PTAA

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Pioneer Technology & Arts Academy

CTE ACADEMIC PLANNING GUIDE

2024-2025

ANNUAL PUBLIC NOTIFICATION OF NONDISCRIMINATION

Pioneer Technology & Arts Academy offers career and technical education programs in Business, Marketing, & Finance; Education & Training; Health Science; and Information Technology. Admission to these programs is based on TEA and local LEA standards.

It is the policy of Pioneer Technology & Arts Academy not to discriminate on the basis of race, color, national origin, sex or handicap in its vocational programs, services or activities and provides equal access to the Boy Scouts and other designated youth groups as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

It is the policy of Pioneer Technology & Arts Academy not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

Pioneer Technology & Arts Academy will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

For information about your rights or grievance procedures, contact the Title IX Coordinator at dlove@ptaaschool.org, and/or the Section 504 Coordinator at (email address of Section 504 Coordinator), (phone number of Section 504 Coordinator).

Pioneer Technology & Arts Academy ofrece programas de educación técnica y vocacional en Negocios, Mercadotecnia y Finanzas; Educación y Formación; Ciencias de la Salud; Tecnología de la Información. La admisión a estos programas se basa en Estándares TEA y LEA locales.

Es norma de Pioneer Technology & Arts Academyno discriminar en sus programas, servicios o actividades vocacionales y brinda igualdad de acceso a los Boy Scouts y otros grupos juveniles designados por motivos de raza, color, origen nacional, sexo o impedimento, tal como lo requieren el Título VI de la Ley de Derechos Civiles de 1964, según enmienda; Título IX de las Enmiendas en la Educación de 1972, y la Sección 504 de la Ley de Rehabilitación de 1973, según enmienda.

Es norma de Pioneer Technology & Arts Academy no discriminar en sus procedimientos de empleo por motivos de raza, color, origen nacional, sexo, impedimento o edad, tal como lo requieren el Título VI de la Ley de Derechos Civiles de 1964, según enmienda; Título IX de las Enmiendas en la Educación, de 1972, la ley de Discriminación por Edad, de 1975, según enmienda; y la Sección 504 de la Ley de Rehabilitación de 1973, según enmienda.

Pioneer Technology & Arts Academy tomará las medidas necesarias para asegurar que la falta de habilidad en el uso del inglés no sea un obstáculo para la admisión y participación en todos los programas educativos y vocacionales.

Para información sobre sus derechos o procedimientos de quejas, comuníquese con el Coordinador del Título IX en dlove@ptaaschool.org, y/o el Coordinador de la Sección 504 en (dirección), (dirección de correo electrónico), (número de teléfono).

PIONEER TECHNOLOGY & ARTS ACADEMY

15720 Hillcrest Road
Dallas, Texas 75248
469-405-8967

CTE

Career and technical education programs offer a sequence of courses that provides students with coherent and rigorous content. CTE content is aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions.

Program of Study

Perkins V describes a program of study as a coordinated, non duplicative sequence of academic and technical content at the secondary and postsecondary level that:

- Incorporates challenging state academic standards
- Addresses academic, technical, and employability skills
- Aligns with the needs of industries in the state, regional, and/or local economy
- Progresses in specificity, beginning with all aspects of industry and leading to more occupation
- Specific instruction
- Has multiple entry and exit points that incorporate credentialing
- Culminates in the attainment of a recognized postsecondary credential

Endorsement

Endorsements consist of a related series of courses that are grouped together by interest or skill set. They provide students with in-depth knowledge of a subject area. Students must select an endorsement* in the ninth grade. Students earn an endorsement by completing the curriculum requirements for the endorsement, including 4th credit of math and science and 2 additional elective credits.

ARTS & HUMANITIES   **BUSINESS & INDUSTRY**   **MULTI-DISCIPLINARY**   **PUBLIC SERVICE**   **STEM**

IBC

An industry-based certification (IBC) is a specific type of credential that validates that an individual possesses certain industry specific skills related to a career cluster or occupation and is measured against a set of accepted industry standards. TEA adopted by rule (19 TAC 74.1003) a set of requirements and process to formally approve industry-based certifications. This is a high-level summary of those requirements:

1. Defined as a certification — not just a certificate of course completion, but demonstration that skills were obtained and valid for a specific period of time (e.g., not the driver education course, but the drivers' license exam)
2. Industry recognized and valued — employer surveys indicate the certification is given significant consideration for hiring and wages
3. Attainable by a high school student — a 17 or 18 year old could reasonably earn it by graduation
4. Portable — regionally, to multiple employers, or to more advanced postsecondary or apprentice work
5. Certifying Entity — certifications are issued independent of course completion to validate skills (e.g., DPS as the entity that validates passage of the drivers license exams)

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ACADEMIC PLANNING GUIDE CHART
Career and Technical Education (CTE)

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Business, Marketing, and Finance Career Cluster		
Business Management	Principles of Business, Marketing, and Finance	Business Information Management I w/Lab
Education and Training Career Cluster		
Teaching and Training	Principles of Education and Training	Human Growth and Development
Health Science Career Cluster		
Diagnostic & Therapeutic Services	Principles of Health Science	Medical Terminology*
Information Technology Career Cluster		
Programming and Software Development	Fundamentals of Computer Science	Computer Science I AP Computer Science Principles

Programs of study will provide students with a course sequence that ties to an endorsement and offers a strong vertical alignment between secondary and postsecondary education.

The suggested course pathways are intended to provide guidance to students seeking college and career readiness through course content and industry based certifications.

LEVEL 3	LEVEL 4	INDUSTRY BASED CERTIFICATIONS	
Business, Marketing, and Finance Career Cluster			
Business Information Management II w/Lab	Practicum in Business Management	Microsoft 2019 G M Office Specialist 2016 Master G M	
Education and Training Career Cluster			
Instructional Practices	Practicum in Education and Training*	Educational Aide I G M	
Health Science Career Cluster			
Health Science Theory*/ Health Science Clinical Anatomy and Physiology*	Practicum in Health Science* Emergency Medical Technician - Basic *	EMT Basic G M ND Enhanced Nurse Aid I/ LVN F	
Information Technology Career Cluster			
Computer Science II	Career Preparation Practicum in Information Technology	Info Technology Specialist: Java Script F G M ND Python Programmer F G M ND	

* Dual Credit Courses

F - Fate Campus

G - Greenville Campus

M - Mesquite Campus

ND - North Dallas Campus

BUSINESS, MARKETING, AND FINANCE CAREER CLUSTER

The Business, Marketing, and Finance Career Cluster focuses on careers in planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations.

Business Management

The Business Management program of study teaches CTE learners how to plan, direct, and coordinate the administrative services and operations of an organization. Through this program of study, students will learn the skills necessary to formulate policies, manage daily operations, and allocate the use of materials and human resources. This program of study will also introduce students to mathematical modeling tools and organizational evaluation methods.

Meets the requirements of the Business and Industry Endorsement

Programs of study will provide students with a course sequence that ties to an endorsement and offers a strong vertical alignment between secondary and postsecondary education.

The suggested course pathways are intended to provide guidance to students seeking college and career readiness through course content and industry based certifications.

BUSINESS MANAGEMENT
Business, Marketing, and Finance Career Cluster
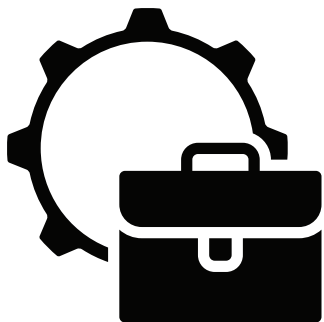
SUGGESTED COURSE PATHWAYS

Courses are not tied to grade levels.

Level 1	**Principles of Business, Marketing, and Finance**
Level 2	**Business Information Management I w/Lab**
Level 3	**Business Information Management II w/Lab**
Level 4	**Practicum in Business Management**

COURSE INFORMATION

COURSE NO.	COURSE NAME	GRADE	PREREQUISITES	CERTIFICATIONS
13011200	Principles of Business, Marketing, and Finance	9 - 11	None	N/A
13011410	Business Information Management I w/Lab	9 - 12	None	N/A
13011510	Business Information Management II w/Lab	10 - 12	None	N/A
13012200	Practicum in Business Management	11 - 12	None	N/A

Career Cluster Certification:
Microsoft 2019

COURSE DESCRIPTIONS

13011200 | **Principles of Business, Marketing, and Finance**

Grade Placement: 9 - 11

Credits: 1

Prerequisites: None

In Principles of Business, Marketing, and Finance, students gain knowledge and skills in economies and private enterprise systems, the impact of global business, the marketing of goods and services, advertising, and product pricing. Students analyze the sales process and financial management principles. This course allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings in business, marketing, and finance.

13011410 | **Business Information Management I w/ Lab**

Grade Placement: 9 - 12

Credits: 2

Prerequisites: None

Business Lab is designed to provide students an opportunity to further enhance previously studied knowledge and skills and may be used as an extension of Business Information Management I or Business Information Management II; it is a recommended corequisite course, and may not be offered as a stand-alone course. Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and to make a successful transition to the workforce or postsecondary education. Students apply technical skills to address business applications of emerging technologies. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the business environment. Students incorporate a broad base of knowledge that includes the legal, managerial, marketing, financial, ethical, and international dimensions of business to make appropriate business decisions.

13011510 | **Business Information Management II w/ Lab**

Grade Placement: 10 - 12

Credits: 2

Prerequisites: None

In Business Information Management II, students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce or postsecondary education. Students apply technical skills to address business applications of emerging technologies, create complex word-processing documents, develop sophisticated spreadsheets using charts and graphs, and make an electronic presentation using appropriate multimedia software.

COURSE DESCRIPTIONS

13012200 **Practicum in Business Management**

Grade Placement: 11 - 12

Credits: 2

Prerequisites: None

Practicum in Business Management is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences occur in a paid or unpaid arrangement and a variety of locations appropriate to the nature and level of experience. Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and to make a successful transition to the workforce or postsecondary education. Students apply technical skills to address business applications of emerging technologies. Students develop a foundation in the economic, financial, technological, international, social, and ethical aspects of business to become competent consumers, employees, and entrepreneurs. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the business environment. Students incorporate a broad base of knowledge that includes the legal, managerial, marketing, financial, ethical, and international dimensions of business to make appropriate business decisions.

POSTSECONDARY PATHWAYS

ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/DOCTORAL PROFESSIONAL DEGREE
Business Administration	Business Administration	Business Administration
Business/Commerce	Business/Commerce	Business Management
Public Administration	Public Administration	Public Administration
Business Management	Management Science	Management Science

WORKFORCE/CAREER OPTIONS

OCCUPATIONS	MEDIAN WAGE	ANNUAL OPENINGS	% GROWTH
Administrative Service Managers	$96,138	2,277	21%
Management Analysts	$87,651	4,706	32%
General and Operations Managers	$107,640	18,679	20%
Supervisors of Administrative Support Works	$57,616	14,982	20%

EDUCATION AND TRAINING CAREER CLUSTER

The Education and Training Career Cluster focuses on planning, managing, and providing education and training services and related learning support services. All parts of courses are designed to introduce learners to the various careers available within the Education and Training career cluster.
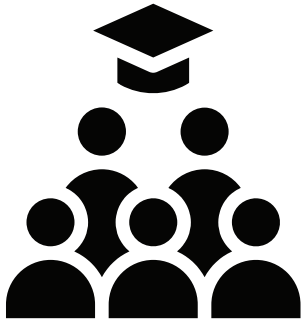
Teaching and Training

The Teaching and Training program of study prepares CTE learners for careers related to teaching, instruction, and creation of instructional and enrichment materials. The program of study introduces CTE learners to a wide variety of student groups and their corresponding needs. It familiarizes them with the processes for developing curriculum, coordinating educational content, and coaching groups and individuals.

Meets the requirements of the Public Service Endorsement

Programs of study will provide students with a course sequence that ties to an endorsement and offers a strong vertical alignment between secondary and postsecondary education.

The suggested course pathways are intended to provide guidance to students seeking college and career readiness through course content and industry based certifications.

TEACHING AND TRAINING
Education and Training Career Cluster
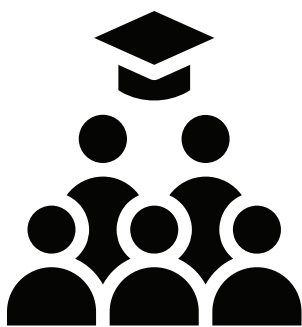
SUGGESTED COURSE PATHWAYS

Courses are not tied to grade levels.

Level 1	**Principles of Education and Training**
Level 2	**Human Growth and Development**
Level 3	**Instructional Practices**
Level 4	**Practicum in Education and Training***

COURSE INFORMATION

COURSE NO.	COURSE NAME	GRADE	PREREQUISITES	CERTIFICATIONS
13014200	Principles of Education and Training	9 - 10	None	None
13014300	Human Growth and Development	10 - 12	None	None
13014400	Instructional Practices	11 - 12	One credit from Education and Training Career Cluster	None
13014500	Practicum in Education and Training*	12	Instructional Practices	None

Career Cluster Certification:
Educational Aide I

COURSE DESCRIPTIONS

13014200   **Principles of Education and Training**

Grade Placement: 9 - 10

Credits: 1

Prerequisites: None

Principles of Education and Training is designed to introduce learners to the various careers available within the Education and Training Career Cluster. Students use self- knowledge as well as educational and career information to analyze various careers within the Education and Training Career Cluster. Students will develop a graduation plan that leads to a specific career choice in the student's interest area.

13014300   **Human Growth and Development**

Grade Placement: 10 - 12

Credits: 1

Prerequisites: None

Human Growth and Development is an examination of human development across the lifespan with emphasis on research, theoretical perspectives, and common physical, cognitive, emotional, and social developmental milestones. The course covers material that is generally taught in a postsecondary, one-semester introductory course in developmental psychology or human development.

13014400   **Instructional Practices**

Grade Placement: 11 - 12

Credits: 2

Prerequisites:

- One credit from Education and Training Career Cluster

Career Preparation I provides opportunities for students to participate in a work-based learning experience that combines classroom instruction with business and industry employment experiences. The goal is to prepare students with a variety of skills for a changing workplace. Career preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success.

13014500   **Practicum in Education and Training***

Grade Placement: 12

Credits: 2

Prerequisites:

- Instructional Practices

Practicum in Education and Training is a field-based internship that provides students background knowledge of child and adolescent development principles as well as principles of effective teaching and training practices. Students in the course work under the joint direction and supervision of both a teacher with knowledge of early childhood, middle childhood, and adolescence education and exemplary educators in direct instructional roles with elementary-, middle school-, and high school-aged students. Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, assist with record keeping, make physical arrangements, and complete other responsibilities of classroom teachers, trainers, paraprofessionals, or other educational personnel.

POSTSECONDARY PATHWAYS

ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/DOCTORAL PROFESSIONAL DEGREE
Teacher Education	Bilingual & Multilingual Education	Instruction & Learning
Education, General (Or Specific Subject)	Education, General (Or Specific Subject)	Educational Leadership & Administration
Special Education	Special Education	Special Education
Health & Physical Education	Health & Physical Education	Social & Philosophical Foundations of Education

WORKFORCE/CAREER OPTIONS

OCCUPATIONS	MEDIAN WAGE	ANNUAL OPENINGS	% GROWTH
Adult Basic and Secondary Education and Literacy Teachers and Instructors	$48,069	862	17%
Middle School Teachers, Except Special and Career/Technical Education	$54,510	6,407	15%
Career and Technical Education Teachers, Secondary School	$56,360	719	9%
Special Education Teachers, Secondary School	$56,720	980	18%

HEALTH SCIENCE CAREER CLUSTER

The Health Science Career Cluster focuses on planning, managing, and providing therapeutic services, diagnostics services, health informatics, support services, and biotechnology research and development. To pursue a career in the health science industry, students should learn to reason, think critically, make decisions, solve problems, communicate effectively, and work well with others.

Diagnostic & Therapeutic Services

The Diagnostic & Therapeutic Services program of study introduces students to occupations and educational opportunities related to diagnosing and treating acute, episodic, or chronic illness independently or as part of a healthcare team. This program of study also includes an introduction to the opportunities associated with providing treatment and counsel to patients, rehabilitative programs that help build or restore daily living skills to persons with disabilities or developmental delays, and exploration opportunities associated with blood laboratories as well as radiologic technology and ultrasound technology.

Meets the requirements of the Public Service Endorsement

OR (if math/science requirements are met)

Meets the requirements of the STEM Endorsement

Programs of study will provide students with a course sequence that ties to an endorsement and offers a strong vertical alignment between secondary and postsecondary education.

The suggested course pathways are intended to provide guidance to students seeking college and career readiness through course content and industry based certifications.

DIAGNOSTIC & THERAPEUTIC SERVICES
Health Science Career Cluster

SUGGESTED COURSE PATHWAYS

Courses are not tied to grade levels.

Level 1	**Principles of Health Science**
Level 2	**Medical Terminology***
Level 3	**Anatomy and Physiology*** **Health Science Theory/Health Science Clinical***
Level 4	**Practicum in Health Science*** **Emergency Medical Technician - Basic***

COURSE INFORMATION

COURSE NO.	COURSE NAME	GRADE	PREREQUISITES	CERTIFICATIONS
13020200	Principles of Health Science	9 - 10	None	N/A
13020300	Medical Terminology*	9 - 12	None	N/A
13020600	Anatomy and Physiology*	10 - 12	Biology and a second science credit	N/A
13020410	Health Science Theory/ Health Science Clinical*	10 - 12	Biology	N/A
13020500	Practicum in Health Science*	11 - 12	Biology and Health Science Theory	N/A
N1303015	Emergency Medical Technician - Basic*	11 - 12	None	N/A

Career Cluster Certification:
EMT Basic
Enhanced Nurse Aid I/ LVN

COURSE DESCRIPTIONS

13020200

Principles of Health Science

Grade Placement: 9 - 10

Credits: 1

Prerequisites: None

Certifications: None

The Principles of Health Science course is designed to provide an overview of the therapeutic, diagnostic, health informatics, support services, and biotechnology research and development systems of the health care industry.

13020300

Medical Terminology*

Grade Placement: 9 - 12

Credits: 1

Prerequisites: None

The Medical Terminology course is designed to introduce students to the structure of medical terms, including prefixes, suffixes, word roots, singular and plural forms, and medical abbreviations. The course allows students to achieve comprehension of medical vocabulary appropriate to medical procedures, human anatomy and physiology, and pathophysiology.

13020600

Anatomy and Physiology*

Grade Placement: 10 - 12

Credits: 1

Prerequisites:

- Biology and a second science credit

The Anatomy and Physiology course is designed for students to conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Anatomy and Physiology will study a variety of topics, including the structure and function of the human body and the interaction of body systems for maintaining homeostasis.

13020410

Health Science Theory/Health Science Clinical*

Grade Placement: 10 - 12

Credits: 2

Prerequisites:

- Biology

The Health Science Clinical course is designed to provide for the development of advanced knowledge and skills related to a wide variety of health careers. Students will employ hands-on experiences for continued knowledge and skill development. Districts are encouraged to offer this course in a consecutive block with Health Science Theory to allow students sufficient time to master the content of both courses.

13020500

Practicum in Health Science*

Grade Placement: 11 - 12

Credits: 2

Prerequisites:

- Biology
- Health Science Theory

The Practicum in Health Science course is designed to give students practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience.

N1303015

Emergency Medical Technician - Basic*

Grade Placement: 11 - 12

Credits: 2

Prerequisites: None

Emergency Medical Technician (EMT)—Basic instructs students to meet and exceed standard knowledge needed to be a valid Emergency Medical Technician. The curriculum includes skills necessary for a student to provide entry level emergency medical care, life support, and ambulance service. The EMT—Basic course is an introductory course to concepts, knowledge, and skills needed by EMTs in the areas of communications, transportation, and recordkeeping. Students interested in working in public safety, including fire, police, and ambulance operators will be capable of performing the job expectations of an EMT safely and effectively after the completion of this course.

POSTSECONDARY PATHWAYS

ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/DOCTORAL PROFESSIONAL DEGREE
Dental Hygienest	Dental Hygienest	Dentist
Medical/Clinical Assistant	Nuclear Medical Technology/ Technologist	Physical Assistant
Nuclear Medical Technology/ Technologist	Medical Radiologic Technology/Science Radiation Therapist	Radiologist
Magnetic Resonance Imaging (MRI) Technology/Technician		Radiologic Technology/Science Radiographer

WORKFORCE/CAREER OPTIONS

OCCUPATIONS	MEDIAN WAGE	ANNUAL OPENINGS	% GROWTH
Medical Assistants	$29,598	8,862	30%
Surgical Technologists	$45,032	1,150	20%
Diagnostic Medical Sonographers	$69,909	495	35%
Nuclear Medicine Technologists	$75,962	91	13%

INFORMATION TECHNOLOGY CAREER CLUSTER

The Information Technology (IT) Career Cluster focuses on building linkages in IT occupations for entry level, technical, and professional careers related to the design, development, support, and management of hardware, software, multimedia, and systems integration services.

Programming and Software Development

The Programming and Software Development program of study explores the occupations and education opportunities associated with researching, designing, developing, and testing operating systems-level software, compilers, and network distribution software for medical, industrial, military, communications, aerospace, business, scientific, and general computer applications. This program of study may also include exploration into creating, modifying, and testing the codes, forms, and script that allow computer applications to run.

Meets the requirements of the Business and Industry Endorsement

OR (if math/science requirements are met)

Meets the requirements of the STEM Endorsement

Programs of study will provide students with a course sequence that ties to an endorsement and offers a strong vertical alignment between secondary and postsecondary education.

The suggested course pathways are intended to provide guidance to students seeking college and career readiness through course content and industry based certifications.

PROGRAMMING AND SOFTWARE DEVELOPMENT
Information Technology Career Cluster

SUGGESTED COURSE PATHWAYS

Courses are not tied to grade levels.

Level 1	**Fundamentals of Computer Science**
Level 2	**Computer Science I** **AP Computer Science Principles**
Level 3	**Computer Science II**
Level 4	**Career Preparation** **Practicum in Information Technology**

COURSE INFORMATION

COURSE NO.	COURSE NAME	GRADE	PREREQUISITES	CERTIFICATIONS
03580140	Fundamentals of Computer Science	9 - 12	None	N/A
03580200	Computer Science I	9 - 12	None	N/A
A3580300	AP Computer Science Principles		None	N/A
03580300	Computer Science II	11 - 12	Algebra I and either Computer Science I or Fundamentals of Computer Science	N/A
12701121	Career Preparation	11 - 12	None	N/A
13028000	Practicum in Information Technology	12	A minimum of two high school information technology (IT) courses	N/A

Career Cluster Certification:
Info Technology Specialist: Java Script
Python Programmer

03580140

Fundamentals of Computer Science

Grade Placement: 9 - 12

Credits: 1

Prerequisites: None

Fundamentals of Computer Science is intended as a first course for those students just beginning the study of computer science. Students will learn about the computing tools that are used every day. Students will foster their creativity and innovation through opportunities to design, implement, and present solutions to real-world problems. Students will collaborate and use computer science concepts to access, analyze, and evaluate information needed to solve problems. Students will learn the problem-solving and reasoning skills that are the foundation of computer science. By using computer science knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of the principles of computer science through the study of technology operations and concepts. The six strands include creativity and innovation; communication and collaboration; research and information fluency; critical thinking; problem solving, and decision making; digital citizenship; and technology operations and concepts.

03580200

Computer Science I

Grade Placement: 9 - 10

Credits: 1

Prerequisites:

- Algebra I

Computer Science I will foster students' creativity and innovation by presenting opportunities to design, implement, and present meaningful programs through a variety of media. Students will collaborate with one another, their instructor, and various electronic communities to solve the problems presented throughout the course. Through data analysis, students will identify task requirements, plan search strategies, and use computer science concepts to access, analyze, and evaluate information needed to solve problems. By using computer science knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of the principles of computer science through the study of technology operations, systems, and concepts. The six strands include creativity and innovation; communication and collaboration; research and information fluency; critical thinking; problem solving, and decision making; digital citizenship; and technology operations and concepts.

A3580300

AP Computer Science Principles

Grade Placement:

Credits: 1

Prerequisites: None

Content requirements for Advanced Placement (AP) Computer Science Principles are prescribed in the College Board Publication Advanced Placement® Curriculum Framework: AP Computer Science Principles, published by The College Board

03580300

Computer Science II

Grade Placement: 11 - 12

Credits: 1

Prerequisites:

- Algebra I
- Either Computer Science I or Fundamentals of Computer Science

Computer Science II will foster students' creativity and innovation by presenting opportunities to design, implement, and present meaningful programs through a variety of media. Students will collaborate with one another, their instructor, and various electronic communities to solve the problems presented throughout the course. Through data analysis, students will identify task requirements, plan search strategies, and use computer science concepts to access, analyze, and evaluate information needed to solve problems. By using computer science knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of computer science through the study of technology operations, systems, and concepts. The six strands include creativity and innovation; communication and collaboration; research and information fluency; critical thinking; problem solving, and decision making; digital citizenship; and technology operations and concepts.

12701121

Career Preparation for Programs of Study

Grade Placement: 11 - 12

Credits: 2

Prerequisites: None

Career Preparation I provides opportunities for students to participate in a work-based learning experience that combines classroom instruction with business and industry employment experiences. The goal is to prepare students with a variety of skills for a changing workplace. Career preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success.

13028000

Practicum in Information Technology

Grade Placement: 12

Credits: 2

Prerequisites:

- A minimum of two high school information technology (IT) courses

In the Practicum in Information Technology, students will gain advanced knowledge and skills in the application, design, production, implementation, maintenance, evaluation, and assessment of products, services, and systems. Knowledge and skills in the proper use of analytical skills and application of IT concepts and standards are essential to prepare students for success in a technology-driven society. Critical thinking, IT experience, and product development may be conducted in a classroom setting with an industry mentor, as an unpaid or paid internship, as part of a capstone project, or as career preparation.

POSTSECONDARY PATHWAYS

ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/DOCTORAL PROFESSIONAL DEGREE
Computer Programming/ Programmer General	Management Information Systems, General	Computer Software Engineer
Computer Software Engineer	Computer Software Engineer	Computer Science
Computer Science	Computer Science	Information Science/ Studies
Certified Software Analyst	Information Science/ Studies	

WORKFORCE/CAREER OPTIONS

| OCCUPATIONS	MEDIAN WAGE	ANNUAL OPENINGS	% GROWTH
Software Developer, Systems Software	$103,334	2,985	25%
Software Developers, Application	$104,499	6,311	30%
Computer Programmers	$79,893	1,454	9%

Pioneer Technology & Arts Academy

Career & Technical Education

Changing Lives One Student at a Time

Work-Based Learning Program Guidelines

Standards of Operations for Practicum Courses

#MIT@PTAA

PTAA
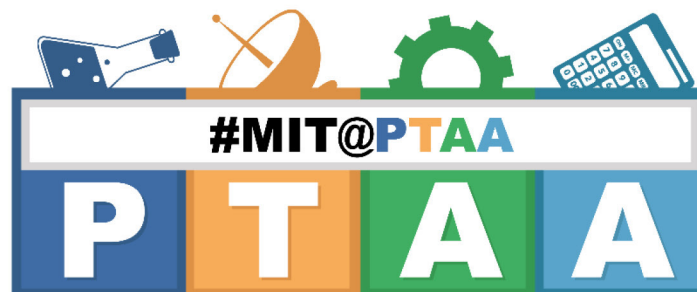
Motivate • Inspire • Teach

Key Terms and Definitions

Practicum Course: Blocked Course designed to be a capstone experience providing supervised practical application of knowledge and skills following a coherent sequence of courses and should ensure that students are meeting the 2-3 course credit requirements. Work-based learning (WBL) provides students the opportunity to explore a variety of careers, develop knowledge and skills related to their field of interest, and transition from a student to a professional. An example of work-based learning could include students rotating among various departments of a local facility in the community or completing an internship experience in a desired career field. Students who participate in practicum courses are not required to attend a work site. The practicum 2-credit or 3-credit course can be facilitated on campus.

Career Prep Course: Blocked Course designed to provide students the opportunity to participate in a learning experience that combines employment/ and on-the-job training both paid and unpaid and classroom instruction.

Training Plan: A training plan is a written agreement between a school and a training sponsor for each student enrolled in a WBL component of a practicum course. The training plan ensures that each student receives classroom instruction coordinated with work-based instruction to develop the essential knowledge and skills identified for the training area.

Training Site: Training sites are typically the workplaces of businesses or organizations where WBL students receive occupation-specific training in accordance with their training plans.

Training Sponsor: A training sponsor is the WBL student's supervisor and guide at a WBL training site. The sponsor confers regularly with the teacher-coordinator to plan, conduct, and evaluate training experiences to ensure that students develop the knowledge and skills required in their chosen occupational training area.

Teacher-Coordinator: The teacher-coordinator is the teacher of record for a course that includes work-based learning experiences. This person is responsible for teaching students in the classroom and coordinating WBL experiences outside of the classroom. The Teacher-Coordinator is required to complete one site visit per six weeks for everyone site location.

Non-Discrimination Statement

It is the policy of PTAA not to discriminate on the basis of age, race, religion, color, national origin, sex, marital or veteran status, disability or other legally protected status in its programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended. The following person has been designated to handle inquiries regarding the non-discrimination policies: Chief Human Resources Officer, 15720 Hillcrest Rd., Dallas, Texas 75248 al 469-405-8967.

Es la política del Distrito Escolar de Hays de no discriminar con base deedad, raza, religión, color, nacionalidad de origen, sexo, estado marital o de veterano, discapacidad, o cualquier otra condición protegida, con el fin de proveer programas, servicios o actividades según lo requiere el Título VI del Acta de los Derechos Civiles de 1964 según la enmienda; el Título IX de las Enmiendas a la Educación de 1972; y la Sección 504 del Acta de Rehabilitación de 1973 según la enmienda. Director de Recursos Humanos ha sido designado como la persona responsable de las investigaciones con respecto a las políticas de discriminación; con oficina en el 15720 Hillcrest Rd., Dallas, Texas 75248 al 469-405-8967.

Work-Based Learning Training Programs

PTAA utilizes two work-based learning (WBL) programs: practicum courses and career preparation courses. Practicum courses are aligned with a CTE program of study while career preparation (career prep) is not program-aligned (but it is supported by TEKS). For a student participating in paid experiences, employment must begin within 15 instructional days of the student's enrollment date. If a student's employment ends before the end of the school year, contact hours may be counted without interruption provided the student's **paid** training resumes within 15 instructional days and a written training plan is on file within 15 instructional days of employment. Teachers assigned to teach courses involving WBL experiences, both **paid** and **unpaid**, must visit each student training side at least six times each year (1x/ grading period). The teacher must be provided time within their schedule to visit the training side (that is not during their planning and preparation period); virtual site visits are currently allowed (see Site Observation Form in the appendixes).

Practicum Courses

Practicum Courses provide an opportunity for students to gain work experience and classroom instruction in the career field they have chosen. It is necessary to the success of the program that students, parents, and employers understand and agree to abide by several basic principles of operation. Students in practicum courses must participate in 45 minutes of weekly instructional and 10 hours outside the classroom at their identified work site (2 credit Hours). 3-Credit Hours is 45 minutes of weekly instruction and 15 hours outside the classroom at their identified work site. This is only the case if the students have an identified work site. Otherwise, all hours are completed at the student's respective campus.

A student participating in **paid/unpaid** practicum work-based instruction may be counted for contact hours on the first day of enrollment, provided a written training plan is completed and on file before the student begins participating in training at the site.

Career Preparation

Career preparation courses prepare high school students for college and career success. The Career Preparation course is for paid or unpaid experience only. The classroom component must address all the TEKS for the course and provide a student with a variety of learning experiences that will give the student the broadest possible understanding of the business or industry. Each Career Preparation course must consist of student participation in career preparation training appropriate to the instructional program plus participation in related CTE classroom instruction. The course should span the entire school year, and classroom instruction must average one class period each day for every school week. 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. Students who participate in career preparation must have a work site. This is not an option.

A student in **paid/unpaid** (career prep) 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 instructional days of the student's employment date.

Training Site Agreements

Training site affiliation agreement is a written agreement between the school and the employer that acknowledges the employer's roles and responsibilities in providing meaningful WBL experiences. The agreement covers general policies related to all students employed at a given training site and may extend beyond a single year. *MOU agreement must be secured between the campus and the student's place of employment before the work program can begin. PTAA does not provide transportation to or from the training site(s).

Training Plans

Completed training plans for each student enrolled is mandatory for the district to claim contact hours for funding purposes. There are separate forms for **paid** and **unpaid**. Four copies should be prepared per each student: (a) teacher's file, (b) employer, (c) student, and (d) CTE director. Work experiences should be correlated to study assignments, and there must be balance between general information and occupational competencies. The training plan is not complete without the back page listing TEKS and assignments for the course and TEKS and assignments for occupation.

Grades

Grades are a culmination of the following: (a) teacher/coordinator evaluations, (b) dependability grades, (c) classroom assignments, (d) workplace grades, and (e) documentation of working hours. Typically, teacher/coordinator evaluations count for at least 30% of a student's overall grade. Most teachers assign a grade for weekly training reports based on timeliness and completeness. Weekly training reports are completed by the students and should be used to summarize a student's WBL experience for the week. Reports should include: (a) number of hours worked, (b) amount of wages earned, (c) description of the activities performed, and (d) notes on any unusual, interesting, or challenging events that may have occurred.

Standards of Operation Work-Based Training (paid and unpaid)

1. **Practicum** courses may use <u>on campus labs</u> and paid or unpaid work experiences for students in order to earn course credit.

2. A combination of classroom instruction (45 minutes weekly) and work-based learning instruction must average **10 hours** per week for a **two-credit practicum** course and **15 hours** per week for a **three-credit** <u>practicum</u> **course**.

3. Each **practicum** course using a WBL instructional arrangement must consist of student participation in **training aligned** with the student's **program of study** <u>plus</u> participation in related **CTE classroom instruction**.

4. In a **practicum instructional arrangement**, related classroom instruction must average <u>one class period per week</u> during the school year.

5. A combination of classroom instruction (45 minutes **daily**) and work-based learning instruction must average **15 hours** per week for a **two-credit practicum** course and **20 hours** per week for a **three-credit** <u>career prep</u> **course**.

6. **Career prep** courses are **not** required to be aligned with the student's program of study in **CTE** classroom instruction: Career Preparation I (12701300) and Career Preparation I/Extended Career Prep I (12701305).

7. In a **practicum instructional arrangement**, related classroom instruction must average <u>one class period per day</u> during the school year.

8. Students MUST have adequate and reliable transportation to school and to training site.

9. Students may be dropped from the program for frequent absenteeism from school or the training site for any reason.

10. The district 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.

11. <u>The student</u> is expected to contact the teacher-coordinator and the employer if they will be absent from class or work at the training site as scheduled.

12. Should the student be absent from the school day, it is PTAA's WBL policy the student is not permitted to attend work/ training site.

13. Students are expected to maintain a satisfactory academic standing at school and to inform the Teacher/Coordinator of any problems that might affect their jobs or school work. The Texas Education Agency recommends limiting student work hours to 20-25 hours per week.

14. A student whose work-based learning experience is <u>terminated</u> **must report** the change in status to the Teacher/Coordinator **immediately**.

15. Students changing training sites **with prior approval** from the Teacher/Coordinator will have **15 school days** to find a new job **before being dropped** from the program. **Documentation of the job search will be required.**

16. Students involved in the work-based learning program are viewed as community **representatives of the high school**. Students are expected to maintain **excellent conduct and appropriate appearance at all times**.

<u>Paid Practicum Students</u>

17. 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 or career prep** learning experiences that have a <u>paid</u> component.

18. Students **unemployed** for more than 15 consecutive school days in a **practicum** learning experience must be placed in an **unpaid learning experience** or an **on-campus lab-based setting.**

19. Students unemployed, or without a paid work-based learning experience for more than 15 consecutive school days in a **career prep experience** are **NOT** eligible for contact hours (will be removed from course).

Responsibilities of Students

This includes but is not limited to:
- By enrolling in the Practicum course and by signing the Standards of Operation and the Training Plan, the student agrees to actively participate in all aspects of the work-based learning program. (if applicable)
- By enrolling in the Career Preparation (I or II) course and by signing the Standards of Operation and the Training Plan, the student agrees to actively participate in all aspects of the work-based learning program. (if applicable)
- Providing transportation to and from the training station
- Attending on-campus instruction and training when scheduled
- Complying with rules & regulations at school and at training site
- Complete weekly time sheet for classroom and work-based learning instruction
- Submit the signed permission to operate private transportation to the training site or the permission to be a passenger in a privately owned vehicle form prior to the start of the program

Responsibilities of Parents/Guardians

By signing the Standards of Operation and the student's Training Plan, parents/guardians agree to

support and monitor their child's active participation in the work-based learning program. This includes but is not limited to:

- Providing transportation to and from the training site
- Encouraging attendance at school and at the training site
- Encouraging compliance with rules & regulations at school and at training site
- Sign either the permission to operate private transportation to the training site or the permission for your student to be a passenger in a privately owned vehicle form prior to the start of the program

Responsibilities of the Teacher-Coordinator

By signing the Standards of Operation and the student's Training Plan, the teacher-coordinator agrees to support and monitor their student's active participation in the work-based learning program. This includes but is not limited to:

- Attend the 8-hour training prior to the first day of classes: https://www.txcte.org/resource/cte-work-based-learning-course
- Collect the signed permission to operate private transportation to the training site or the permission to be a passenger in a privately owned vehicle form prior to the start of the program
- Ensure student completes required number of hours per week and collect the student's **weekly** timesheet
- Collect the Training Sponsor Evaluation of the Student Form **once per grading period**
- Sign **weekly** timesheet for student's work-based learning instruction
- Complete Training Sponsor Evaluation of Student Form once **every six weeks**.
- Communication with the teacher-coordinator either during an in-person site visit or virtual meeting **once per grading period**
- **Keep the following records for 5 years: (a)** Eligibility and Nondiscrimination records, **(b)** Notifications of Nondiscrimination, **(c)** Individualized Training Plans, **(d)** Time Sheets, **(e)** Site Visit Records**, (f)** Student Performance Records, and **(g)** Financial Records.

Career Preparation Course I: Career Preparation I provides opportunities for students to participate in a learning experience that combines classroom instruction with paid or unpaid business and industry employment experiences. The goal is to prepare students with a variety of skills for a fast-changing workplace. The course is taught as a cooperative education program, and supports strong partnerships among stakeholders in schools, businesses, and the community. Each student has an individual training plan that addresses job-specific knowledge and skills. Approved training sponsors provide occupational training to students, and assist the teacher in providing the necessary knowledge and skills for the student's specific career preparation.

Career Preparation Course II: Career Preparation II develops essential knowledge and skills through classroom technical instruction and on-the-job training (OJT) in an approved business and industry training area. Like Career Preparation I, each student enrolled in Career Preparation II must be employed in a paid or unpaid WBL experience and have an individual training plan that addresses job-specific knowledge and skills.

CTE (Contact Hour) Codes: CTE courses approved for state weighted funding must have a corresponding CTE code (VI, V2, or V3), based on the course service ID for attendance accounting purposes.

To determine the CTE V-code to assign to the CTE course, LEA personnel must use the following chart.

CTE Course's Average Minutes per Day	CTE Code
45-89	V1
90-134	V2
135-180+	V3

Each CTE course must be reviewed separately to determine the average minutes per day students attend that course in a 10 school day period. Three contact hours (V3) is the maximum an LEA may claim for a single course.

Standards Operations

Signatures

Your signature below indicates you have carefully read and completely understand the rules and Standard Operating Procedures of Work-Based Training in PTAA.

You are aware that this is an elective program and your signature acknowledges your agreement to the standards stated herein.

Student

Student's Printed Name: _____

Student's Signature: _____

Parent/Guardian

Parent/Guardian's Printed Name: _____

Parent/Guardian Signature & Date: _____

Parent/Guardian's e-mail address: _____ Phone

Number: _____

Teacher/Coordinator

Print Firm or Business Name: _____

Teacher/Coordinator's Printed Name: _____

Teacher/Coordinator's Signature & Date: _____

Teacher/Coordinator's e-mail address: _____

Phone Number: _____

Training Plan Agreement
Unpaid Work-Based Instruction

Student_____Grade_____ Age _____

School District_____ Campus _____

Training Objective _____ Business Name _____

Career Cluster _____ CTE Course Title _____

Time Class Meets _____ PEIMS Code _____

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

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

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

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

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

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

If yes, any exemption(s) for student-learners or apprentices will apply as described in the *Youth Employment Provisions for Nonagricultural Occupations Under the Fair Labor Standards Act - Child Labor Bulletin 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 http://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

Description of Specific and Related Occupational Training

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

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

NOTE: This form is intended as a template; the user may modify as needed. Updated 11/2022

Training Plan Agreement
Paid Work-Based Instruction

Student _____ Grade_____ Age _____

School District_____ Campus _____

Training Objective _____ Business Name _____

Career Cluster _____ CTE Course Title _____

Time Class Meets _____ PEIMS Code _____

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

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

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

1. The beginning wage will be $ per for hours per school week.

2. Periodically, the training sponsor and CTE teacher will jointly review the wages paid the student to determine a fair and equitable wage consistent with the student's increased ability, prevailing economic conditions, and company policy.

The training period begins the_____ day of _____ , 20_____ , and extends through , _____, _____

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

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

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

It is the policy of _____ School District and _____ (business name) not to discriminate on the basis of race, color, national origin, sex, 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

Description of Specific and Related Occupational Training

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

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

NOTE: This form is intended as a template; the user may modify as needed. Updated 11/2022

CAREER PREPARATION
EMPLOYER INFO SHEET

Please complete the following form with your employer's contact information!

Company/Business:_____

Employer's Full Name:_____

Date of Hire:_____

Rate of Pay:_____

Employer's Phone Number:_____

Employer's Mailing Address:_____

Employer's Street Address:_____

Employer's Fax Number:_____

Employer's Email Address:_____

Alternate Contact (if normal supervisor is unavailable):_____

Any comments/questions/concerns: _____
_____
_____
_____
_____
_____
_____

AGREEMENT SIGNATURE FOR CAREER PREPARATION

I have received the following Career Preparation forms which cover the policies of the program:

- Letter to Parents
- CP Rules and Regulations
- Dependability Grade Policy
- Hour and Paycheck Verification

My signature signifies that I have read and agree to abide by the above policies.

_____   _____

Student Signature   Date

_____   _____

Parent Signature   Date

CAREER PREPARATION DEPENDABILITY GRADE

An important characteristic of a good employee is dependability. It is vital that the student realize the importance of being dependable on the job and in the classroom. To reinforce this, a "Dependability Grade" has been created. It is treated as a test grade and is averaged in with other test scores.

When a student is absent from school for ANY REASON he/she must telephone his/her co-op teacher and employer (if you are scheduled that day) before 9:00 am. The message will be recorded so be sure to leave your name, the date, the time, and your reason for being absent from school.

Failure to phone in will result in points being deducted from the "Dependability Grade" in the following manner:

Present everyday ---grade 100

Absent	Called in	Failure to call in
1 day	97	87
2 days	93	78
3 days	90	65
4 days	87	37
5 days	83	0

If you are absent 3 continuous days or more, and you have a doctor's note, you will be exempt from this system for that period of time.

As you can see, it is critical in this program that you demonstrate that you are a dependable, responsible, young adult.

Student Signature:_____

Parent Signature:_____

SITE OBSERVATION FORM

Student:_____Site: _____

Contact Person:_____

School Year: _____Phone Number: _____

Date: _____ Time: _____ Contact:_____ ○ By Phone ○ Visited Site ○ Other _____ *Comments/Observations:*	Date: _____ Time: _____ Contact: _____ ○ By Phone ○ Visited Site ○ Other _____ *Comments/Observations:*
Date: _____ Time: _____ Contact: _____ ○ By Phone ○ Visited Site ○ Other _____ *Comments/Observations:*	Date: _____ Time: _____ Contact: _____ ○ By Phone ○ Visited Site ○ Other _____ *Comments/Observations:*
Date: _____ Time: _____ Contact: _____ ○ By Phone ○ Visited Site ○ Other _____ *Comments/Observations:*	Date: _____ Time: _____ Contact: _____ ○ By Phone ○ Visited Site ○ Other _____ *Comments/Observations:*

Student Weekly Training Report

Student: _____ Week of: _____ Site: _____

Date(s) Worked	Amount of Hrs Worked	Amount of Wages Earned	Activities Performed	Notes (Challenges / Interesting Occurrences

TEACHER/COORDINATOR RECORD OF TRAINING STATION VISITS

School Year: _____

Student Attendance Accounting Handbook Section 5.7.5: "A teacher 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… Regardless of the length of the grading period, at least one visit must be conducted during each grading period to earn contact hours for that reporting period." Enter date and time you visited each student's training station for each six-week period on the chart below.

Student Name	Training Station Supervisor Name Phone Number	Round Trip Mileage	1st Six Weeks	2nd Six Weeks	3rd Six Weeks	4th Six Weeks	5th Six Weeks	6th Six Weeks	Summer