

HISD

Career Readiness

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EARNING TOMORROW.**

CTE Career Preparation General
Practicum and Project-Based Capstone Guidelines

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Career Prep General, Practicum, and Project-Based Capstone Program Overview

The **Career Preparation General and Practicum** courses consist of time spent at an approved training site and classroom instruction. Practicums are specific to a Career Cluster and combine classroom instruction with learning experiences in a laboratory setting or at an approved training site. The district requires the training sponsor to plan and supervise instruction cooperatively. Students receive instruction by participating in occupationally specific classroom instruction and training site experiences.

Note: The 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 of the Texas Education Agency Student Attendance Accounting Handbook.)

The **Project-Based Capstone** course 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. Each campus instructor must maintain a written project plan for each student enrolled in a Project-Based Capstone course. The 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 the 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.

Basic TEA Career Preparation, Practicum, and Project-Based Capstone Terminology:

- **Coordinator**
The teacher who directs classroom instruction and coordinates work-based learning experiences of students in career and technical education practicum courses, career preparation, or Project-Based Capstone courses.
- **Evaluation Form**
A form that will evaluate the student's performance on the work site or in the lab-based setting. This must be completed once every grading period and will influence the student learning experience in the course.
- **[Student Attendance Accounting Handbook](#)**
The Handbook contains the official attendance accounting requirements that all public-school districts and open-enrollment charter schools in Texas must meet.
- **Training Plan Agreement**
A written agreement between the school and the training sponsor for each student enrolled in a work-based instruction component of a practicum course.
- **Training Stations/Site**
The business/industry site where the student is placed for work-based instruction. The student is provided occupationally specific training experiences in accordance with the training plan agreement, under the guidance and supervision of a qualified training sponsor, and under the coordination and supervision of the teacher/coordinator.

This is a Reference Manual for the following courses.

Career Preparation General I	Ext. Career Preparation General I	Practicum in A/V Production
Practicum in Agriculture, Food, and Natural Resources	Practicum in Animation	Practicum in Architectural Design
Practicum in Business Management	Practicum in Commercial Photography	Practicum in Construction Management
Practicum in Construction Technology	Practicum in Culinary Arts	Practicum in Distribution and Logistics
Practicum in Education and Training	Practicum in Entrepreneurship	Practicum in Graphic Design and Illustration/
Practicum in Health Science	Practicum in Hospitality Services	Practicum in Human Services
Practicum in Information Technology	Practicum in Law, Public Safety, Corrections, and Security	Practicum in Local, State, and Federal Government
Practicum in Manufacturing	Practicum in Marketing	Practicum in Masonry Technology
Practicum in STEM	Practicum in Transportation Systems	Project-Based Research Capstone

IMPORTANT COORDINATOR'S DATES

Due Date	Documentation	Submit to
15th school day	-Student Training Plans	Student submits to Coordinator
15th of September	-Student Training Plans -Description of Specific and Related Objectives	Coordinator uploads to Career Readiness Office- Via Link.
End of each six-weeks	-Six weeks Evaluation Forms	Coordinator uploads to Work-Based Learning Teams Channel.
4th Friday in January	-New Student Training Plans	Student submits to Coordinator
Last week of the Spring Semester	-Spring Semester Evaluation Forms -Change of Training Station Forms -Unemployment logs	Coordinator submits to Work-Based Learning Teams Channel.

Note: The training site coordinator must keep a copy of student documentation on the home campus for five years after the student's graduation date.

What is Career Preparation General?

The Career Preparation General course is for **paid or unpaid** experiences. The classroom component must address all the Texas Education Knowledge and Skills (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 General course must consist of student participation in 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 for the entire school year. However, in accordance with district policy, a student may enter or exit the course when extenuating circumstances require such a change.

Minimum enrollment requirements:

- At least two credits in a career and technical education course.
- To participate in paid Career Preparation General learning experiences, a student must be at least 16 years old and in the 11th or 12th grade and hold valid work documentation, such as a Social Security card.
- Students must have their own transportation.
- Students who have been unemployed or without an unpaid work-based learning experience for more than 15 consecutive school days are not eligible for contact hours.
- A campus must not enroll a student in a Career Preparation General 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 General.

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

What is a Practicum?

The Practicum courses consist of time spent at an approved training site and classroom instruction **specific to a Program of Study**. Both Career Prep and Practicum experiences require the local education agency and the training sponsor to plan and supervise instruction cooperatively. Students receive instruction by participating in occupationally specific classroom instruction and training site experiences.

The Practicum courses and other two-credit or three-credit CTE courses found in [19 TAC Chapter 127](#) or [130](#) 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. 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 practicum course spans the entire year.** A student is expected to be enrolled for 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 an **On-campus Practicum** Instruction, a student will participate in coursework related to a program of study. The related classroom instruction must average five class periods, and each period be a minimum of 45 minutes in length. The Work-Based Instruction (Work Site or Lab-Based) hours will meet on campus **throughout the week unless otherwise stated by the program of study specialist (cluster lead)**.

Minimum enrollment requirements:

- 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.
- Students must have their own transportation.
- A campus must not enroll a student in a Practicum 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 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

What is Project-Based Capstone?

The 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 the remaining class time to conduct research, work with the project mentor or interdisciplinary team, analyze and interpret project data, compile evaluation results, and compose an end-of-year project presentation. Adaptations such as accommodations or modifications must be implemented as specified by a student's IEP, as applicable. A project progress evaluation for each grading period is required for the student to earn contact hours for that reporting period.

An Interdisciplinary Team will consist of the following:

- One Practicum Teacher
 - *The teacher will oversee the project progress evaluation each grading period and coordinate the end-of-year presentation.*
- One Program of Study Specialist- Coordinator 2
- One Coordinator 1 CCMR – CTE
- One Campus CTE Administrator

A campus may count a student in a Project-Based Capstone course for contact hours on the first day of enrollment, provided the student's Project-Based Capstone 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, a campus may count the student for contact hours beginning on the first day the project plan is written.

What Are the Responsibilities of the Student?

Being in the Career Prep or Practicum program allows students to complete their high school studies while also working in the community. Students should understand the campus's requirements/expectations extended to their employer while participating in either program.

- Students must **successfully complete two CTE courses** before enrolling in a Career Preparation, Practicum, or Project-Based Capstone Course.

- Students must have their own transportation to and from school and work.
- Students are not guaranteed a job and must be active participants in locating employment.
- Students must maintain a record of hours worked on-site at the training station.
- The students must be employed no later than the first fifteen (15) days of school.
- Students must average contact hours each week. Students will need to be familiar with the required contact hours for the practicum related to the program of study.
- Students are expected to remain employed throughout the school year. 40% percentage of their six-week grade is determined by their employer/supervisor's evaluation.
- Students are not to change jobs (training sites) without the teacher/coordinator's knowledge and should talk with the teacher/coordinator about problems on the job. If problems escalate to the point where the student is fired or quits and the teacher/coordinator is unaware of the issues, the student will fail the evaluation for the grading period.
- Students must make arrangements with employers well in advance for missing work during final exam schedules or other school activities.
- Students must not linger on campus when dismissed from school to report to training stations.
- Students are expected to display above-average maturity and responsibility at school and work.
- While students are under the direct supervision of their employers at work, they are also representing the school as trainees and are subject to school jurisdiction.
- Student suspended and/or assigned to in-school suspension may not be released to go to work at their usual school dismissal time. As soon as a student knows he/she will not be able to work as scheduled, the employer should be notified.

Contact Hours

This section addresses unique attendance accounting provisions for Career and Technical Education from the TEA Student Attendance Accounting Handbook. If students are served by multiple programs, review and apply the provisions of each applicable program.

5.5 CTE (Contact Hour) Codes

CTE courses approved for state-weighted funding must have a corresponding CTE code (V1, V2, or V3), based on the course service ID for attendance accounting purposes. A course service ID is used to calculate contact hours and tiered funding per the [TEC, §48.106](#). Tiered funding is calculated based on the course service ID and the days the student was eligible, present, and enrolled in a CTE course. (See [TSDS Web-Enabled Data Standards](#) [TWEDS] for instructions on completing that record.)

To determine the CTE V-code to assign to the CTE course, district and campus 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. Three contact hours (V3) is the maximum a campus may claim for a single course. To receive CTE-weighted funding, course periods must be an average of a minimum of 45 minutes a day, including pep rallies, assemblies, modified bell schedules, etc., for the calendar year. Days covered under [3.6.6 Attendance Accounting during Testing Days](#), [3.8.1.4 Staff Development Waivers](#), and [3.8.2 Closures for Bad Weather or Other Issues of Health and Safety](#) are excluded from the calculation.

Note: Auditing of a CTE course (that is, attending the course but not taking it for credit) is not considered CTE participation for purposes of TSDS PEIMS reporting. A student who is auditing a CTE course and taking no other CTE courses for credit should not have CTE-eligible days present on the CTE Program Reporting Period Attendance Entity

5.5.1 Special Instructions for Districts Operating Block Schedules

If a campus operates block schedules in which class periods are not in equal-length increments, use the chart above to determine the CTE V-code to assign to each CTE course.

Each CTE course must be reviewed separately to determine the average minutes per day students attend that course. Average minutes per day must be computed by reviewing a complete cycle of courses. For example, if a course meets on even-numbered days of the month, campus personnel must review a two-week cycle. (One week, the course will meet on Monday, Wednesday, and Friday, and the next week, the course will meet on Tuesday and Thursday.) Campus personnel divide the total number of CTE minutes for the course, for a complete cycle of courses, by the total number of school days during the cycle. To receive CTE-weighted funding, course periods are required to be a minimum of 45 minutes in length.

Once district personnel have determined the average minutes, they assign the applicable code to each CTE course. They then assign all students attending that CTE course the corresponding CTE code.

For students enrolled in more than one CTE course, each course is assigned a separate code. CTE codes cannot be combined due to varying course weights, which result from tiered funding.

5.6 Computing Contact Hours

No matter what CTE V-code is assigned to a CTE course, district personnel must record the total number of eligible days present for the student in that CTE course with the course's V-code for each six-week reporting period in the Student Detail Report. When computing the Campus Summary Report (2.3.2 *Campus Summary Reports of the Student Attendance Accounting Handbook*), district personnel must determine the CTE V-code to assign to a student's CTE course separately based on the CTE course's average minutes per eligible school day. (See the chart in 5.5. CTE (Contact Hour) Codes *Student Attendance Accounting Handbook*.) District personnel multiply the number of eligible days present for each student in each CTE course code by the corresponding V-code contact hour multiplier to derive contact hours. Each CTE V-code has a different contact hour multiplier.

Use the following chart when computing CTE contact hours.

CTE Code	Contact Hour Multiplier
V1	1.00
V2	2.00
V3	3.00

CTE Weighted Funding Tiers (Calculated by TEA)

Tier 1	*Not in a program of study	Weight = 1.1
Tier 2	*Level 1 and Level 2 CTE course	Weight = 1.28
Tier 3	*Level 3 and Level 4 CTE course	Weight = 1.47

*Course level provided in the CTE Lookup – Table. Link: [PEIMS Calculations- Tech Tips](#)

The Student Detail Report should reflect eligible CTE days present for each eligible student enrolled in a state-approved and state-funded CTE course. Campus Summary Reports and the District Summary Report should have total eligible CTE days and total CTE contact hours by course CTE V-code within a six-week reporting period.

Total CTE contact hours = eligible CTE days × contact hour multiplier.

Note: Eligible CTE days are the number of student instructional days in a district's calendar. The number of eligible CTE days varies among districts. Report contact hours by student ID and each individual CTE course ID.

Important: If campus personnel have reported a student in the Student Detail Report with an ADA eligibility code of 2 (eligible for half-day attendance), they should **not** report full-day CTE attendance for the student. The CTE days present must be reported as half days.

Coordinator's Roles and Responsibilities

Career Prep/Practicum Coordinators fulfill many roles in the classroom and workplace for Houston ISD students. The classroom will provide the baseline knowledge needed for students to perform in the workplace, meeting all associated TEKS. The campus and work site must plan and supervise work collaboratively so that each contributes to the student's education and employability skills. Coordinators will help develop responsible employees by providing authentic instruction, monitoring student progress at an approved training station, and working with employers to promote a well-rounded experience for our students.

1. Provide aligned classroom instruction.

Students will receive instruction by participating in occupationally specific classroom instruction that aligns with the TEKS and work-based learning experiences to become eligible to generate contact hours. Additional classroom instruction is provided based on the program of study and the needs of the training station employer.

2. Follow district and state documentation guidelines. Coordinators must follow the guidelines/deadlines outlined in this handbook.

3. Confirm student-approved training station.

The training station serves as an extension of the classroom by helping students develop a strong work ethic and work skills needed for success in the workplace. The employer must be following all labor laws and the training station should provide a safe environment. Student employment must be secured within the first ten (10) days of school, and a training plan must be completed, signed, and dated within the first fifteen (15) days of school. Training stations are not acceptable at a personal residence or under the direct supervision of a parent or legal guardian. If there is a doubt about a training station, contact the Career Readiness district office.

4. Conduct in-person training site visits for all students every grading period (six weeks).

- **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. 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. 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. [These rules can be found in the Student Attendance Accounting Handbook \(SAAH 5.7.5\) and Texas Education Code §21.404.](#)
- An **Evaluation Form** will be completed every six weeks and submitted to the CTE Office at the end of each semester. The Evaluation Form should reflect thirty percent (40%) of the student's overall grade for the six-week grading period to maintain maximum accountability. The signature of the training site sponsor must acknowledge verification of visitation. When a student is participating in an On-campus practicum, the teacher will need to insert three student traits specific to the program of study the student will master before the end of the school year. The bottom three boxes are intentionally left blank to allow the teacher space to insert these programs of study-specific traits. The traits must reference employability skills unique to what the student is learning in the course.
 - During the last week of each semester, the teachers should upload to the Career and Technical Education Department for review, approval, and filing. This process is necessary to maintain maximum accountability in accordance with TEA guidelines. These files must be kept on hand for five years in case of audit.

5. Mileage Submission for Coordinators

- **Coordinators (Teachers) will need to track monthly mileage and submit by the 5th day of the following month using the following link.** CCMR-Service Request link ([click here to access the link](#)). All mileage must coincide with the documented student worksites. Submission of all mileage must be on the district-approved “In-District Travel Reimbursement” form. Funding for reimbursement is not guaranteed, and it will be provided as funds allow.

6. Discuss the TEKS/Objectives of the program with the employer.

The Coordinator and Training Station Employer will complete a “Description of Specific and Related Occupational Training” document. Both parties will determine which TEKS will be covered in the classroom and which TEKS will be covered at the training station. This document includes all the TEKS for a specific course. This information will be submitted with the training plan by the 15th day of September to the Houston ISD Career Readiness office.

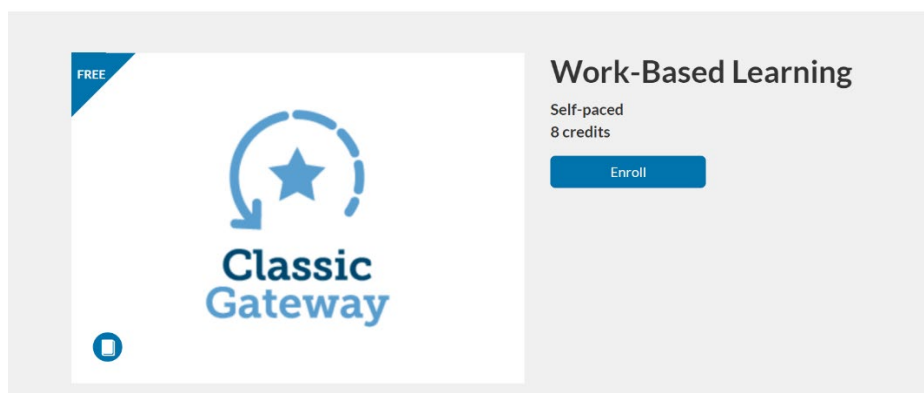
7. Discuss student progress and areas for growth with employers.

Employer feedback helps develop vital student employees. Discussing student success and improvement is crucial to developing strong employees and improving the program. Employer Evaluation Forms are tools but are not the only form of communication between the coordinator, employer, and student. The coordinator will meet with the student to discuss this evaluation form every six weeks.

8. Attended all district-required training and professional development hours must be submitted.

Coordinators must complete the required Houston ISD Professional Development and submit proof of completion when requested.

- **TEA Work-Based Learning Training:** Teachers will also need to complete the TEA Work-Based Learning Training every two years. The training is self-paced and will allow teachers to exit and return later. Once the teacher has completed the training, they will receive a certificate. The teacher will need to submit a copy of this certificate to the Career Readiness Department. To access the TEA training, please click the link below: [TEA Learn](#)



This will give you a better understanding of the laws, rules, and relevant procedures which govern this course. The estimated time to complete the self-paced online course is 8.5 hours.

Teachers will need to submit their proof of completion certificate to the CTE Office to confirm that upskilling has occurred, and that the teacher is up to date with regulations.

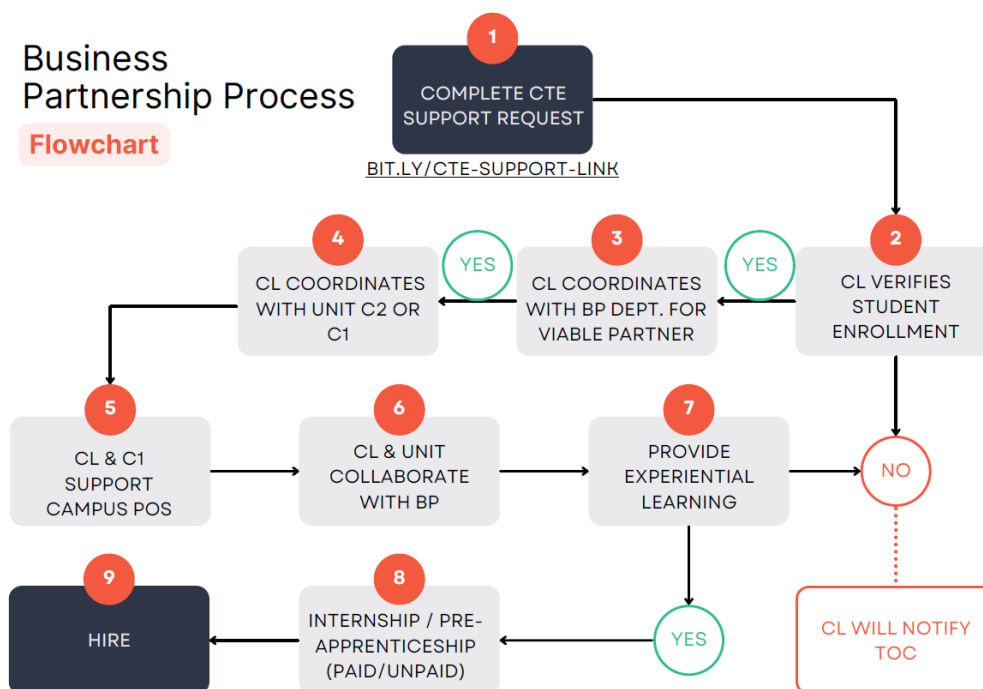
9. Recruit Annually

Student Recruitment is a must! Each campus coordinator will recruit in a manner that best serves the campus. Some suggestions are video announcements, conversations with current students enrolled in other CTE courses, displaying posters on the campus, making brochures available in the campus counseling office, and maintaining a working relationship with the counselors.

Work closely with your campus counseling team to locate students in the program of study who meet the needs to enter the program at the end of their junior year. **Counselors and campus leadership must refer to the “CTE Instructional Arraignments” section outlined in the Houston ISD CTE Manual concerning student enrollment into the Career Preparation, Practicum, or Project-Based Capstone course.** All parties must understand the requirement to enter and stay in the program for the student's senior year. This will be a joint effort.

10. Business Partnership

Each year, we would like to expose our students to individuals in their future career pathways. Our industry partners are an active part of the Houston ISD community and want to provide our students with real-world experiences inside and outside the classroom, such as guest speakers, industry visits, etc. We encourage coordinators to make and maintain business partnerships each year. If you need assistance with additional business partnerships, please reach out to Dr. Dana Carmouche, CCMR-Business Partnership liaison, via the CCMR-Service Request link ([click here to access the link](#)) within the first 15 school days to set up a meeting to discuss your campus options. Due to the size of our district and the number of requests, the process may take 4-6 weeks. See the flow chart for more information.



Legend:

BP=Business Partner Department

CL= Cluster Lead (CTE Program Specialist)

C1= CTE Coordinator 1

Training Station and On-Campus Practicum Guidelines

Training station guidelines. Students have ten (10) school days to secure an approved training station and return the Training Plan signed according to the guidelines stated on the Training Plan. If a student is not employed on the first day of school during the Work-Based Instruction (Work Site or Lab-Based) period, the student will stay on-campus and submit job applications to potential employers. An **Unemployment Log** must be completed daily until the student is employed or reaches the 10th day of class. If the student does not have an approved training station on the 10th day, the student will be assigned to an on-campus practicum status until employed. The students completed Unemployment Logs, which must be kept by the coordinator onsite to serve as documentation for five years.

1. Training Plans and Project Plans

Every student rostered into the Career Prep, Practicum, Project-based Research Capstone must have one of the following on file within 15 school days of enrollment into the program. The 15-day countdown begins on the day the student's name appears on the teacher's class roster. These documents must be uploaded using a link provided by the HMW Career Readiness department by the deadline. *The following documents are required for the program to be in compliance. If the program is not in compliance by the district deadline, the program will lose funding.*

- a. Career Preparation Program of Study: A paid or unpaid training plan must be on file by the 15th school day. A signed copy must be uploaded to the district link; the teacher will keep a copy on campus, and the student and the employer, if listed, will receive a copy. If you have any questions about completing the form, please contact the Program of Study Specialist (cluster lead).
- b. Off-Campus Paid Practicum: A paid training plan must be on file by the 15th school day. A signed copy must be uploaded to the district link; the teacher will keep a copy on campus, and the student and the employer, if listed, will receive a copy. If you have any questions about completing the form, please contact the Program of Study Specialist (cluster lead).
- c. On-Campus Unpaid Practicum, Cosmetology 2, Clinic Rotations: An unpaid training plan must be on file by the 15th school day. A signed copy must be uploaded to the district link; the teacher will keep a copy on campus, and the student will receive a copy. The employer's signature is only required for Clinic Rotations. If you have any questions about completing the form, please contact the Program of Study Specialist (cluster lead). Below is additional information for the special programs.
 - a. Cosmetology 2 or Cosmetology 2 with lab: Teachers instructing courses in Cosmetology 2 or Cosmetology 2 with lab are required to complete a training plan for both paid and unpaid students. This documentation is mandatory for the identified students as part of the Texas Education Agency's Work-Based Learning compliance requirement. It should be uploaded to the designated WBL link within 15 days of the student's enrolment.
 - b. Clinic Rotations: Campus practicums that participate in a clinic rotation must complete student training plans within 15 school days, even though they will not begin the Clinic Rotations job site visit until late fall. For the Business Name category, teachers will insert the campus name and off-campus clinical rotations. See example below:

- i. Business Name: Michael E. DeBakey High School- Off-Campus Clinical Rotations

2. Guidelines for a change in the training station

If a student is fired or quits a training station without the coordinator's approval, the coordinator will make an effort to contact the employer to discuss the cause of termination or reason for leaving. This will hopefully allow the coordinator to gain insight and educate the student on ways to improve workplace behavior while maintaining the relationship with this business partner.

- a. The student will receive a zero (0) for the 6-week work site or lab-based portion of their grade. The student has ten (10) school days to find a new, approved training station, or they will be placed in an on-campus practicum status. Unemployment logs must be submitted until the student has regained employment.
- b. If a student is laid off or secures a job more aligned with their career goals, they will not receive a 0 for that 6-week evaluation form. The student must complete a change of job request form and a new training plan. The coordinator must conduct a training site visit and a **Change of Training Station** form and complete an evaluation form before the end of the grading period. Under this status, the student may only change training sites/jobs once per school year.

3. Training Station locations

For training stations provided by third-party entities that do not adhere to the required instructional time for students to be eligible for an offsite practicum or career preparation course cannot be used. Students should be enrolled in off-campus as a course.

Locations of student training stations for safety concerns listed below should be avoided.

- Delivery services, in which the primary function of the role is driving to multiple sites within a day, will NOT be permitted.
- Students can operate and drive any vehicle they are licensed to operate as permitted per the employer's requirement as part of a job function.
- Students may not work on a contract basis.
- Door-to-door or outside sales
- Home offices
- Smoke Shops (No substance dispensary outside of an approved pharmacy or hospital facility)
- Students cannot be supervised by parents or relatives. Students can not work for parents.

The coordinator must know and follow all Department of Labor rules related to student workers. The referral process used by coordinators to send student applicants to potential employers for training must not discriminate on the basis of race, color, national origin, sex, handicap, or students with limited English proficiency. All training station facilities must also be readily accessible to mobility-impaired students.

On-Campus Practicum Guidelines (SUPPLEMENTAL PROJECTS)

An on-campus practicum will encompass classroom activities and work-site simulations. Students will stay on campus during the lab-based instruction period to complete the research for the case study and gain other skills-associated supplemental projects. Students will prepare for an entrepreneurial career in their program of study and build on and apply the knowledge and skills gained from previous courses taken. Practicum experiences can occur in an unpaid arrangement appropriate to the nature and level of the student's need for the work-based learning experience. Students implement personal and interpersonal skills to strengthen performance in the lab-based environment. This will allow students to make a successful transition to the workforce or postsecondary education.

An on-campus **Evaluation Form** must be completed once every six weeks for every student enrolled in the course.

- The **Evaluation Form** should reflect forty percent (40%) of the student's overall grade for the six-week grading period to maintain maximum accountability. When a student is participating in an On-campus practicum, the teacher will need to insert three student traits specific to the program of study the student will master before the end of the school year. The bottom three boxes are intentionally left blank to allow the teacher space to insert these programs of study-specific traits. The traits must reference employability skills unique to what the student is learning in the course.

During the last week of each semester, the teachers should upload the documentation to their campus folder on SharePoint to the Career and Technical Education Department for review, approval, and filing. This process is necessary to maintain maximum accountability in accordance with TEA guidelines. These files must be kept on hand for five years in case of audit.

Examples of On-Campus Practicum assignments:

- PRACTICUM OF A/V PRODUCTION: Students will work with the campus's CTE department to create videos and interviews for social media and assist in producing videos for the district and local community events and competitions. They will generate projects from the concept stage all the way to edits and wrap-up meetings.
- PRACTICUM OF APPLIED ENGINEERING: Students serve as shop managers, tracking supplies, watching for safety violations, assisting students with projects, building projects for customers, and assisting instructors with other shop needs.
- PRACTICUM OF ARCHITECTURAL: Students can design and draft plans for various school improvements, including renovations, landscaping, and new structures. They might create models or blueprints and present these proposals to the school administration. They can also assess existing facilities, suggest repairs, and create detailed reports or visual presentations. Additionally, students can design temporary structures or layouts for school events and plan sustainable or energy-efficient upgrades.
- PRACTICUM OF AUTOMOTIVE: Students assist the auto instructor with shop safety, assist with orders and inventory for weekly uniform deliveries, schedule customers and services, assist students working on servicing projects, and supervise the tool room.
- PRACTICUM OF BUSINESS: Students work on campus in different areas. I have a student who helps in my office with checks in supplies & assists with Purchase Orders, assists the science department with lab setup, and assists with preparing for meetings, such as copies, set-up, and organization of paperwork.
- PRACTICUM OF CONSTRUCTION: Students can gain hands-on experience by participating in the construction or renovation of small structures like sheds or garden beds. They can also engage in maintenance tasks such as repairs and painting, and build event-related structures like benches, stages for theater, sets for musicals, or middle school carnivals. Additionally, they can work on energy-saving projects, such as installing solar panels or rainwater collection systems.
- PRACTICUM OF CULINARY ARTS: Working in the cafeteria; assisting the instructor with culinary labs by tracking inventory; helping with shopping lists; planning and organizing catering activities. Students also serve meals at local school board meetings & are in the process of setting up a coffee/tea service on campus for district staff members.
- PRACTICUM OF DISTRIBUTION AND LOGISTICS TECH.: Students will work with different departments on campus to design inventory management skills. They will track the movement of goods in and out of the department for a set time period, calculate the reorder point for different products, ensure they don't run out of stock or overorder, and analyze the carrying costs and turnover rate for each product. Students can work with local businesses to integrate this assessment into their company procedures, evaluate their processes, and propose new or revamped ones

-
- PRACTICUM OF ENTREPRENEURSHIP: Students will participate in a lab-based instruction period to complete the research for the case study and gain other skills associated with it through supplemental projects in the community. Such as partnering with local businesses to evaluate their business model and revamp their marketing or business strategies. Introduce new techniques for businesses to target new customers, such as implementing AI and digital currency advancements into daily business practices.
 - PRACTICUM OF GRAPHIC DESIGN: Students design and produce promotional media for special events around the district. This includes taking images, creating press releases, and developing photo captions. Students will learn to work with clients to schedule check-in meetings during the project and at completion time to ensure the client's needs are met. They will also work with the campus's CTE department to create posters/flyers for local community events and competitions.
 - PRACTICUM OF HEALTH SCIENCE: Students will oversee a campus blood drive, where the students set appointment times, market events, provide patient aftercare, or assist with setting up, cleaning and storing lab equipment in the science classes. Assist nurse with adult and child CPR/AED training for campus staff and student trainers. Students also work with the local Community Health Office.
 - PRACTICUM OF HUMAN SERVICE: Students rotate through different areas of the community, such as the nursing home, where they play bingo with residents, read to residents, do crafts, do games, and do other activities with residents. Students also work with the local Community Health Office.
 - PRACTICUM OF INFORMATION: Students act as on-campus IT support for small assignments (setting up printer access, recalibrating smartboards, assisting with Chromebook distribution) students by creating a company name and help desk ticketing system as if they are working for a start-up company. The tickets will need to cover small projects as students will not have access to all HISD IT resources. Students also work with the local Community libraries or small businesses to propose projects to upgrade their software or e-commerce platform.
 - PRACTICUM OF PLANT SCIENCE: Students work with the floral instructor, assisting with lab setups, running the floral shop, taking orders and producing floral arrangements for special events in the district, and assisting with processing floral orders.
 - PRACTICUM IN MANUFACTURING: Students can use CNC machines, welding, and other manufacturing technologies to create components or furniture for school projects. They can also make replacement parts or custom solutions for campus repairs and produce promotional materials or event equipment with precision. Additionally, they can manufacture sustainable products, like recycling bins or composting stations, to support the school's green initiatives.
 - PRACTICUM OF TEACHING: Students are transported to the elementary school four days a week to work with a teacher who has requested a student learner. Students work with students on assignments, read to students, help the teacher with lesson plans, and teach lessons.
 - PRACTICUM OF STEM: Students tackle projects such as building bridges from limited materials, designing simple machines, and creating prototypes. They also work on assembling and programming robots, developing sustainable technologies like solar devices and rainwater collection systems, and constructing electronic circuits and custom gadgets. Additional projects include designing renewable energy models, creating scale models of structures, and analyzing data through experiments. Students further explore biological experiments, model biological systems, and engage in software development and game programming.
 - PRACTICUM OF TRANSPORTATION: Students will learn how to maintain a vehicle maintenance log. They will create a log that includes routine check-ups, necessary repairs, inspections, and preventive maintenance, analyze how proper maintenance can reduce costs, improve safety and research common issues with certain vehicle types, and include recommendations for avoiding those issues.

Other Compliance Resources

If you are assigned to teach any of the courses in this manual, you should also review federal and state workplace safety laws, such as Child Labor Laws and prohibited occupations for minors from the [Texas Workforce Commission](#).

Along with the following files:

- Work-Based Learning Student Insurance ([Click here to access the PDF](#))
- High school Plumbing Programs ([Click here to access the PDF](#))
- Employer Partners in Plumbing and Pipefitting ([Click here to access the PDF](#))
- Plumbing Work-Based Learning On-the-Job-Training ([Click here to access the PDF](#))
- Occupations in Agriculture Particularly Hazardous for the Employment of Children Below the Age of 16 ([Click here to access the PDF](#)).

Course Documentation

For auditing purposes, all the following course documentation must be kept on file for five years after the school year has ended. Original files will be submitted to the Career Readiness department at HMW, and a copy will be kept at the student's home campus by the coordinator. Below is a list of the files that must be kept on file:

Name of Documentation.		Number of copies and location items housed
1	Training Plans	3 copies 1-Campus, 1-Workplace, and 1-HMW
2	Unemployment Log	2 copies 1-Campus and 1-HMW
3	Coordinator Ledger	2 copies 1-Campus and 1-HMW
4	Evaluation Form	2 copies 1-Campus and 1-HMW
5	Change of Training Station form	2 copies 1-Campus and 1-HMW
6	Project-Based Capstone Project Plan	2 copies 1-Campus and 1-HMW
7	Project Report and Hour Log	2 copies 1-Campus and 1-HMW
8	Semester Hour Reports	2 copies 1-Campus and 1-HMW

CHANGE OF TRAINING STATION

Student Information

	Student Last and First Name:	
	Name of Campus:	
	Coordinator Name:	
	Program Name:	
	Date completed:	
Previous Name of Training Station:		
	Last Date of Employment:	
	Reason for Change:	
Name of New Training Station:		
	Address:	
	Phone #:	
	Name of Supervisor:	
	Brief Job Description:	
	Effective Date of Change:	

****New Paid Training Plan Must be submitted with this document within five (5) days of employment.**

Unemployed Student Work Search Log

The student has 10 school days to gain employment.

Instructor Use Only

Name:	Week Of:	Week of:
Student ID:	Number of required submitted job applications. Two (2) per day	

Date, Description of Work Search (ex: Applied for job, submitted resume, attend job fair)	Company Name, Location, and Telephone Number of Employer	Contact Information (complete all that apply)	Results
Date:	Name: _____	Person contacted:	<div style="display: flex; justify-content: space-between;"> ___ Hired ___ Not Hired </div> <div>___ Call Back: _____</div> <div>___ Application Completed</div> <div>___ Interview date:</div> <div>___ Other: _____</div>
		Walk-in: _____	
	Address: _____	By E-Mail: _____	
		By Phone: _____	
	Phone: _____	By Online: _____	

Work Search Activity:

Type of Job:

Date, Description of Work Search (ex: Applied for job, submitted resume, attend job fair)	Company Name, Location, and Telephone Number of Employer	Contact Information (complete all that apply)	Results
Date:	Name: _____	Person contacted:	<div style="display: flex; justify-content: space-between;"> ___ Hired ___ Not Hired </div> <div>___ Call Back: _____</div> <div>___ Application Completed</div> <div>___ Interview date:</div> <div>___ Other: _____</div>
		Walk-in: _____	
	Address: _____	By E-Mail: _____	
		By Phone: _____	
	Phone: _____	By Online: _____	

Work Search Activity:

Type of Job:

**HOUSTON INDEPENDENT SCHOOL DISTRICT
CAREER AND TECHNICAL EDUCATION DEPARTMENT**

**WORK-BASED LEARNING, PRACTICUM OR CAREER PREPARATION
COORDINATOR LEDGER**

(Submit the Original each semester and make a copy for campus coordinators files)

SCHOOL NAME: _____ **COORDINATOR NAME:** _____

PROGRAM NAME: _____

DATE SUBMITTED: all documents must be submitted to the central office on the last day of instruction before campus final exams.

PLEASE TYPE IN ALPHABETICAL ORDER BY CLASS PERIOD INFORMATION FOR ALL STUDENTS ENROLLED IN CAMPUS WORK-BASED LEARNING, PRACTICUM, OR CAREER PREPARATION PROGRAM.

STUDENT'S NAME	HISD ID #	TEA SERVICE CODE	TRAINING PLAN Paid/Un-Paid/On Campus/ No Training Site	COMPLETED SEMESTER STUDENT EVALUATION PLAN	
				1	2
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
19.					

STUDENT'S NAME	HISD ID #	TEA SERVICE CODE	TRAINING PLAN Paid/Un-Paid/On Campus/ No Training Site	COMPLETED SEMESTER STUDENT EVALUATION PLAN	
				1	2
20.					
21.					
22.					
23.					
24.					
25.					
26.					
27.					
28.					
29.					
30.					

COORDINATOR REMARKS:

Received by: _____

Date Submitted: _____

Dear Employer:

Thank you for being a part of our [redacted] program at [redacted] high school. My name is [redacted] and I am the teacher/coordinator who oversees the program for the 2024-2025 school year. This program is a triangle of learning activities consisting of a class time, on-the-job training, and leadership training. I would like to express my appreciation to you for agreeing to train one of my students by way of employment. Without your time and effort, the success of our students and this program would not be possible.

This folder contains information that I hope will be helpful to you this year. Included are the School Calendar, a Sample of Student Evaluation Form, and the Houston ISD Training Plan Agreement and on my direct contact information. Please sign the Houston ISD Training Plan Agreement and give it back to your student employee to return to me for their permanent file. I will return a signed copy for your records with the student when all parties have signed. (You may keep all other papers)

You will be asked to complete an evaluation form of your trainee's performance every six weeks throughout the school year. I will bring the evaluation form as well as confer with you about the progress made during the grading period. One suggestion I would make regarding the evaluation process: *if you start off the first six weeks with a perfect score of 100 in each category, he/she will have a more difficult time knowing what to improve on for the next grading period.* I would ask that you give at least one positive comment and one area for improvement.

Again, I would like to thank you for your time and dedication to this program and to the student. You will become one of the most important influences in their lives this year. Please keep the business card attached so you can contact me if you have any questions or concerns.

Sincerely,

Insert Teacher name here
Career Prep or Practicum Coordinator Title
Campus Name
Office: ???
Email: ??????



Project-Based Research Project Plan

Student Name:	Student ID#
Business Name:	Teacher/Coordinator Name:
Business Partner Contact:	Business Partner Contact#:

Project Description and Objectives

Give a brief description of the project with purpose, outcomes and timeline

By signing below each party agrees to the terms of this agreement and the rules, regulations and provisions of the Project-Based Research Program. Failure to comply with this agreement in whole or part, may result in the dismissal of the student from the program, disciplinary action, possible failure of course and/or loss of credit.

.....
Student Signature:

.....
Parent Signature:

.....
Business Partner Signature:

.....
Teacher/Coordinator Signature:

Student Progress Report and Hours Log

This form must be typed— **NO HANDWRITTEN DOCUMENTS WILL BE ACCEPTED.**

Your mentor/coordinator must sign and date at the bottom of the page.

At the end of each six-week grading period, students must submit progress and hours log in addition to any sections of their project or written reports to their mentor. The student will submit weekly activities to the teacher/coordinator that showcase progress toward the final project. This will act as a log tracking the student's hours worked towards completion.

Student's Name

Mentor's Name

Please include all time spent on the project (or your progress since your last report).

Week	TIME (in hours)	ACTIVITY
TOTAL HOURS SPENT ON PROJECT:		

Mentor's Signature	<i>I approve this form and the information cited by the student above.</i>
	Mentor's Name: _____ Mentor's Signature _____ Date _____

HISD | Career Readiness

LEARNING TODAY. EARNING TOMORROW.

Training Plan Agreement

Paid Work-Based Instruction

Student _____ Grade _____ Age _____

School District _____ Campus Name _____

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 _____

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

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
<i>[Add knowledge and skill statements from the TEKS here. Student expectations are not necessary to list here.]</i>			
Advanced Occupationally Specific Knowledge and Skills	Work-Based Instruction	Individualized Class Study	Specific Related Study Assignments
<i>[Add knowledge and skill statements developed from collaboration among the student, CTE teacher, and training sponsor.]</i>			

HISD | Career Readiness

LEARNING TODAY. EARNING TOMORROW.

Training Plan Agreement

Unpaid Work-Based Instruction

Student _____ Grade _____ Age _____

School District _____ Campus Name _____

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.

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 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.

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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.

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

NOTE: Add rows as needed.

Semester Hour Report

Fall Semester

Required number of
semester hours _____

Student Name: _____

Company Name: _____

This record must be kept current (updated weekly) and returned completed at the end of the semester.

Weekly Updates		
Month	Week Ending (type " week of" followed by month & Saturday date, and year i.e., "Week of June 1, 2024".)	Hours Worked
July		
August		
September		
October		
November		
December		
Semester Totals		

Monthly Summary		
Month		Total Hours Worked
July		
Mentor Name: (printed): _____		
Mentor Contact Number: _____		
Mentor's Signature: _____		
August		
Mentor Name: (printed): _____		
Mentor Contact Number: _____		
Mentor's Signature: _____		
September		
Mentor Name: (printed): _____		
Mentor Contact Number: _____		
Mentor's Signature: _____		
October		
Mentor Name: (printed): _____		
Mentor Contact Number: _____		
Mentor's Signature: _____		
November		
Mentor Name: (printed): _____		
Mentor Contact Number: _____		
Mentor's Signature: _____		
December		
Mentor Name: (printed): _____		
Mentor Contact Number: _____		
Mentor's Signature: _____		
Semester Totals:		

Hour log is for paid and unpaid work experience to learn various employability skills.

Semester Wage Hour Report

Spring Semester

Required number of
semester hours _____

Student Name: _____

Company Name: _____

This record must be kept current (updated weekly) and returned completed at the end of the semester.

Weekly Updates		
Month	Week Ending (type " week of" followed by month & Saturday date, and year i.e., "Week of June 1, 2024".)	Hours Worked
January		
February		
March		
April		
May		
June		
Semester Totals		

Monthly Summary		
Month		Total Hours Worked
January		
Mentor Name: (printed): _____		
Mentor Contact Number: _____		
Mentor's Signature: _____		
February		
Mentor Name: (printed): _____		
Mentor Contact Number: _____		
Mentor's Signature: _____		
March		
Mentor Name: (printed): _____		
Mentor Contact Number: _____		
Mentor's Signature: _____		
April		
Mentor Name: (printed): _____		
Mentor Contact Number: _____		
Mentor's Signature: _____		
May		
Mentor Name: (printed): _____		
Mentor Contact Number: _____		
Mentor's Signature: _____		
June		
Mentor Name: (printed): _____		
Mentor Contact Number: _____		
Mentor's Signature: _____		
Semester Totals:		

Hour log is for paid and unpaid work experience to learn various employability skills.

HOUSTON INDEPENDENT SCHOOL DISTRICT
Career and Technical Education Student Evaluation Form
Paid Training Station

Student Name:

Instructor/Campus Name:

Name of Training Site:

Contact phone number:

Your student-trainee's grade is based on a combination of his/her classroom and training site performance. The training site evaluation is worth 40% of the student's grade for the corresponding six-week grading period.

Instructions: Select the appropriate level that best describes your student and enter the corresponding numeric grade in the 6-week column. All requested information must be complete. In order for this evaluation to be most effective, you are encouraged to go over it with your student and help them make a plan for improvement. Please return the completed form to the instructor.

Student Traits	100-90 Outstanding	89-80 Above Average	79-70 Average	69-50 Needs Improvement	___ six weeks	___ six weeks	___ six weeks
Job-related Skills	Student has gained advanced job-related skills.	Student has gained job-related skills.	Student sometimes wants to gain job-related skills.	Student lacks drive to gain job-related skills.			
Collaboration	Student is consistently cooperating with peers.	Student cooperates often with peers.	Student occasionally cooperates with peers.	Student lacks initiative to cooperate with others.			
Dependability and Attendance	Student consistently arrives early and when scheduled	Student consistently arrives on time and when schedule	Student is absent or tardy a few days in the six-week cycle	Student is consistently absent or tardy in the six-week cycle			
Adaptability	Student actively seeks out feedback for advancement.	Student is flexible to change.	Student listens to feedback when given but doesn't change.	Student does not accept feedback to adapt and make changes			
Quality Of Work	Demonstrates exceptional understanding and application of concepts	Demonstrates a solid grasp of key concepts and principles	Meets the basic requirements of the assignment	Requires substantial improvement to meet the minimum requirements and expectations			
Interpersonal Skills	Consistently demonstrates exceptional communication skills	Frequently demonstrates strong communication skill	Actively participates and meets basic expectations of communication skills with peers and managers	Rarely demonstrations communication skills with peers and managers			
Attitude	Always maintains a positive and professional attitude	Generally maintains a positive and professional attitude	Sometimes holds a neutral attitude	Rarely maintains a balanced professional attitude.			
Personal Appearance	Exemplifies exceptional personal appearance	Demonstrates good personal appearance, with minor areas for improvement.	Student meets basic standards but has noticeable areas that could be improved.	Student frequently falls short in several aspects of personal appearance			
Initiative and Follow-through	Demonstrates excellent levels of task fulfillment and seeks out opportunities for growth.	Demonstrates average levels of fulfillment of responsibilities and task completion.	The student requires occasional reminders to stay on track.	The student needs constant reminders to complete tasks.			
Job Knowledge	The student has great proficiency and procedural knowledge to make a positive impact.	Demonstrates above-average levels of procedural knowledge.	The student demonstrates average procedural knowledge. Still dependent on managerial assistance.	The student demonstrates inconsistency and needs guidance on performing simple task			
GRADE AVERAGE							

Please provide comments of the student's job performance on the backside of this form.

Training Supervisor Feedback 1ST/4th SIX WEEKS

Training Supervisor Feedback 2ND/5th SIX WEEKS

Training Supervisor Feedback 3RD/6th SIX WEEK

Training Supervisor Signature	1 ST /4 th SIX WEEKS	2 ND /5 th SIX WEEKS	3 RD /6 th SIX WEEK

Principal Signature: _____

Coordinator Signature: _____

It is the policy of Houston 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, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

HOUSTON INDEPENDENT SCHOOL DISTRICT
Career and Technical Education Student Evaluation Form
On-Campus Training Station

Student Name: [Click here to enter text.](#)

Campus Name: [Click here to enter text.](#)

Coordinator Name: [Click here to enter text.](#)

Course Name: [Click here to enter text.](#)

Your student-trainee's grade is based on a combination of his/her classroom and training site performance. The training site evaluation is **worth 40% of the student's grade** for the corresponding six-week grading period.

Instructions: The coordinator will select the appropriate level that best describes your student's performance in the on-campus practicum and enter the corresponding numeric grade in the 6-week column. *In order for this evaluation to be most effective, you are encouraged to go over it with your student and help them make a plan for improvement.*

Student Traits	100-90 Outstanding	89-80 Above Average	79-70 Average	69-50 Needs Improvement	___ six weeks	___ six weeks	___ six weeks
Job-Related Skills	Student is gaining advanced job-related skills.	Student has gained job-related skills.	Student sometimes wants to gain job-related skills.	Student lacks drive to gain job-related skills.			
Punctuality	Student consistently arrives on time and is prepared to learn.	Student often arrives on time and is often prepared to learn.	Student seldom arrives on time and prepared to learn.	Student often arrives tardy and unprepared for class.			
Ownership and Accountability	Student leads with reflection of the alternative outcomes	Student accepts responsibility and reflects on outcomes	Student accepts some responsibility	Student lacks responsibility for outcomes.			
Attitude	Always maintains a positive and professional attitude	Generally, maintains a positive and professional attitude	Sometimes holds a neutral attitude	Rarely maintains a balanced professional attitude.			
Problem-solving	Student demonstrate exceptional skills in identifying problems and generating solutions.	Students show proficiency in identifying problems and applying appropriate solutions.	Students possess basic problem-solving skills and sometimes identify problems.	Students struggles to identify problems and apply appropriate strategies			
Initiative and Follow-through	Demonstrates excellent levels of task fulfillment and seeks out. opportunities for growth.	Demonstrates average levels of fulfillment of responsibilities and task completion.	The student requires occasional reminders to stay on track.	The student needs constant reminders to complete tasks.			
Personal Appearance	Exemplifies exceptional personal appearance	Demonstrates good personal appearance, with minor areas for improvement.	Student meets basic standards but has noticeable areas that could be improved.	Student frequently falls short in several aspects of personal appearance.			
Collaboration	Student is consistently cooperating with peers.	Student cooperates often with peers.	Student occasionally cooperates with peers.	Student lacks initiative to cooperate with others.			
GRADE AVERAGE							

Coordinator Feedback 1ST/4th SIX WEEKS

Coordinator Feedback 2ND/5th SIX WEEKS

Coordinator Feedback 3RD/6th SIX WEEK

Coordinator Signature	1 ST /4 th SIX WEEKS	2 ND /5 th SIX WEEKS	3 RD /6 th SIX WEEK

It is the policy of Houston 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, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.