sexual orientation, national origin, disability, age, or any other basis prohibited by law.

El Distrito prohíbe la discriminación, incluyendo el acoso, en contra de cualquier estudiante debido a su raza, color, religión, sexo, género, orientación sexual, origen nacional, discapacidad, edad o cualquier otra razón prohibida por la ley.

Key Points

- Students must be employed by the 15th instructional day after the date of enrollment.
- If a student's employment at an approved training site does not begin by the 16th day after enrollment, the Career Prep teacher will contact the school counselor for removal from the program and for a schedule change. If a student becomes unemployed during the Fall or Spring semester, students have 15 days to find another place of employment. If employment is not obtained within the 15 days, students may be removed from the program and have their schedule changed.
- Training Plans must be received by the Career Prep Teacher through the 15th instructional day after the date of employment.
- Physical Site Visits must be completed on each student every 6 weeks. Site visits must be on file with the CTE Center Principal and Career Readiness within 7 days after the end of the six weeks (see Site Visit Timeline below).

Examples:

Student	Date of Enrollment	Date of Employment Students have 15 instructional days from the date of enrollment to secure employment.	Date Training Plan is Due Training Plans due by the 15th instructional day from the date of employment.	Training Plan Not Turned in on Time If a training plan is not turned in by the 15th instructional day, then the CP Teacher is to complete the Ineligible Spreadsheet and email it to peims.specialists@visd.net and cc: Andrea Pope
Student A (employed on the first day of school)	8/12/2026	Student is employed on 8/12/26	9/3/2026	9/4/2026
Student B (Student is enrolled, but not employed on the first day of school)	8/12/2026	9/3/2026	9/25/2026	9/26/2026
Student C (Student not enrolled or employed on first day of school)	9/3/2026	9/25/2026	10/16/2026	10/19/2026
Student D (Student not enrolled or employed on the first day of school)	9/3/2026 (This student has 15 days to secure employment which is through 9/25/26)	9/28/2026 (Student didn't secure employment until 9/28/25 so funding will only be for 9/3/24 to 9/25. On 9/28, the next school day, funding is turned off from 9/25/26 to 9/28/26 because 9/28/2026 is the date he/she secured employment)	10/19/26	For lack of employment , funding is turned off from 9/25/26 through 9/28/26 If Training Plan is not turned in on or before 10/19/26, funding is turned off on 10/20/26 .

Site Visit Timeline

25-26	Beginning Date	Ending Date & # of Days	Site Visit Reports Due at CP Meeting
1st	Aug 12, 2026	Sept 18, 2026 27	September 22, 2026
2nd	Sep 21, 2026	Oct 30, 2026 28	November 3, 2026
3rd	Nov 2, 2026	Dec 18, 2026 28	December 15, 2026
4th	Jan 04, 2027	Feb 19, 2027 32	February 23, 2027
5th	Feb 22, 2027	Apr 16, 2027 32	April 13, 2027
6th	Apr 19, 2027	May 28, 2027 28	May 25, 2027

Career Preparation General; Career Prep Program of Study; and Extended Career Preparation

Overview:

The opportunity to participate in Career Preparation/Extended Career Preparation is a privilege for students. Before a student enters the workplace, he/she should have an adequate background of knowledge and skills. The recommended course sequencing should include exploratory and laboratory/technical courses. In addition, the following guidelines must be considered. Career Preparation/Extended Career Preparation is offered to students during their junior and senior years. The purpose of the course is to provide a venue for students to transfer technical and academic skills acquired in the classroom to a work-based setting. Therefore, career preparation will allow students greater opportunities to achieve a higher skill level in order to meet the expectations of business and industry.

Student Requirements

A student must be at least 16 years old to enroll in a Career Preparation/Extended Career Preparation course. Each career preparation program must consist of an average of one class period of instruction per day in addition to assignment at a training station, and students must attend the classroom instruction portion of the training for the entire school year.

Expectation

Career Preparation/Extended Career Preparation instruction opportunities must be planned and supervised cooperatively by the Local Education Agency (school) and the training sponsor (work site). Students receive instruction by participating in specific classroom instruction and career preparation experiences. Written training agreements must be on file for students participating in either paid/unpaid Career Preparation/Extended Career Preparation experiences.

A student in a paid/unpaid Career Preparation/Extended Career Preparation may be counted for contact hours on the first day of enrollment, provided a training plan for the student is on file within fifteen (15) instructional days of the student's enrollment date. If a student's employment at an approved Career Preparation/Extended Career Preparation training site does not begin by the 16th day after enrollment, funding will be turned off. Each Career Preparation/Extended Career Preparation teacher will be responsible for submitting the Ineligible to Receive Funding spreadsheet to peims.specialists@visd.net, PEIMS Coordinator-(Amanda Rubio-Caka), CTE Center Principal & Career Readiness Specialist-(Andrea Pope), and the Career Preparation/Extended Career Preparation Teacher (keeps a copy).

Accountability

Teachers assigned to Career Preparation/Extended Career Preparation courses shall physically visit each student's training site at least six times each school year. At least one visit during each six-week period is required in order

to earn contact hours for that reporting period. Documentation of each site's visits requires the completion of a Career Preparation/Extended Career Preparation Site Visit and Student Evaluation Report.

Credits

A student is coded V3 for earning 3 credits. In order to earn three (3) full units of credit which is one and one-half credits (1 ½) credits each semester, a student must be receiving an average of one class period of career preparation CTE instruction per day every week for the entire school year and must be assigned at least 15 hours per week. The course should span the entire school year.

A student may be counted as an eligible student from the date of enrollment provided an approved Training Plan Agreement which includes the TEKS and expectations of employment is on file with the teacher and CTE Center Principal and Career Readiness Specialist within 15 instructional days after the date of enrollment.

Training Plans shall be developed by the Career Preparation/Extended Career Preparation teacher in consultation with the person responsible for providing on-the-job training experiences to the student involved. Career Preparation/Extended Career Preparation sites shall be in business, industry, and/or governmental agencies and need to provide each student with a broad range of curriculum related training experiences. The approved Training Plans shall be based on competency statements, which address the appropriate TEKS.

The Service ID (8-digit code) used on a student's Training Plan Agreement and federal reporting must be listed in the TEA approved PEIMS Code Table 22.

To maintain accountability, our district has chosen the Work-Based Learning Site Visit and Student Evaluation Report as documentation.

Teachers are responsible for meeting the guidelines for site visits for both paid/unpaid Career Preparation/Extended Career Preparation students. Verification of site visits must be acknowledged by the signature of the training site supervisor. Within seven working days following the last day of each six-week period, Career Preparation/Extended Career Preparation teachers are required to submit a copy of the site visit report to the CTE Center Principal and Career Readiness Specialist. The second step of the submission process is for the CTE Career Prep teacher to provide the PEIMS Coordinator & the CTE Center Principal and Career Readiness Specialist with a report for review, approval, and filing. This process is necessary to maintain accountability for audit documentation as required by the state of Texas.

Career Preparation /Extended Career Preparation and Program Components

Teachers of Career Preparation/Extended Career Preparation

Teachers of Career Preparation/Extended Career Preparation courses are educators who coordinate school-based and work-based learning experiences for students enrolled in Career Preparation /Extended Career Preparation courses (paid/unpaid). The educator must have a Work-Based Learning Cooperative Education/ Diversified Occupations Teaching Endorsement. Career Preparation/ Extended Career Preparation are for paid or unpaid work-based learning experiences.

Last Revised 7-22-25

Selected Student-Learners

Student-learner is the name given to students enrolled in Career Preparation/Extended Career Preparation. Before enrolling, students must apply and be selected by the teacher-coordinator to participate. Three important criteria for student selection include: (1) a desire to participate, (2) a tentative career objective, and (3) an ability to benefit from on-the-job training. Only students who meet these criteria should be selected to participate.

Related Classroom Instruction

The related class must be taught by the Career Preparation/Extended Career Preparation teacher-coordinator, complement the student-learners' on-the-job learning experiences, and be developed to meet the specific needs of each student. Related classroom instruction should be designed to improve personal and social skills, provide needed basic education, and develop relevant occupational skills and knowledge. Research has found that employers believe that the related class should have a broad focus and should include topics such as computational skills, communication skills, computer and other technological skills, good work attitudes, appropriate work behaviors, job seeking skills, and job coping skills.

Supervised On-The-Job Training

This training, provided by employers during their usual working hours, should involve the application of theory and specific skills common to the occupation. Indicators of quality on-the-job training include: (1) students are paid for their work or unpaid experiences, (2) the job content is meaningful, (3) adequate safety instruction is provided, (4) the job challenges the student's ability, (5) the work is related to the student's career/occupational choice, (6) the duration of the work experience is long enough for the student to perform a variety of meaningful tasks, (7) job activities foster responsibility, (8) the job provides an adequate amount of work to keep the student busy, and (9) the instruction is sequentially planned. In addition, student-learners must be employed and paid in conformity with federal and state laws and regulations and in a manner that does not result in their exploitation.

Selected Training Stations

Businesses that provide training experiences for student-learners are called training stations and should be selected after the teacher-coordinator has visited the site and determined that it would be a meaningful and safe learning environment. Employers should be given the opportunity to interview and hire the student-learners of their choice; however, student-learners cannot be hired if it causes the displacement of regular workers. A specific training supervisor should be designated who will be directly responsible for supervising the student-learner while they are on-the-job.

Training Agreements

Training agreements must include student's name, address, telephone number, date of birth and age; date employment begins; program completion date; starting rate of pay; student-learner's job title; employer's name, address, telephone number; name of student-learner's supervisor; conditions for employment; an equal opportunity statement; and signatures of the student, parent, teacher/coordinator, and employer.

Training Plans

The teacher-coordinator, student-learner, and training sponsor must develop a list which spells out the attitudes, skills, and knowledge which are needed by the student-learner to successfully obtain his/her occupational objective. Once these competencies have been identified, the coordinator and the training sponsor should decide if they are to be learned in the related class, on-the-job, or both. This detailed outline of sequentially planned tasks becomes the training plan. Documentation of safety instruction is a critical part of the training plan. The student-learner should be informed of the level of competency that he/she will be required to demonstrate.

Coordination

Close supervision of the student's school site learning and work site training must be coordinated if both are to contribute effectively to their education and employability. All parties to the Training Agreements including students, Career Preparation teacher and employer in collaboration with the parent/s and school district will follow county, state and federal guidelines to ensure the health, safety, welfare and educational progress of the students. Consequently, a work schedule that permits adequate time for supervision of student-learners on the job is essential. Coordinators must maintain written documentation of regular visits to training stations. The following documents must be kept on file for a minimum of five years: Training Plan Agreements, student evaluations, and visitation reports.

Evaluation

The awarding of credit for related class progress and on-the-job performance is recommended for Career Preparation/Extended Career Preparation student-learners. Secondary students must receive a separate grade for the related class and for their on-the-job training in the Career Preparation/Extended Career Preparation class. The training supervisor must assist the coordinator when evaluating a student-learner's progress toward the competency attainment described in the training plan, but the ultimate responsibility remains with the teacher-coordinator.

Career Preparation General; Career Prep Program of Study; and Extended Career Preparation Program Forms:

1. Training Plan Agreements
2. Description of Specific and Related Occupational Training
3. Child Labor Laws
4. Work-Based Learning Cooperative Education Site Visit and Student Evaluation Report

5. Weekly Training Report
6. Standards of Operation
7. Student Daily Job Search Report

Training Plan Agreement

Student _____ Grade _____ Age _____

School District _____ Campus Name _____

Career Cluster _____ Business Name _____

Program of Study _____ CTE Course Title _____

Time Class Meets _____ Course Code _____

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

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

In addition to providing practical instruction, the work-based learning instruction the student receives can be paid or unpaid.

Please check one:

☐ Unpaid work-based instruction

OR

☐ Paid work-based instruction. The training sponsor agrees to pay the student for the useful work done while undergoing training according to the following plan:

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

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

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

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

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

It is the policy of _____ School District and _____ (business name) not to discriminate on the basis of race, color, national origin, sex, disability or age in its programs or activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: title, address, telephone number, email.

Es norma de _____ Distrito Escolar y _____ (Nombre del Negocio) no discriminar por motivos de raza, color, origen nacional, sexo, discapacidad o edad en sus programas o actividades y brinda igualdad de acceso a los Boy Scouts y otros grupos juveniles designados. La siguiente persona ha sido designada para manejar consultas sobre las políticas de no discriminación: título, dirección, número de teléfono, correo electrónico.

Signature

Approvals

(Student)

Date

(Training Sponsor)

Date

(Parent or Guardian)

Date

(CTE Teacher)

Date

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

Career Preparation General

General requirements. This course is recommended for students in Grades 11 and 12. Recommended prerequisite: at least one credit in a career and technical education course. Students shall be awarded two credits for successful completion of this course. This course may be related to or outside the student's program of study.

(1) A student may repeat this course one time for credit provided that the student is experiencing different aspects of an industry and demonstrating proficiency in additional and more advanced knowledge and skills.

(2) A student may not earn more than six credits for any combination of career preparation courses selected from Career Preparation General, Career Preparation for Programs of Study, and Extended Career Preparation.

127.20 Texas Essential Knowledge and Skills (TEKS)	Work-Based Instruction	Individualized Class Study	Related Study Assignments
1. Demonstrates professional employability skills to gain an entry-level position. The student is expected to: (A) Identify methods for employment (e.g., websites, networking) (B) Demonstrate essential workplace behaviors (e.g., greetings, attire) (C) Create a cover letter, resume, CV, or portfolio (D) Demonstrate interview techniques (E) Create pre- and post-employment documents (e.g., thank-you/resignation letters) (F) Complete employment forms (e.g., I-9, W-4, application) (G) Describe the benefits of employment and self-sufficiency	X	X	Complete a variety of activities and projects including job searches (print & online sources), workplace knowledge & skills, creating a resume, letters of intent and resignation, mock interviews, E-Portfolio, job applications and pre-employment forms (I-9, W-4 & thank you letter).
(2) The student develops skills for success in the workplace. The student is expected to: (A) Model hygiene, grooming, and attire (B) Demonstrate professionalism (e.g., problem-solving, respect, initiative) (C) Display proper workplace etiquette (physical and digital) (D) Demonstrate accountability (e.g., task completion, teamwork) (E) Apply time management (e.g., prioritizing, meeting deadlines)	X	X	Participate in Dress to Impress activities in class, dress appropriately for workplace. Demonstrate productive work habits and attitudes both in class and at the workplace. Participate in class activities to relate and apply concepts to work environment such as teamwork, grooming, self-evaluation, time management,
(3) The student applies academic skills to the workplace. The student is expected to: (A) Apply industry math skills (B) Create and analyze a personal budget (C) Interpret data from tables, charts, graphs (D) Write and curate industry documents and digital communication (E) Interpret pay statements (e.g., FICA, taxes, tips) (F) Explain how debt affects financial stability	X	X	Complete a variety of activities and projects in class that demonstrate the use of these competencies and skills as required in the workforce and related to the student's job site.
(4) The student exemplifies appropriate interpersonal skills in the workplace. The student is expected to: (A) Explain interpersonal skills' impact on workplace relations (B) Distinguish between successful and unsuccessful relationships (C) Explain importance of respecting others' rights (D) Describe impact of personalities, experiences, workstyles (E) Demonstrate verbal/nonverbal communication professionally	X	X	Participate and complete activities and projects relating to self-evaluation (self-image, self-concept, individual strengths/weaknesses/improvement resources), communication, conflict resolution, negotiation teamwork and leadership skills such as CTSO's.

(5) The student applies the ethical code of conduct and legal responsibilities within the workplace. The student is expected to: (A) Research workplace policies and consequences (B) Follow school/work codes of conduct with integrity (C) Explain importance of workplace ethics (D) Summarize the Fair Labor Standards Act (E) Describe privacy laws (FERPA, HIPAA, COPPA) consequences (F) Research Civil Rights Act, Title VII, Title IX (G) Describe relevant laws/regulations in chosen industry	X	X	Complete a variety of activities and projects in class that demonstrate the use of these competencies and skills as required in the workforce and related to the student's job site.
(6) The student applies concepts and skills related to safety in the workplace. The student is expected to: (A) Identify and demonstrate safe practices (B) Identify unsafe practices and solutions (C) Explain OSHA's importance (D) Describe health/wellness practices influencing performance	X	X	Research OSHA, CDC, WHO as well as other county, state and federal safety regulations.
(7) The student evaluates personal attitudes, work habits, and skills that support job retention and advancement. The student is expected to: (A) Develop leadership skills (e.g., CTSOs) (B) Identify relevant certifications (C) Compare employment levels' demands/rewards (D) Use surveys/tests to explore career options (E) Set SMART goals (F) Explore growth mindset methods (G) Explain workplace self-advocacy (H) Describe the role of evaluations in job growth	X	X	
(8) The student identifies skills and attributes necessary for professional success. The student is expected to: (A) Evaluate careers based on salary/benefits (B) Explain how personal factors affect career choices (C) Identify continuing education opportunities (D) Analyze future employment outlook (E) Describe entrepreneurial opportunities (F) Evaluate strategies for retention and advancement	X	X	Complete learning activities that explore future employment outlook, entrepreneurial opportunities and rewards and demands for various levels of employment in a variety of careers of interest. (U.S. Bureau of Labor & Statistics, Youscience, and Job-Site) Complete activities & projects hat evaluate career retention/advancement trends, rights & responsibilities of employers and effective money management techniques.

Extended Career Preparation

General requirements. This course is recommended for students in Grades 11 and 12. Corequisite: Career Preparation General or Career Preparation for Programs of Study. This course must be taken concurrently with Career Preparation General or Career Preparation for Programs of Study and may not be taken as a stand-alone course. Students shall be awarded one credit for successful completion of this course.

(1) A student may repeat this course one time for credit provided that the student is experiencing different aspects of an industry and demonstrating proficiency in additional and more advanced knowledge and skills.

(2) A student may not earn more than six credits for any combination of career preparation courses selected from Career Preparation General, Career Preparation for Programs of Study, and Extended Career Preparation.

127.22 Extended Career Preparation: Texas Essential Knowledge and Skills (TEKS)	Work-Based Instruction	Individualized Class Study	Related Study Assignments
(1) The student demonstrates employability skills as required by business and industry. The student is expected to: (A) Identify and pursue training, licensure, certification, or other credentials (B) Complete tasks to high standards to ensure quality products/services (C) Demonstrate planning and time-management skills for work tasks	X	X	Demonstrate competencies and skills as required and relevant to the student's job site.
(2) The student demonstrates essential skills for success in the workplace. The student is expected to: (A) Apply professional standards and personal qualities (e.g., punctuality, initiative, respect, cooperation) (B) Use content knowledge, technical concepts, and vocabulary appropriately (C) Apply effective listening skills to obtain/clarify information (D) Maintain proper hygiene, grooming, and attire	X	X	Demonstrate competencies and skills as required and relevant to the student's job site.
(3) The student applies and enhances academic knowledge and skills in the workplace. The student is expected to: (A) Use critical-thinking skills for problem-solving and decision-making (B) Analyze problems to develop creative and innovative solutions	X	X	Demonstrate competencies and skills as required and relevant to the student's job site.
(4) The student exemplifies appropriate interpersonal and communication skills in the workplace. The student is expected to: (A) Demonstrate teamwork and conflict-management skills (B) Use clear, concise verbal and non-verbal communication (C) Model effective internal and external communications	X	X	Complete job-site's safety training and procedures.
(5) The student models ethical codes of conduct and legal responsibilities within the workplace. The student is expected to: (A) Show positive work ethic through task completion (B) Model ethical reasoning in workplace settings (C) Comply with workplace rules, laws, and regulations (D) Explain the roles of EEOC and Texas Workforce Commission (TWC)	X	X	Demonstrate competencies and skills as required and relevant to the student's job site.

(6) The student applies concepts and skills related to safety in the workplace. The student is expected to: (A) Follow workplace safety regulations (B) Operate tools and equipment safely (C) Report and handle accidents per procedures (D) Perform and describe a workplace hazard analysis	X	X	Demonstrate competencies and skills as required and relevant to the student's job site.
(7) The student participates in a paid or an unpaid career preparation experience. The student is expected to: (A) Conduct, document, and evaluate supervised learning activities (B) Assess and report advanced technical knowledge and growth (C) Evaluate technical skill strengths and weaknesses (D) Document workplace experiences and curate work samples			

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

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

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Career Preparation for Programs of Study

General requirements. This course is recommended for students in Grade 12. Prerequisite: at least one Level 2 or higher career and technical education course. Students shall be awarded two credits for successful completion of this course.

- (1) A student's employment experience connected with this course must be related to the student's program of study.
- (2) A student may repeat this course one time for credit provided that the student is experiencing different aspects of an industry and demonstrating proficiency in additional and more advanced knowledge and skills.
- (3) A student may not earn more than six credits for any combination of career preparation courses selected from Career Preparation General, Career Preparation for Programs of Study, and Extended Career Preparation.

127.15 Texas Essential Knowledge and Skills (TEKS)	Work-Based Instruction	Individualized Class Study	Specific Related Study Assignments
(1) The student applies and evaluates employability skills to improve the student's marketability within the workplace. The student is expected to: (A) Differentiate between a job and a career (B) Refine a professional portfolio or resume (C) Identify sources and obtain letters of recommendation (D) Model interview skills for a chosen career cluster (E) Evaluate methods for gaining employment	X	X	Complete a variety of activities and projects in class that demonstrate the use of these competencies and skills as required in the workforce and related to the student's job site.
(2) The student demonstrates essential skills necessary for success in the workplace. The student is expected to: (A) Maintain workplace hygiene, grooming, and attire (B) Model etiquette in physical and digital environments (C) Justify time-management decisions (D) Reflect on evaluations to understand employer expectations	X	X	Complete a variety of activities and projects in class that demonstrate the use of these competencies and skills as required in the workforce and related to the student's job site.
(3) The student applies and enhances academic knowledge and skills in the workplace. The student is expected to: (A) Use math in transactions (e.g., inventory, discounts) (B) Compare earnings for careers with personal goals (C) Use data (charts, graphs) to solve problems (D) Analyze and synthesize information from electronic communications	X	X	Complete a variety of activities and projects in class that demonstrate the use of these competencies and skills as required in the workforce and related to the student's job site.
(4) The student demonstrates leadership qualities by applying work ethic, job expectations, multicultural considerations, and communication skills in the workplace. The student is expected to: (A) Model interpersonal skills and mentorship (B) Use verbal, nonverbal, written, and digital communication with various audiences	X	X	Complete a variety of activities and projects in class that demonstrate the use of these competencies and skills as required in the workforce and related to the student's job site.
(5) The student models ethical codes of conduct and legal responsibilities within school and the workplace. The student is expected to: (A) Evaluate the Fair Labor Standards Act (B) Analyze privacy law violations (FERPA, HIPAA, COPPA)	X	X	Complete a variety of activities and projects in class that demonstrate the use of these competencies and skills as required in

(6) The student applies concepts and skills related to safety in the workplace. The student is expected to: (A) Research identity theft risks and prevention (B) Evaluate consequences of safety breaches	X	X	Complete a variety of activities and projects in class that demonstrate the use of these competencies and skills as required in
(7) The student models the skills that support employment retention and advancement. The student is expected to: (A) Create a personal growth plan with certifications and postsecondary options (B) Develop SMART goals for career growth			Complete a variety of activities and projects in class that demonstrate the use of these competencies and skills as required in the workforce and related
(8) The student analyzes postsecondary career opportunities within a selected program of study. The student is expected to: (A) Compare growth and declining industries (B) Analyze job growth in relation to societal needs (C) Identify skills for success in emerging industries (D) Identify continuing education needs for future careers	X	X	Research OSHA, CDC, WHO as well as other county, state and federal safety regulations.

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

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CHILD LABOR LAWS

Texas Workforce Commission

Wage and Hour Department, Child Labor Enforcement

U.S. Department of Labor

Wage and Hour Division



For further information about Texas' child labor laws, call:
800-832-9243 (TDD 800-735-2989)

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 Wage and Hour Department concerning 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 office of the U.S. Department of Labor, Wage and Hour Division or call 866-487-9243

The following are prohibited occupations for 14- through 17-year-old children:

Prohibited occupations are the same for both federal and state law. The hazardous occupations designated by an asterisk (*) have provisions for employment of persons below the age of eighteen (18), provided applicable apprentice or student-learner certification has been obtained. Persons desiring specific information about these exceptions should contact the nearest office of the United States Department of Labor.

Occupations declared particularly hazardous or detrimental to the health or well-being of all children 14 through 17 years of age include occupations:

- (1) in or about plants or establishments other than retail establishments which manufacture or store explosives or articles containing explosive components other than retail establishments,
- (2) involving the driving of motor vehicles and outside helpers
 - A. on any public road or highway,
 - B. in or about any place where logging or sawmill operations are in progress, or
 - C. in excavations.

(Under certain conditions, driving a motor vehicle for a commercial purpose is NOT considered a hazardous occupation under state or federal law,
- (3) connected with coal mining,
- (4) in logging and sawmill occupations and occupations involving firefighting and timber tracts,
- (5) *in operating or assisting to operate power-driven woodworking machines,
- (6) involving exposure to radioactive substances and to ionizing radiations,
- (7) in operating or assist to operate power-driven hoisting apparatus such as elevators, cranes, derricks, hoists, high-lift trucks,
- (8) * in operating or assisting to operate power-driven metal forming, punching, and shearing machines,
- (9) in connection with mining, other than coal,
- (10) * in operating or assisting to operate power-driven meat processing machines, and occupations including slaughtering, meat packing, processing, or rendering,
- (11) in operating or assisting to operate power-driven bakery machines,
- (12) * involved in the operation of power-driven paper-products machines, balers and compactors,
- (13) in manufacturing brick, tile, and kindred products,
- (14) * in operating or assisting to operate power-driven circular saws, bandsaws and guillotine shears, abrasive cutting discs, reciprocating saws, chain saws and wood-chippers,
- (15) in wrecking, demolition, and ship-breaking operations,
- (16) * in roofing operations and on or about a roof, and
- (17) * in connection with excavation operations.

Additional prohibited occupations that apply under state law:

- (1) Occupations involved in sales and solicitation by a child under 18 years of age. Consult 51.0145 Texas Labor Code for exceptions and requirements.
- (2) Occupations in sexually oriented businesses by a child under 21 years of age.

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

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

- (1) mining, manufacturing, or processing occupations, including duties in workrooms or places where goods are manufactured, mined, or otherwise processed,
- (2) operating or assisting in operating power-driven machinery or hoisting apparatus other than typical office machines,
- (3) work as a ride attendant or ride operator at an amusement park or a "dispatcher" at the top of elevated water slides,
- (4) driving a motor vehicle or helping a driver,
- (5) occupations involved in transporting persons or property by rail, highway, air, water, pipeline, or other means,
- (6) youth peddling, sign waving, or door-to-door sales,
- (7) poultry catching or cooping,
- (8) lifeguarding at a natural environment such as a lake, river, ocean beach, quarry, pond (youth must be at least 15 years of age and properly certified to be a lifeguard at a traditional swimming pool or water amusement park),
- (9) public messenger jobs,
- (10) communications and public utilities jobs,
- (11) construction including demolition and repair, work performed in or about boiler or engine rooms or in connection with the maintenance or repair of the establishment, machines, or equipment,
- (12) outside window washing that involves working from window sills, and all work requiring the use of ladders, scaffolds or their substitutes,
- (13) cooking, except with gas or electric grills that do not involve cooking over an open flame and with deep fat fryers that utilize devices that automatically lower and raise the baskets from the hot grease or oil,
- (14) baking and all activities involved in baking,
- (15) 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,
- (16) freezers or meat coolers work, except minors may occasionally enter a freezer for a short period of time to retrieve items,
- (17) meat processing and work in areas where meat is processed,
- (18) loading and unloading goods to and from trucks, railroad cars or conveyors, and
- (19) all occupations in warehouses and storage except office and clerical work.

Work times for 14- and 15-year-old children:

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 school day if the child is enrolled in school, or
- (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. 14 and 15 year old children may not work:

- (1) during school hours,
- (2) more than eight hours on a non-school day or 40 hours during a non-school week,
- (3) more than three hours on a school day or 18 hours during a school week, and
- (4) between 7 p.m. and 7 a.m. during the school year, or between 9 p.m. and 7 a.m. from June 1 and Labor Day.

Child Actors- state law

Child actor definition - a child under the age of 14 who is to be employed as an actor or other performer

Child actor extra definition - a child under the age of 14 who is employed as an extra without any speaking, singing, or dancing roles, usually in the background of the performance

Every person applying for child actor authorization must submit an application for authorization on a form provided by the Texas Workforce Commission.

Special authorization for child actors to be employed as extras is granted without the need for filing an application if the employer meets the Texas Workforce Commission's requirements. Contact 1-800-832-9243 for instruction.

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 requirements established by this Act relating to the employment of children.

Federal — The FLSA prescribes a maximum administrative penalty of \$11,000 per violation and/or criminal prosecution and fines.

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W1CL-70 (02/02)



LEYES DE TRABAJO INFANTIL
Comisión de la Fuerza Laboral de Texas
Departamento de Horas y Salarios, Cumplimiento del Trabajo Infantil
Departamento de Trabajo de EE. UU.
División de Horas y Salarios



Para más información sobre las leyes laborales de menores de Texas, llame a:
800-832-9243 (TDD 800-735-2989)

Este informe proporciona algunas leyes laborales sobre el trabajador juvenil de Texas, pero no está completo. Capítulo 51, código laboral de Texas, contiene leyes estatales que pertenecen al trabajador menor de edad. La edad mínima para el empleo es 14; sin embargo, las leyes del estado y las leyes federales aseguran ciertas excepciones. Por favor llame al departamento de leyes laborales del TWC acerca preguntas sobre esta ley. También, el código laboral federal, Fair Labor Standards Act (FLSA), contiene leyes federales perteneciendo al trabajador juvenil. Para obtener información sobre las leyes federales, consulte con su oficina local del Departamento de Trabajo de los Estados Unidos o llame al 1-866-487-9243.

Las siguientes son ocupaciones prohibidas para menores de 14 a 17 años de edad:

Ocupaciones prohibidas son las mismas para ambas leyes federales y estatales. Las ocupaciones arriesgadas y señaladas con un asterisco (*) tienen provisiones para el empleo de las personas menores de dieciocho años, con condiciones de que la certificación como estudiante - aprendiz aplicable haya sido obtenida. Las personas que desean la información específica sobre estas excepciones se deberían poner en contacto con la oficina más cercana del Departamento de Trabajo de los Estados Unidos.

Las ocupaciones declaradas particularmente arriesgadas o perjudiciales a la salud o al bienestar de todos los menores de 14 a 17 años de edad incluirán las ocupaciones:

- (1) en o cerca de fábricas o establecimientos en donde se fabriquen o guarden explosivos o artículos que contengan componentes explosivos aparte de establecimientos que vendan al por menor.
- (2) que involucren el manejar de vehículos motorizados y ayudantes externos
 - A. en cualquier camino público o carretera.
 - B. en o cerca de cualquier lugar donde los funcionamientos de tala o aserradero estén en curso, o
 - C. en excavaciones.
 (Bajo ciertas circunstancias, en manejo de vehículos motorizados con propósito comercial, NO será considerado como trabajo peligroso en cuanto a las leyes estatales.)
- (3) en conexión con la minería del carbón.
- (4) ocupaciones de tala y aserradero e involucrando contraincendios y tractos de madera.
- (5) * del funcionamiento de maquinaria motorizada de carpintería.
- (6) que involucren la exposición a substancias radioactivas y a radiaciones ionizadas.
- (7) del funcionamiento de aparatos motorizados de almacenamiento tal como ascensores, grúas, torres, montacargas, camiones de almacenamiento.
- (8) * del funcionamiento de maquinaria motorizada para formar, perforar y cortar metal.
- (9) en conexión con la minería, aparte del carbón.
- (10) * del funcionamiento de maquinaria motorizada en el proceso de carne y ocupaciones incluyendo las de matanza, empaque, proceso o de convertir despojos animales.
- (11) del funcionamiento de maquinaria motorizada de panadería.
- (12) * operaciones de maquinaria motorizados de productos de papel, empaquetadoras de papel desperdicio o compactadoras de papel.
- (13) de la manufacturación de ladrillos, tejas y productos similares.
- (14) * del funcionamiento de serruchos motorizados, sierra de cinta, cizalla de guillotina, disco cortador abrasivo, sierra de recíprocamente, moto-sierra, y desmenuzadores de madera.
- (15) del funcionamiento de destruir, demoler, y desguazar.
- (16) * ocupaciones en operaciones de techar y en o con respecto al techo.
- (17) * en conexión con funcionamientos de excavaciones.

Ocupaciones prohibidas adicionales que se aplican según la ley estatal:

- (1) Ocupaciones involucradas como vendedores o promotores ambulantes de un joven menor de dieciocho años, consulte 51.0145 Texas Labor Code, código de Texas para las exenciones y los requisitos
- (2) Ocupaciones en negocios orientados al sexo por jóvenes menor de 21 años

Adicionales Ocupaciones prohibidas que aplican solamente a menores de 14 a 15 años:

Ocupaciones declaradas particularmente peligrosas o perjudiciales a la salud o al bienestar de menores de 14- 15 años incluirán:

- (1) Minería, manufactura, u ocupaciones de procesamiento donde mercancía se somete a un cambio en forma o sustancia. Estos trabajos incluyen tareas en talleres o en lugares donde se fabrican bienes, minado, o bienes transformados de otra forma;
- (2) El funcionamiento o el asistir de aparatos de almacenamiento o cualquier otra maquinaria motorizada, aparte de maquinaria de oficina;
- (3) Asistente de paseo u operador de paseo en un parque de diversiones o un asistente en lo alto de toboganes acuáticos elevados;
- (4) Operando un vehículo motorizado o sirviendo como ayudantes en tales vehículos;
- (5) Ocupaciones relacionadas en el transporte de personas o bienes por ferrocarril, carretera, aire, agua, ductos de tubería como gasoductos u oleoductos, u otros medios;
- (6) Vendedores o promotores ambulantes; demostración de anuncios fuera del establecimiento;
- (7) Pescar y enjaular aves; de corral en preparación para ser transportados o para el mercado;
- (8) Salvavidas en aguas del medio ambiente natural como en un lago, río, mar, presa, o estanque (Los jóvenes deben ser por lo menos 15 años de edad, y debidamente certificado para ser un salvavidas en una piscina tradicional o un parque acuático de diversiones);
- (9) Servicio público de mensajero;
- (10) Comunicaciones y servicios públicos de empleo;
- (11) Construcción incluyendo la demolición y la reparación;
- (12) Ocupaciones en o cerca de salas de calderas o salas de maquinarias, o relación con el mantenimiento o reparación del establecimiento, maquinarias, o equipo;
- (13) El lavado de ventanas afuera que incluya trabajando en alfileres y todo trabajo que requiera el uso de escaleras, cadalsos o sustitutos;
- (14) Cocinar, excepto con gas o parrillas eléctricas que no utilizan cocinar sobre una llama abierta y excepto freidoras que utilizan dispositivos que automáticamente bajen y suben las cestas del aceite o grasa caliente;
- (15) El hornear y los procesos relacionados al hornear;
- (16) Ocupaciones que involucren el funcionamiento, establecimiento, ajustamiento, limpieza, lubricación, o la reparación de maquinaria motorizada para la comida como las rebanadoras, moladoras, picadoras, cortadoras, y batidoras de panadería;
- (17) Los congeladores o los refrigeradores de carne. Excepto, menores pueden entrar de vez en cuando en un congelador por un período corto de tiempo para recuperar artículo;
- (18) Trabajo involucrado en la preparación de carne para su venta o trabajar en áreas donde se procesa la carne;
- (19) Carga y descarga de mercancía hacia y desde los camiones, vagones de ferrocarril, o transportadores;
- (20) Todas las ocupaciones en almacenes, excepto el trabajo de oficina

Horarios para los menores de 14 y 15 años de edad

Ley Estatal – Una persona cometerá una ofensa si tal persona permite que el niño(a) de 14 o 15 años de edad empleado por esa persona trabaje:

- (1) más de 8 horas en un día o más de 48 horas en una semana.
- (2) entre las horas de 10 p.m. y 5 a.m. cuando el día siguiente sea un día escolar o entre las horas de medianoche y 5 a.m. en un día que no preceda un día escolar si el menor está matriculado en la escuela.
- (3) entre las horas de medianoche y 5 a.m. en cualquier día durante el tiempo en que la escuela entre en receso para el verano si el menor no está inscrito en la escuela.

Ley Federal – El FLSA en adición reglamenta las horas de empleo para menores:

- (1) no pueden trabajar durante horas de escolar
- (2) no más de ocho horas en un día no escolar o 40 horas durante una semana no escolar.
- (3) no más de tres horas en un día escolar, 18 horas durante una semana escolar.
- (4) Menores pueden trabajar solamente entre las 7 a.m. y las 7 p.m. durante el año escolar. Sin embargo, entre el primero de junio y el Día del trabajador, pueden trabajar entre las 7 a.m. y las 9 p.m.

Actores Juveniles-Ley estatal

Definición de actor juvenil – niño(a) menor de 14 años que se emplea como un actor u otro ejecutante

Definición de actor juvenil extra – niño(a) menor de 14 años que se emplea como un extra generalmente en el ambiente de la actuación, sin hacer uso de la palabra, el canto, baile o funciones.

Cada persona que solicita autorización para el actor juvenil deberá presentar una solicitud de autorización en un formulario proporcionado por la Comisión de la Fuerza Laboral de Texas. La autorización especial para actores juveniles de ser empleados como extras es concedida sin la necesidad de archivar una aplicación si el empleador cumple con los requisitos de la Comisión. Para más información e instrucciones, llame al 800-832-9243.

MULTAS:

Estado de Texas – Una ofensa bajo el Capítulo 51, Código Laboral de Texas, es un delito menor de Clase B, excepto la ofensa de emplear a un joven menor de 14 años para vender o solicitar, el cual es un delito menor de Clase A. Si la Comisión determina que una persona haya violado esta Acta en el empleo de un menor, o una regla adoptada bajo esta Acta, la Comisión podrá fijar una multa administrativa contra tal persona de una cantidad no más de \$10,000 por cada violación. El Ministro de Justicia (Attorney General) podrá procurar un mandamiento judicial en la corte del distrito contra un empleador que viole repetidamente los requisitos establecidos por esta Acta referente al empleo de menores.

Federal – El FLSA prescribe una máxima multa administrativa de \$11,000 por violación y/o prosecución criminal y multas.

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MINES-30 108221

Victoria ISD – Student Evaluation Form

Student Name: _____ Instructor/Campus: _____ Training Site: _____ Phone: _____

Scoring Guide: 100-90 = Outstanding | 89-80 = Above Average | 79-70 = Average | 69 and Below = Needs Improvement

Criteria	Visit 1	Visit 2	Visit 3	Visit 4	Visit 5	Visit 6	Description
Job Performance							Completes assigned tasks accurately and efficiently
Attendance & Dependability							Arrives on time and follows schedule consistently
Communication							Communicates effectively with supervisors and coworkers
Professionalism							Maintains a positive attitude and professional behavior
Initiative							Works independently and follows through on responsibilities
Adaptability & Teamwork							Adjusts well to change and works cooperatively

Visit	Date	Score	Supervisor Signature	Coordinator Signature
1				
2				
3				
4				
5				
6				

It is the policy of Victoria ISD not to discriminate on the basis of sex, handicap, disability, race, religion, marital status, color, gender, age, ancestry, veteran status, national origin or political affiliation in its education or employment programs and/or activities, including career and technology programs, as required by Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973.

Weekly Training Report
Due Every Friday: Attach Copy of Pay Stub

Week # _____ Pay Period: ☐ Weekly ☐ Bi-Weekly ☐ Bi-Monthly ☐ Monthly

Student Name: _____ Training Station: _____

Training Sponsor _____ Weekly Training Objective: _____

Write in the Day <u>your</u> work week starts	Date Format: 09/01	Training Hours at Work:		Total Hours and Minutes Per Shift:	Attendance at Work: Explain any incidences you 1. Were late to work 2. Did not report to work 3. Left work early
		Start Time:	End Time:		

1. Did you report to work all week as scheduled? ☐ Yes ☐ No
2. If you were absent from work at any time this week:
- a. Did you follow the company's procedures for being absent? Y ☐ N ☐
- b. What is your employer's procedure for not reporting to work as scheduled _____
- c. Did you call your training sponsor as soon as the establishment opened for business? ☐ Yes ☐ No

3. Calculate your wages this week:

Total Hours _____ X Hourly Wages _____ = Total Weekly Gross Wages _____

Gross Wages: _____

Federal withholding Tax: \$ _____

FICA Medicare \$ _____

FICA Social Security \$ _____

Other \$ _____

Total Deductions _____

Wages _____

\$ _____ \$ _____ \$ _____	Net
--	------------

4. a. Are the Gross and Net amounts you calculated the same amount indicated on your check?
(attach check stub to this report) Yes ☐ No ☐
4. b. If the amounts are not the same, what were the discrepancies? _____
5. List and explain your job duties this week: _____
6. Journal Topic: _____

ABSENCE REPORT FROM SCHOOL THIS WEEK

Class Period:	Indicate any days you were Absent or Tardy from school this week. (A = Absent & T = Tardy)					Reason/s you were absent or tardy from school.
	Monday	Tuesday	Wednesday	Thursday	Friday	
1						
2						
3						
4						
5						
6						
7						
☐	 Check box if you were present and on time to all of your classes all week.					

- Did you inform your teacher/Program Coordinator on the date of absence? Yes ____ No ____
If not, explain.

- Did you report to the Training Site and not to school? Yes ____ No ____
If yes, explain.

- What are your total absences to date for the 2020-2021 school year? _____
(Each class counts as one absence).
- What are your total tardies to date for the 2020-2021 school year? _____

I certify that the information is accurate and honest on both the Weekly Training and Absence Reports.

Student Name _____

Date _____

The Victoria Independent School District prohibits discrimination, including harassment, against any student on the basis of race, color, religion, sex, gender, sexual orientation, national origin, disability, age, or any other basis prohibited by law.

El Distrito prohíbe la discriminación, incluyendo el acoso, en contra de cualquier estudiante debido a su raza, color, religión, sexo, género, orientación sexual, origen nacional, discapacidad, edad o cualquier otra razón prohibida por la ley.

CAREER AND TECHNICAL EDUCATION CAREER PREPARATION STANDARDS OF OPERATION

Career Preparation Training programs allow students to gain actual work experience and classroom instruction in the career area they have chosen. It is necessary to the success of the Career Preparation Programs that students, parents, and employers understand and agree to abide by several basic principles of operation. The development of good work habits begins with compliance of all concerned to the departmental standards.

The objectives of Career and Technical Education in the School District are to provide each student with a saleable occupational skill and to develop student abilities in areas of leadership, scholarship, cooperation, attitude, and career planning.

The School District offers cooperative training programs in many of the 11 career clusters. Admission to these programs is based on interest, aptitude, grade classification, age, and course prerequisites.

The School District does not discriminate on the basis of race, color, national origin, religion, sex, disabilities gender, sexual orientation or any other basis prohibited by law in providing educational services, activities, and programs, including career and technical education programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the, Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; as amended; and Title II of the Americans with Disabilities Act.

The School District will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and career and technical education programs.

To the Student and the Parents/Guardians: (Initial each program requirement on the left).

Student Parent |

- | | | |
|-------|-------|--|
| _____ | _____ | 1. Students enrolled in a Career Preparation program are seen in the community as representatives from their respective high school. Any misconduct while at a training station becomes a matter of school policy during the school year. Teachers, employers, and the school expect career preparation students to maintain excellent conduct at all times. |
| _____ | _____ | 2. Students will have 15 school days from the 1st day of class to secure employment at a teacher-approved jobsite. It is recommended that students not work under the direct supervision of a relative. Students are expected to provide their own transportation to and from their training station and work a minimum of 15 hours per week. |
| _____ | _____ | 3. If a student is not on the work schedule during class periods designated for work, he/she is expected to leave the high school campus unless the teacher has given written approval in advance. Any student found on campus without written approval will be subject to administrative due process. |
| _____ | _____ | 4. Students must be at least a Junior, 16 years of age by the first day of school, and must have valid work documentation such as a state issued photo ID, driver's license, Social Security card, etc. |
| _____ | _____ | 5. All school district policies concerning behavior will be enforced while the student is on the job, at school, and or attending program functions. Working at the jobsite is a privilege and is an extension of the student's worked-based learning experience from the classroom. |
| _____ | _____ | 6. All jobsite policies, regulations and procedures will be enforced while on the job. Failure to comply would be violating work program and Texas Education Agency requirements . TEKS: 127.14 2A, 127.15 2A, 127.16 5C |
| _____ | _____ | 7. Frequent absenteeism from school cannot be tolerated and may result in loss of credit. Students with special circumstances or chronic illness should remain in contact with Career Preparation teacher and home campus. |

- _____ 8. The student is expected to contact the teacher and employer if he/she will not be in class or on the job. Reporting for on-the-job training on a day when the student is absent from school (including suspension), unless approved in advance by the teacher, constitutes grounds for removal from the Career Preparation program.
- _____ 9. Parents should understand the student's responsibility to the training station for periods the student is scheduled to work and should not expect the student to "call in" to miss work for various reasons including but not limited to a last-minute shopping trip or weekend getaway. Request for days off from work for personal obligations need to be made prior to student being put on the work schedule. Once the work schedule is made, employers are relying on employees to execute the workload. Parents should consult with the teacher coordinator rather than the employer concerning training station difficulties.
- _____ 10. The student is expected to maintain a satisfactory academic standing at school and to inform the teacher of any problems that might affect his/her job or school work. It is recommended that student work hours be limited to 25 hours per week, excluding weekends.
- _____ 11. The student is expected to stay in the same training station during the entire period of enrollment in the program. Any student who quits a job at an approved training station without prior approval of the teacher will receive a zero for the work portion of the grading period.
- _____ 12. Any student who has been dismissed by his/her training sponsor for sufficient reason will receive a grade of "zero" for the work portion of the grading period involved. The student will need to meet with the teacher to discuss new employment at which time the principal, teacher and counselor will determine program status.
- _____ 13. Students may not accept or place personal phone calls while at their training station.
- _____ 14. Family and friends are not to visit the student on their jobs at any time.
- _____ 15. Career Preparation students are encouraged to participate in a CTSO (Career & Technical Student Organization). The Youth Leadership Programs (BPA, DECA, FBLA, FCCLA, FFA, Skills, TAFE, TSA) are an integral part of Career Preparation Training. Members are expected to participate in the approved functions of the organization and to assume nominal financial responsibilities associated with organization activities such as dues, employer banquet, contest expenses, etc. Students are under the jurisdiction of the school while participating in approved organization activities.
- _____ 16. Parents of Career Preparation students will consider this form as parental consent for their student to take part in all program activities as well as permission to leave school to participate in these activities.

I have read the above statements and I agree to comply with them. I understand that failure to follow these rules may result in loss of credit and removal from the program.

Student Signature (Date)

Parent/Guardian Signature (Date)

Student ID Number

Home Phone (of Parent/Guardian) Work Phone

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STUDENT DAILY JOB SEARCH REPORT

Student's Name _____ Date of Face-to-Face Job Application: _____

Date this form was submitted to Work Program Coordinator: _____

Work Program Coordinator Initials: _____

Professional, Business Casual, Casual photos attached: Yes ___ No ___

When unemployed, you must be actively seeking employment by applying face-to-face for employment with at least one employer/jobsite per instructional day until you have secured employment. You have up to 15 school days to secure employment at an approved jobsite, but must submit this form for every job application you submit and it is your responsibility to submit it to your work program coordinator the following school day from the date of your application. Online job applications are accepted, but are limited to 2 online applications per week and will be accepted only with a complete printout of the submitted application. Please do not hesitate to contact your work program coordinator if you are needing help finding employment. I'm here to help guide you through this process. 😊

To help you secure employment before the deadline, please complete the following information:

Name of Employer (Jobsite) your applied: _____

Address: _____ Phone : _____

Who did you speak with when you applied? _____

What is their job title? _____

What color ink did you write with on your job application? _____ Did you ask to borrow a pen? _____

Was your handwriting legible? _____ How do you know? _____

Did you maintain eye contact with the employer? _____

Did you have an on-the-spot interview? _____ Explain. What happened when you submitted the application?

Did you ask when they would be scheduling interviews? _____

What did you wear to the interview? _____

Were you well-groomed? Explain. _____

Did you submit a resume with your job application? Yes _____ No _____

Did you inform the employer you are enrolled in the Career Preparation Program? Yes ____ No ____

Did you have your cell phone visible at any time while you were at the jobsite? No ____ If yes, explain the purpose. _____

For face-to-face applications, did you have friends or family with you at the time you submitted your job application? Yes ____ No ____

What can you wear, say or do at the next interview to give a more professional impression of yourself? _____

Submit a photo of professional dress, business casual, and casual dress with this form.

List any concerns and/or problems you are facing in securing employment. _____

What would you like help with as far as securing employment? (Examples: what to wear, introducing yourself, resume writing) _____

What employers do you know of that are hiring now? _____

Where are some possible places you can apply? _____

What are your career goals, interests, hobbies? _____

Can you think of an entry-level job that would be a good fit for your career goals? _____

If so, where? _____

Student Signature

The Victoria Independent School District prohibits discrimination, including harassment, against any student on the basis of race, color, religion, sex, gender, sexual orientation, national origin, disability, age, or any other basis prohibited by law.

El Distrito prohíbe la discriminación, incluyendo el acoso, en contra de cualquier estudiante debido a su raza, color, religión, sexo, género, orientación sexual, origen nacional, discapacidad, edad o cualquier otra razón prohibida por la ley.

Chapter 5.7 of the 2025–2026 Student Attendance Accounting Handbook:

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Section 5 Career and Technical Education (CTE)

This section addresses unique attendance accounting provisions for CTE. They must be applied in conjunction with the general rules in [Section 1 Overview](#), [Section 2 Audit Requirements](#), and [Section 3 General Attendance Requirements](#). If students are served by multiple programs, review and apply the provisions of each applicable program.

Important: See [Section 3 General Attendance Requirements](#) for general attendance requirements that apply to all program areas, including CTE.

5.7 Career Preparation and Practicum Learning Experiences

Career Preparation consists of time spent at an approved training site and classroom instruction. Practicums and Career Preparation for Programs of Study are specific to a career cluster and combine classroom instruction with learning experiences in a laboratory setting or at an approved training site.

Career Preparation and practicums require that the LEA and the training sponsor plan and supervise instruction cooperatively. Students receive instruction by participating in occupationally specific classroom instruction and training site experiences.

Note: Time a student spends at a training site is instructionally engaged time. Up to 120 minutes per day required time at the training station counts toward meeting full-time and half-time attendance requirements. (See [3.2 Membership and Eligibility for Attendance and Foundation School Program \(FSP\) Funding](#).)

5.7.1 Career Preparation Eligibility Requirements

CTE Career Preparation eligibility requirements are as follows. Refer to [5.7.3 Training Plan Requirements and Date on Which Students May Earn Contact Hours](#) through [5.7.5 Required Site Visits by Teachers](#) for additional information and to the [Glossary](#) for definitions.

- The Career Preparation course¹⁴⁴ is for **paid or unpaid** experiences. The classroom component must address all the TEKS for the course, with accommodations or modifications as specified by the student's IEP if it is a student who receives special education services. The training site will provide students with a variety of learning experiences that will give them the broadest possible understanding of the business or industry.
- Each Career Preparation course must consist of student participation in career preparation training appropriate to the instructional program plus participation in related CTE classroom instruction. The course should **span the entire school year**, and classroom instruction must average one class period each day for every school week. Class periods are required to be a

minimum of 45 minutes in length. A student is expected to be enrolled the entire school year. However, in accordance with LEA policy, a student may enter or exit the course when extenuating circumstances require such a change.

- A student must be a minimum age of 16 and hold valid work documentation, such as a Social Security card, to participate in paid Career Preparation learning experiences.
- Students unemployed or without an unpaid work-based learning experience for more than 15 consecutive school days are not eligible for contact hours.
- An LEA must not enroll a student in a Career Preparation course in any setting that does not allow a student to be enrolled for the entire school year, such as credit recovery.

Use the following chart to determine the CTE code for students participating in CTE Career Preparation.

Classroom Instruction	Work-Based Instruction	Units of Credit	CTE Code
1 class period per day (average)	10 hours per week (average)	2	V2
1 class period per day (average)	15 hours per week (average)	3	V3

5.7.2 Practicum Course Eligibility Requirements

CTE practicum course eligibility requirements are as follows. Refer to [5.7.3 Training Plan Requirements and Date on Which Students May Earn Contact Hours](#) through [5.7.5 Required Site Visits by Teachers](#) for additional information and to the Glossary for definitions.

- Practicum courses and other two credit or three credit CTE courses found in [19 TAC Chapter 127](#) may be used as laboratory-based, **paid**, or **unpaid** work experiences for students.
- Each practicum course using a work-based learning instructional arrangement must consist of student participation in training aligned with the student's program of study plus participation in related CTE classroom instruction. A practicum course **spans the entire year**. A student is expected to be enrolled the entire school year. However, in accordance with LEA policy, a student may enter or exit the course when extenuating circumstances require such a change.
- **In a practicum instructional arrangement, related classroom instruction must average one class period per week during the school year. Student instruction during the one class period per week is required to be a minimum of 45 minutes in length.**
- A student must be a minimum age of 16 and hold valid work documentation such as a Social Security card to enroll in any of the practicum learning experiences that have a **paid** component.
- Students unemployed for more than 15 consecutive school days in a practicum learning experience must be placed in an unpaid learning experience.

Use the following chart to determine the CTE code for students participating in a practicum learning experience.

Combination of Classroom Instruction and Work-Based Instruction (Work Site or Lab Based)	Units of Credit	CTE Code
2 class periods per day (average)	2	V2
3 class periods per day (average)	3	V3

5.7.3 Training Plan Requirements and Date on Which Students May Earn Contact Hours

Written training plans must be on file for any student participating in either a paid or unpaid work-based learning experience at an approved training site except for a student participating in an unpaid practicum for which the teacher of record provides all training. The training plan form is available at http://tea.texas.gov/CTE_Career_Preparation_and_Practicum_Courses/.

A student in **paid** or **unpaid** work-based instruction may be counted for contact hours on the first day of enrollment, provided a training plan for the student is on file within 15 school days of the student's employment date.

5.7.4 Additional Requirements for Students Participating in Paid or Unpaid Learning Experiences

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

5.7.5 Required Site Visits by Teachers

A teacher assigned to teach courses involving work-based learning experiences, both **paid** and **unpaid**, must *physically* visit each student training site at least six times each school year. If a student's work-based learning experience is 100 percent remote, the teacher assigned may conduct online video site visits. The teacher must be provided time within his or her schedule to visit the training sites. The training site visits must not be conducted during the teacher's planning and preparation period.¹⁴⁵ Regardless of the length of a grading period, at least one training site visit must be conducted during each grading period to earn contact hours for that reporting period.

5.8 Career and Technical Education Project-Based Capstone

The Career and Technical Education Project-Based Capstone course¹⁴⁶ must be cooperatively planned by the student and teacher, continuously supervised by the teacher, and conducted by the student with the guidance and support of a mentor or interdisciplinary team. Adaptations such as accommodations or modifications must be implemented as specified by a student's IEP, as applicable.

An LEA must maintain a written project plan for each student enrolled in the Career and Technical Education Project-Based Capstone course. An LEA may count a student in the Career and Technical Education Project-Based Capstone course for contact hours on the first day of enrollment, provided the

student's project plan is written within 15 school days of the student's enrollment date. If a student's project plan is not written within this time period, an LEA may count the student for contact hours beginning on the first day the project plan is written.

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

I acknowledge that I received the Career Preparation Handbook and Attendance Policy
as required by TEA

Student Signature

Date

Parent/Guardian Signature

Date
