CHAPTER 2

COOPERATIVE EDUCATION

Definition

Cooperative Education is a paid educational program consisting of in-school instruction combined with program related on-the-job work experience in a business or industrial establishment. These are planned experiences supervised by the school and the employer to ensure that each phase contributes to the student's Individual Learning Plan (ILP).

Rationale

The fundamental purposes of cooperative education are to provide opportunities for students to learn under real-life work conditions and to develop occupational competencies (attitudes, technical skills, and knowledge) needed to be successful in their chosen career. The school selects as a training agency a firm that will provide and coordinate occupational experiences that will further the students' technical education and employability skills. The program provides students with an opportunity to graduate as individuals who have adjusted to the world of work. Cooperative Education also serves to reinforce the students' understanding of "all aspects of an industry" and gives the student a chance to observe first hand "high skill, high wage, or high demand" career areas (both important components of the federal Carl D. Perkins Act).

Steps in Planning a Cooperative Education Program

- The student must be enrolled in a related career and technical education program within the current school year.
- The cooperative program is to be an integral part of the school's program of studies and be described in the local school catalog.
- On-the-job training must supplement the planned program of in-school instruction.
- The school arranges with the employer for on-the-job training utilizing the Work-Based Learning Plan/Agreement (See Forms section for a sample document.)
- The school coordinates the training during the on-the-job phases of instruction.
- Credit is granted for the cooperative education training as approved by the Local School District.

- The parent or guardian agrees to accept responsibility for the student's safety and conduct while traveling to and from school, place of employment, and/or home.
- The program teacher will visit the employer's site prior to sending students to ensure the proper safety and training conditions exist.
- Each work site/student should be visited periodically to check student's progress, attendance, appropriate work assignments, safety, etc.
- A Work-Based Learning Plan/Agreement is on file for each student.
- The student is paid wages, in accordance with Kentucky Wage and Hour Laws, for the on-the-job phase of instruction.
- Student must be covered by employer's Workers' Compensation Insurance.
- Employer must comply with all related Labor Laws, Kentucky Child Labor Laws and Federal Child Labor Bulletin 101.
- The Addendum for Student Learner in Hazardous Occupations form must be on file for each student if they are working in sectors identified in the Federal Child Labor Bulletin 101.
- An Employer Evaluation Report is on file for each student.
- A Student Co-op Experience Evaluation is on file for each student.
- Follow Local School District policy.
- Co-op information must be entered into the Technical Education Database System (TEDS).

Required Forms

- Work-Based Learning Plan/Agreement (See Appendix A, *Forms*)
- Log of Work-Based Learning Employer Contact (page 2-31)
- Work-Based Learning Employer Evaluation Report (page 2-46)
- Student Co-op Experience Evaluation (page 2-47)
- If applicable—Addendum for Student Learner in Hazardous Occupations (See Appendix A, *Forms*)

Legal Issues

The teacher/coordinator shall obtain a copy of and understand the most recent Kentucky Child Labor Laws and Federal Child Labor Laws. Cooperative Education is a paid work experience; the employer and student have an employer-employee relationship making the employer subject to all State and Federal Labor Laws. The teacher/coordinator must check with and follow Local District Policy as it relates to Cooperative Education.

As best practice, policy statement(s) regarding off-campus experiences for work-based learning should be components of the curriculum outlined by the School Based Decision Making council (SBDM).

- Kentucky Child Labor Law (See Chapter 1, *Legal Issues*)

- Federal Child Labor Law Bulletin 101, www.dol.gov/esa/regs/compliance/whd/childlabor101.pdf
- 705 KAR 4:041 Cooperative Education Program Standards (See Appendix B, *Resources*)
- 705 KAR 4:231 General Program Standards, Secondary Career and Technical Education (See Appendix B, *Resources*)
- 704 KAR 3:305 Minimum Requirements for High School Graduation (See Appendix B, *Resources*)

Coordination

Coordination is an educational activity directed toward the improvement of instruction by combining the efforts of all who influence the learner. Coordination involves selecting training stations, placing students, and evaluating student progress on the job.

In some program areas one person serves as coordinator while another teaches; in such cases, communication and cooperation between two individuals must take place.

The cooperative education teacher/coordinator has many responsibilities. It is a complex role that involves teaching, coordination, guidance and counseling, public relations, and administration (see page 2-4, Roles of Teacher/Coordinator).

The primary role of the teacher/coordinator is teaching. Teaching involves directing a learning program that will permit students/trainees to master the skills, knowledge, and employability skills necessary for success in the world of work. In addition to teaching, the teacher/coordinator must

- Help students make the transition from school to work and/or postsecondary education
- Help students form work ethics from their learning experiences outside of the classroom
- Guide students in developing critical thinking and problem-solving skills

The teacher/coordinator is the key to a successful cooperative education program. The success of the program depends upon

- How effectively the teacher/coordinator performs the tasks included in these roles
- How effectively the teacher/coordinator is able to plan and organize the work to maintain balance among the various functions

The teacher/coordinator's effort should always be directed toward the primary program goal—preparing students to enter and advance in their careers. When assigning priority to tasks, the teacher/coordinator must constantly keep this objective in mind.

ROLES OF TEACHER/COORDINATOR

Teaching	Coordinating Activities	Guidance/ Counseling	Public Relations	Operation/ Administration
Safety of student Develops instructional plans. Follows plans and timetables for the instructional program. Determines program objectives. Reviews and updates objectives. Identifies instructional objectives and content. Correlates instructional content with work-based learning experiences and student career objectives. Expands related instruction to meet changing technology. Evaluates student performance and progress. Utilizes activities appropriate for the objectives, content, and students. Maintains resources files. Directs learning process. Obtains assistance from others. Evaluates the results of his/her teaching.	Safety of student Selects appropriate Work-Based Learning agencies. Prepares a Work-Based Learning Plan/Agreement with each student. Coordinates classroom activities with on-the-job work-based learning. Evaluates student progress on the job with employer. Makes on-the-job coordination and home visits and keeps records of them. Gives needed information to work-based learning sponsors. Makes sure safety provisions and labor laws are followed at work-based learning stations. Evaluates work-based learning stations.	Explains cooperative education program to students, parents, and school officials. Selects students for the cooperative education program and keeps records of each one. Places students in appropriate work-based learning stations. Counsels with students. Acts as a work-based learning consultant to business and industry. Follows up on student progress. Works cooperatively with school guidance counselors. Assists students in making adjustments. Maintains student records.	Explains program to business, labor, civic, and school groups. Participates in local community functions. Plans and prepares publicity. Takes part in extracurricular activities and other school duties. Keeps in direct contact with school principal, superintendent, parents, business, industry, labor, and community. Arranges and directs special events related to the program. Develops promotional materials regarding the program. Plans and conducts special events.	Plans a well-rounded program of work. Arranges for adequate classroom facilities. Makes a community survey. Organizes and supervises student organization. Works with advisory committee. Prepares necessary reports and budgets. Conducts practical research. Evaluates cooperative education programs.

BENEFITS OF COOPERATIVE EDUCATION

STUDENTS have an opportunity to

- Learn, both in class and on the job, through significant experiences
- Develop a greater sense of responsibility and dependability
- Obtain an understanding of employment opportunities and responsibilities through direct on-the-job experience
- Acquire attitudes, skills, and knowledge necessary for success in chosen career
- Develop employability skills that are better taught in the work setting
- Develop work habits necessary for individual maturity and job competence
- Obtain work-based learning that can lead to full-time employment for the student after graduation from high school or any postsecondary institution
- Engage in activities that contribute to school-to-work adjustment
- Enter the full-time employment market with work experience, thus enhancing chances of success and advancement
- Secure a higher salary when employed on a permanent job than would be received without the experience
- Achieve a positive attitude toward work and co-workers as well as improve interpersonal skills resulting from work-based learning with experienced workers
- Develop self-motivation for education and work-based learning
- Develop self-confidence and self-esteem

SCHOOLS benefit because the cooperative education program

- Allows utilization of community resources to expand the curriculum and provides individualized instruction
- Enriches the curriculum by providing school-to-work experiences needed in the effective preparation of specific career major goals
- Provides a means of evaluating the efficiency and success of the curriculum
- Assists students in clarifying career goals and providing a practical means of reaching them
- Provides an opportunity for school personnel to stay up to date on constantly changing procedures and practices; thus, course content can be updated accordingly
- Uses the facilities of cooperating employers in the community as a laboratory for practical work-based learning
- Enables a stronger school-to-work system to be developed by combining the efforts of employers and school personnel in work-based learning
- Furthers and maintains a close relationship between school and community
- Furnishes the school with an excellent method of giving students a better understanding of the elements of good human relations in the work environment

EMPLOYERS have an opportunity to

- Reduce future orientation costs by facilitating student transition
- Obtain a highly motivated part-time worker who is receptive to instruction
- Participate in a community endeavor to prepare people for occupation and adult citizenship
- Receive assistance in selecting qualified personnel
- Benefit from better communication between educators and employers
- Improve the public image of the firm
- Participate in planning the work-based learning for the student

THE COMMUNITY benefits because cooperative education

- Introduces local employment opportunities to students
- Helps reduce the number of unemployed students at the conclusion of their instructional program
- Encourages students to stay in the community
- Provides constant labor resources
- Encourages a number of youth to stay in school and thus decreases the dropout rate
- Provides a means for developing good community-school relations

INITIATING A COOPERATIVE EDUCATION PROGRAM

Planning for the cooperative phase of an education program should begin at least a year in advance. Administrative approval must be obtained for initiating a new program as well as the adoption of necessary local policies. Operational procedures need also to be adopted. Occupational surveys of the community must be made and student interest determined. The curriculum may need to be determined and/or revised, and enrollment procedures must be identified.

The cooperative education program may be initiated by an interested teacher, coordinators, school administrators, and/or business and industry representatives.

Administrative Responsibilities

1. Secure permission from all necessary school officials to investigate the need.
2. Learn how cooperative education operates, who is responsible for organization and administration, and determine the responsibilities and functions of teacher/ coordinator and related subject teachers.
3. Contact program area state staff for appropriate information about state requirements.

4. Prepare a basic outline of the plan and schedule you intend to follow in determining the need for cooperative education and submit to appropriate administrative officials.
5. Appoint a planning committee. (This may be your program area advisory committee.)
6. Conduct a student survey to determine student needs and interests (and to determine businesses that already employ students as part-time workers). Factors to consider are
   a. Students' career plans and interests
   b. Students' plans for further education
   c. Students' interests in occupations for which work-based learning can be provided
   d. Students' type of part-time employment, hours worked, and income earned
   e. Students' perceived relevance of school's offerings for personal needs
   f. Cumulative records such as results of aptitude, achievement, and interest assessments, as well as student's progress and adjustment to the school environment.
8. Conduct a local occupational survey to determine the number and types of work-based learning stations available.
   a. Planning committee
   b. Department for Employment Services
   c. Comprehensive human resource planning committee for local area
   d. Chamber of Commerce
   e. United States Census
   f. Labor marketing contact
   g. Labor groups
   h. Counselors
   i. Trade associations
   j. School placement and follow-up officer
9. Determine whether cooperative education will fit into the total school program by answering the following questions:
   a. Are sufficient physical facilities, room, and equipment available for related instruction?
   b. Can instructional materials be obtained?
   c. Are instructional personnel available in the occupational area?
   d. Is the school close to the employment community so that students can get to the work-based learning stations from school and home without undue difficulty?
   e. How many students are currently employed?
   f. What courses, if any, must be added for effective program operation?

10. Determine the feasibility of offering cooperative education using the following sources of data:
    a. Student interest survey
    b. Parent interest survey
    c. School board recommendations

d. Guidance counselor recommendations
e. Faculty recommendations
f. Employment data

Responsibilities of Teacher/Coordinator

1. Identify prerequisites.
2. Specify how students' grades will be determined for both the related instruction and on-the-job experiences.
3. Describe characteristics of students to be served.
4. Identify occupations for which training will be available.
5. Secure space, classrooms, telephone, office, instructional materials, etc.
6. Plan the appointment of an advisory committee. (This may be your program area advisory committee.)
7. Publicize continuous progress in the development of the co-op program.
8. Inform school faculty of cooperative education objectives and how the program will operate.
9. Inform parents and community about cooperative education.
10. Identify individual students who would benefit from and be interested in cooperative education. Survey other faculty members who can provide this type of information as well as information relative to students' strengths and weaknesses.

Local Cooperative Education Guidelines

The cooperative method of education must place each student in a job that will further develop his/her occupational goal. While other forms of work experience may be worthwhile in teaching work values or helping to alleviate economic problems of the student, unless the educational objectives of the occupation for which they are in training can be met by the work activities, the placement is not justifiably called cooperative education. The need for the student to become employable in the phase of an occupation for which that student is most suited must be the uppermost goal of each co-op placement.

1. **Participating Student Requirements:**
   a. Students must have proof of age on file with the employer. This may be a birth certificate, a baptismal record, Bible record, driver's license, or other comparable record. Students under 18 must comply with special labor laws. For information see the Kentucky Child Labor Bulletin and the Federal Wage and Hour Publication #101.
   b. Enrollees must complete the basic skill prerequisites required by the occupational program they are pursuing and be recommended by their teacher before placement in a cooperative training station.
   c. A student in the cooperative program must be enrolled in a related class during the school year.

d. Co-op will provide employment opportunities for all students, regardless of race, color, national origin, sex, disability, age, religion, or marital status.

2. Student Attendance Accounting

a. Each program area may establish a minimum amount of class time for which credit may be received.
b. To receive attendance credit, co-op students must be on the job at least as many hours as they would have been in school in full-time attendance.
c. Each co-op teacher/coordinator is to have a system for documenting the hours worked by each student who is to be counted in school attendance for the time on the job. A system is to be provided for an employer to report student non-attendance at the worksite.

3. Student Evaluation

A system for evaluating the performance of the student should be incorporated into all programs.

4. Awarding Credit

Credit is contingent upon two factors: related class and time spent on the job during school hours or an equivalent amount of time based on daily work schedules identified in the Learning Plan/Agreement. Credit is to be awarded for both the related class and work-site experiences. The credit for work-site experiences may be awarded based on the number of class hours spent at the work site on an hour-for-hour basis for a maximum of two (2) credits per related class.

5. Work-Based Learning Plan/Agreement

Each student is to have a Work-Based Learning Plan/Agreement that explains what is needed to learn and practice while at the co-op training station. There must be a Work-Based Learning Plan/Agreement written and signed by the student, the parent/guardian, the employer, and the school. The plan/agreement will explain the responsibilities of each party and serve as a basis for the employer's complying with the plan. Each student's Work-Based Learning Plan/Agreement is to be kept on file and available for review by office staff and Federal and State auditors.

6. Program Reporting

Co-op data is reported electronically through the Technical Education Database System (TEDS) for reporting career/technical enrollments. It is crucial that all students participating in co-op be identified via this system.

7. Approvable Expenditures

Funds may be available to reimburse teacher travel for supervision, as well as purchase equipment and materials, if identified in the Comprehensive School Improvement Plan.

8. Teacher/Coordinator Requirements

a. Help the students understand the duties they will be expected to perform, and introduce the students and employers to one another.
b. Help the students acquire the proper attitude and maturity to be successful employees.
c. Serve as a communication link between the school and the community.
d. Develop Work-Based Learning Plans/Agreements between the students and the employers.
e. Inform employers of the appropriate State and Federal Laws (i.e., Child Labor, Wage and Hour, Revenue, Equal Rights, etc.).
f. Work closely with the administration and faculty members to promote the co-op program.
g. Keep up to date with the professional duties and responsibilities of the job such as
   1) continuing education and training
   2) professional in-service opportunities sponsored by the Kentucky Department of Education, the Division of Career and Technical Education and the Office of Career and Technical Education
   3) membership in professional associations

9. Requirements for an Approvable Co-op Plan

a. Each program utilizing cooperative education as an instructional method should submit or update its local Comprehensive School Improvement Plan.
b. Local plans must consider the following:
   1) Purpose and objectives of the program
   2) Plan of operation
   3) Number of students expected to be served
   4) Occupational area(s) to be served
   5) Funds available to operate program
   6) Evidence of seeking input from the community including an active advisory committee
   7) Development of evaluation procedures

10. Sources of Further Information

a. Comprehensive School Improvement Planning (See http://www.education.ky.gov/KDE/Administrative+Resources/School+Improvement/Comprehensive+Improvement+Planning/)
b. Division of Career and Technical Education (502) 564-3775
c. Office of Career and Technical Education (502) 564-4286
d. Program Assessment (See Standard 14, Work-Based Learning) http://www.kytech.ky.gov/pa21standards.htm

CO-OP ADVISORY COMMITTEE

(Consider using your program area advisory committee if you think it will be too difficult to seat another committee for Co-op.)

In cooperative education, program goals involve the preparation of individuals for specific careers. Therefore, the teacher/coordinator increases the effectiveness of the cooperative education program by working closely with an advisory committee for advice and information concerning the nature of the programs to be offered.

The major purpose of the advisory committee is to advise the teacher/coordinator and other decision makers regarding planning and implementing programs. The educational institution, however, remains the governing body for establishing policy.

Functions

An effective advisory committee may serve as a sounding board, advising on such topics as

- Goals and objectives of the program
- Public relations programs
- Resources for employment/work-based learning opportunities
- Job performance standards
- Follow-up studies
- Criteria for evaluation of programs
- Evaluation materials (e.g., forms)
- Recommendations to the administration
- Relating instruction to the needs of the community
- Curriculum development
- Development of a program of work

Membership

Members of the advisory committee should be selected from individuals within the community who represent

- Employers in business and industry
- Governmental agencies
- News media
- Workers from the occupational area
- Civic organizations
- Students (current or former)
- Unions (if appropriate)
- Occupationally related organizations
- School personnel (ex-officio member)
- Parents/guardians

Advisory committee members should be appointed for a specific term. Terms should rotate so that some new members are added each year while others remain to provide continuity. The following procedures are recommended for appointing members:

- The teacher/coordinator should recommend proposed committee members to the school administrator for consideration. A list of alternates should be prepared for consideration in the event the person cannot serve or is unwilling to serve.
- After receiving the approval of the administrator, the teacher/coordinator prepares a letter of invitation (*see sample letter, page 2-13 of this chapter*) asking the individual to serve. This mailing should include information relative to purpose, function, etc., of the advisory committee. This letter is prepared for the administrator's signature.
- Shortly after the letter has been received by the prospective member, visit and briefly explain the purpose of the committee.
- After receiving notification of acceptance from each member, an agenda with a cover letter is sent to the members. The letter should include an expression of appreciation as well as time, date, place, etc., of the upcoming meeting.

Role of Teacher/Coordinator in Establishing an Advisory Committee

- Help select members
- Inform members of the meetings
- Serve as temporary chairperson until a chairperson is selected
- Serve as recorder (*see sample meeting minutes on page 2-15 of this chapter*)
- Plan agenda for the committee meetings

Steps in Planning Advisory Committee Meeting

- Prepare the agenda (*see sample agenda, page 2-14 of this chapter*)
- Prepare materials to be presented
- Reserve a meeting room
- Notify the members of meeting date
- Mail agenda with supporting papers to committee members

NOTE: Program needs should dictate the frequency of meetings. There should be at least two formal meetings per school year.

Guidelines For a Successful Advisory Committee Meeting

- Respect the committee members' limited time; stay within the time scheduled.
- Be prompt in the preparation of records (such as minutes, etc.).
- Inform the committee of facts about the program.
- Set a realistic scope of objectives for the advisory committee.
- Keep the committee within the scope of its original objectives.
- Consider the committee's recommendations. Appropriate action should be taken as soon as possible on appropriate suggestions. Committee members should be told why any of the proposals are not adopted.

SAMPLE
INVITATION LETTER

February 25, 20--

Mr. John Andrews, President
Chamber of Commerce
845 Park Avenue
Somewhere, KY 53000

Dear Mr. Andrews:

It is my pleasure to ask you to serve as a member of our Cooperative Business Education Program Advisory Committee. You have been selected because of your extensive knowledge of business and office procedures. Your appointment has been approved by the Board of Education of the Somewhere School District #1 for a term of one year.

This Cooperative Business Education Program has been established to help prepare students for careers in office occupations.

Your acceptance of this appointment will be of great value to the students in our school district. Through the activities of the members of this committee, assistance will be given to the promotion and acceptance of this program by the business people and other members of the community.

Sincerely,

Richard Gordon
Superintendent of Schools

Enclosed (Advisory Committee Brochure)

SAMPLE
AGENDA

COOPERATIVE EDUCATION
ADVISORY COMMITTEE MEETING

BUSINESS EDUCATION

GOLDBLUME CENTER

FEBRUARY 25, 20--

1. Introduction of committee members
2. Explanation of cooperative education program and the need for an advisory committee
3. Responsibilities of advisory committee
4. Functions of advisory committee
5. Term of appointment
6. Selection of meeting place
7. Election of chairperson
8. Appointment of committees
9. Other business

SAMPLE

MINUTES

Cooperative Business Education
Advisory Committee Meeting
April 19, 20--

The following individuals were in attendance at the second luncheon meeting held in the Burgundy Room at the Holiday Inn on April 19, 20--.

June Ashman, Personnel Director, A.E.R.P. Co.
Susan Ching, Unit Director, V.O.C. Co.
Lucinda Dickens, Department Head, South Co.
Tom Garcia, President, S.O.W. Co.

The meeting was called to order by Melanie Rae, Chairperson.

1. June Ashman mentioned that the Business Education Department does not have a medical or legal program now because of lack of funds for cooperative education.

2. Lucinda Dickens proposed the development of a cooperative work station at the local hospital. Tom Garcia will contact Mr. Tom Wesley regarding this possibility and will report to June Ashman.

3. A discussion of fund-raising ideas to obtain money for sending students to national meetings followed. It was suggested that we look to individual businesses and clubs such as Business and Professional Women for funds. Various money-raising projects were suggested, including selling candy, car washes, and concessions.

4. A discussion of the length of terms for committee members was postponed until the next meeting.

5. Fletcher Norman of First National Bank was suggested as a prospective member representing the downtown area. Dick Wagner will call Mr. Norman, who he knows personally.

6. John Lawrence discussed the possibility of developing a handbook for training sponsors. A subcommittee—Don Richards, Bill Zoby, and Carol Sutherland—was appointed to develop an outline of topics for the handbook. These will be considered at our next meeting.

7. Teachers/Coordinators will report on action taken in previous recommendations.

8. The committee wishes to express its thanks for the luncheon provided through the Memorial Fund.

9. The next meeting will be in August or September.

Tom Garcia, Secretary

PUBLIC RELATIONS

The cooperative education program must have public support. A well-planned public relations and promotional program is an important element that aids in obtaining this support.

A sound program that produces entry and advancement level positions is the basis for an effective public relations program. Public relations involve being knowledgeable about the product and communicating this knowledge to others.

1. **Program Image**
   Despite all the new technologies and the media, the most effective means of advertising continues to be word of mouth. Therefore, the public image of a program is created through what various groups feel and say.

   a. **Through the Students**: The program image is largely a reflection of the students—their job and their school performance. Employers judge the merits of the program by the success they have in hiring satisfactory workers. Students' appearances before various groups in the community are usually much more effective than anything the coordinator can report.
   b. **Through Teamwork**: Satisfied employers, co-workers, faculty members, students, advisory committee members, and parents who are convinced of the program's merits are much more effective in developing a program image than the teacher/coordinator's single-handed efforts in publicizing the program. Printed materials and letters bearing the endorsement of employers and other groups, in addition to those of school officials, emphasize the cooperative feature of the program. Recognition of the contributions made by all groups to the development of students is an important means of maintaining teamwork that gives the program a good image.
2. **Develop a Publicity Plan**
   A plan is necessary to formalize the public relations program. Developing a good public relations plan involves a series of steps, often called the Eight-point Plan. The steps are:
   1. Establish Objectives
   2. Research the Subject
   3. Re-evaluate Objectives
   4. Determine Theme
   5. Select Strategy
   6. Organize Campaign
   7. Plan Activities
   8. Select Tactics

   Publicity must be well planned and delivered continuously. Therefore, organize a yearly plan and then schedule it on a monthly calendar.

3. **Guidelines for Publicity Campaign**
   a. Adjust all publicity to fit the audience. Stress the benefits of the co-op program to a specific audience.
   b. Give recognition for contributions in as many formats as possible and to all appropriate audiences.
   c. Maintain a resource file (i.e., (1) web sites, photographs, and videos of student activities and projects for use in articles, displays, etc.; (2) a listing of resource people; and (3) information on careers and other literature).
   d. Evaluate activities.
4. **Teacher/Coordinator's Responsibilities**
   a. Maintain a sound program that results in well-trained employees.
   b. Maintain continuous contact with the business and industrial community.
   c. Get individuals or groups (such as trade and professional organizations) involved in publicizing the program.
   d. Give visibility to student activities and achievements.
   e. Plan and implement a system for giving recognition to all individuals or groups who contribute to the development of students.
5. **Employer Appreciation and Recognition**

   People like to be recognized and appreciated for the work they do. A variety of methods may be used for showing appreciation to employers. Many programs sponsor an employer appreciation event such as a banquet, picnic, potluck supper, breakfast, or luncheon.

   The appreciation event is used to achieve several goals. Whether this event is a banquet or other type of activity, its arrangement should reflect these goals:
   a. Acquaint individuals with the scope of the program
   b. Aid others in becoming acquainted with the program
   c. Keep the school administration in touch with the relationships of the program
   d. Recognize individuals and groups who have made outstanding contributions
   e. Recognize student leadership
   f. Develop pride and group spirit

   The most widely used professional activity for employer appreciation is the Employer/Employee Banquet. This project is used more than any other single activity to create goodwill in the community. A successful Employer/Employee Banquet is the result of thorough planning and the assignment of specific responsibilities.

The program for the Employer/Employee Banquet should be as follows:

1. A Master of Ceremonies (student) should be carefully selected and trained. Also, an alternate should be selected and trained.
2. Students should be prepared and practice speeches. Notes or index cards may be used.
3. Program activities may include the following:
   a. Speaker

   b. Student skits, plays, talent shows, and entertainment
   c. Brief talks by several students or several training sponsors
   d. Visuals of training stations (if time permits)
4. Use a speaker from outside the school environment. Recognition of training sponsors, however, can be equally effective.
5. A speaker should be selected who will inform (within 20 minutes) as well as entertain the audience. Speakers should include males, females, minority, and individuals with disabilities. Consider as speakers:
   a. Company representatives
   b. State Senators and State Representatives
   c. Advisory Committee members
   d. Local civic club representatives
6. The speaker is not to be paid as this is a public service. All necessary arrangements should be made, however, for the speaker. For example, a student may arrange transportation.
7. The speaker's biographical sketch and picture should be secured for publicity.
8. Publicize the appreciation event in the local newspaper. Be sure the names of all training sponsors, as well as their company and student/trainee, are identified.
9. Present Certificates of Appreciation to all employers.
10. Present a few Outstanding Service Awards to individuals who have made a special contribution in support of your program this year.

RELATED CAREER/TECHNICAL INSTRUCTION

Students participating in cooperative education are to be enrolled in a related class during the school year. The instruction is designed to provide individuals with learning experiences that enable them to progress toward a career objective. The related class is individualized and related to the student's WBL Learning Plan/Agreement.

In cooperative education, <u>three environments</u> are conducive to achieving the balanced pattern needed by all students—the classroom/laboratory, the work site, and the student organization. Classroom instruction involves the organized presentation and application of knowledge, skills, and attitudes. Supervised occupational experiences (co-op) require students to apply knowledge, skills, and attitudes in an actual employment setting, utilizing the WBL Learning Plan/Agreement to ensure that students have opportunities to apply the theoretical concepts in the job setting. Student organizations make teaching more effective by providing experiences in group dynamics which enable students to accept themselves within the total group situation.

The teacher/coordinator is a <u>director of learning</u> who coordinates the learning experiences in the classroom, at the training station, and through the student organization. The teacher/coordinator tailors the instruction to the individual’s needs and learning styles. Utilizing appropriate resources for achieving the desired outcomes, the coordinator individualizes the <u>instructional plan</u> for each student.

Under certain circumstances, the correlation between the on-the-job training and the classroom related instruction may be jointly developed by a full-time coordinator working with a related-subject teacher. In such cases, there is an increased need for communication and cooperation in determining responsibilities and sequencing for instruction and job activities.

Programs of instruction are built around the needs of the students. In order to design such a program, student needs and characteristics must be clearly defined. The skills, knowledge, interests, attitudes, and other attributes of students must be known in order to plan appropriate instruction. No other factor is more important in the planning process than the students' needs—both those that are common to all group members and those that are individual.

Types of Instructional Content

In cooperative education programs, the goal is to assist students in developing career competencies. The instruction is said to be correlated; that is, there is a direct relationship between the study in school and the activities of the training job, both of which are based on a career objective. This correlation involves both (1) the sequence of learning (what is studied when) and (2) the application of learning (what is learned in school and then applied on the job, with the results being reported to the classroom). In addition, the student will have some individual instruction in school; that is, the student will study some things not studied by other students due to individual job needs and an individual career goal.

Criteria for Related Instruction

- A student in cooperative education shall be enrolled in a related class in the current school year.
- Enrollees shall have taken basic skill prerequisites required by the occupational program they are pursuing.
- The student shall work in a salaried position which provides work experience directly related to the student's Individual Learning Plan.
- Instructional materials should be provided to supplement the teaching of a related class.
- Enrollment in a related class or a supervised out-of-school setting should not exceed 31 students or the number of available work stations.

Specific Related Competencies

This instruction includes the teaching of specific skills, knowledge, and attitudes required to progress in a career field. The instruction is directed toward the following kinds of competencies:

- Manipulating tools or equipment
- Gathering, processing, communicating, or applying technical information

- Constructing, assembling, or combining elements
- Performing a service

General Related Competencies (Occupational/Adjustment Competencies)

General related instruction is classified into the following groups:

1. **Occupational Adjustment and Career Development Capabilities**
   Occupational adjustment abilities relate to the ability to adjust to employment environments and personalities at the plant, office, store, or institution. By teaching students to interact effectively with other employees, supervisors, and the conditions under which they must work, the students will acquire capabilities which will persist as they progress in their careers and take positions in other employment environments. Occupational adjustment capabilities include the following:
   a. Learning how to learn at the training station
   b. Interacting with co-workers, supervisors, and employers
   c. Participating in groups as a member and leader
   d. Developing desirable employment habits and attitudes
   e. Making rational economic decisions about employment, spending, saving, and participating in a private enterprise economy
   f. Preparing for future employment
   g. Managing employment time and leisure time
   h. Keeping abreast with current developments in the occupation
   i. Drawing from the environments where the occupation is found

Career development capabilities enable students to find satisfying occupational roles in which they can get a sense of achievement and self-realization. The instruction focuses on learning about the occupational field and the lives of individuals in the occupation and on looking at one's potential needs, abilities, and aspirations as they relate to occupations and careers. These capabilities include the following:

- Assess and analyze one's own needs, interests, abilities, and aspirations
- Assess and analyze the potential opportunities and satisfactions of an occupational field
- Predict chances of being successful and satisfied in the occupational field
- Make decisions and plans to achieve goals and aspirations

2. **Employability Skills**
   Every student needs to acquire at least a minimum level of competence in employability skills. Some students may need considerable assistance in developing these skills while others do not. Utilize lessons for the various topics for individuals who need to improve in such areas as choosing a job, searching for a job, applying for a job, entering a new job, succeeding on the job, changing jobs, economics awareness, and occupational safety.

Instruction should be organized to produce competencies which are (1) needed by all employees, (2) needed by employees in an occupational field, (3) needed by employees of a specific occupation only, and (4) needed by a particular employee at a specific place of employment. This may be achieved through tutoring or small group activities in addition to specific instructions for the particular position.

Basic Skills Competencies

Teacher/coordinator has an opportunity to assist students in attaining practical competencies needed to function in society. Emphasis can be placed on basic skills, career awareness, and decision making as they relate to the student's career goal.

Experienced teacher/coordinators have found that students see "reading, writing, and math" competencies as relevant and necessary when related to the training station learning experiences. Like all educators, teacher/coordinators need to keep basic skill competencies in mind when teaching the related class.

The student should be able to read, comprehend, and interpret materials an adult encounters in daily living, such as newspapers, magazines, income tax instructions, credit contracts, instructions for operating or maintaining equipment or household appliances, and job descriptions.

The student should be able to use basic computational skills such as computing interest, making change, balancing a checkbook against a bank statement, computing miles driven per gallon of gasoline, constructing a budget, and computing income tax in the context of everyday tasks and problems encountered by adults.

The student should have the ability to listen and communicate in employment situations, demonstrating skills in organizing and presenting ideas or solutions to problems, giving informative answers to questions, comprehending and giving directions, and listening effectively.

The student should have the ability to write an acceptable report, essay, or resume. Emphasis should be placed on structure, spelling, grammatical correctness, punctuation, clarity, and organization.

Career Awareness and Decision Making

The student needs to acquire substantial information about employment in one or more career fields. The information should include the following:

- The roles and functions of the position and its relation to other positions
- How one qualifies for entry and advancement (education, experience, aptitudes) and possible routes of entry and advancement in a career

- The employment conditions associated with the position, including physical environment, social setting, hours of work, how the position affects the employee's lifestyle, and other conditions
- The monetary, psychological, and other rewards which employees receive from employment
- The current and projected demands for employees in the field, opportunities for advancement, and lateral movement within the career
- A personal evaluation of the occupation in relation to the student's interests, values, goals, and abilities

Instructional Methods and Materials

Personnel responsible for the related instruction are expected to select instructional methods that are appropriate for the student and contribute to the development of employment qualifications. In addition to providing occupational experiences which lead to mastery of the technical content, the teacher/coordinator must also be able to stimulate student interest and use a variety of techniques that develop multiple skills necessary for success on the job.

Guidelines for Selecting Appropriate Methods

- Choose activities that develop multiple capabilities and competencies.
- Use adult techniques with students.
- Use applied methods. *(See applied learning strategies on page 2-23.)*
- Use appropriate instruction materials. A variety of books, periodicals, occupational materials, plus other media and materials should be available.
- Correlate job and related instruction.

Guidelines for Correlating Job and School

- Select related instruction activities that are job based
- Involve the training sponsor in developing course content
- Use career-oriented resources and references
- Exchange resources and references from school to job and vice versa

APPLIED LEARNING STRATEGIES FOR TEACHING RELATED INSTRUCTION

A. Occupational Contact
1. Job performance activities
2. Field observation
3. Field interview
4. Field trip
5. Resource visitor
6. Fashion show
7. Shopping reports

B. Active Problem Solving
1. Case problem or study
2. Role playing
3. Socio-drama
4. Conference method
5. Buzz sessions
6. Brainstorming
7. Questioning
8. Quiz games

C. Demonstration and Practice
1. Demonstration by teacher
2. Demonstration by students
3. Demonstration and skit
4. School store
5. Practice and drill

D. Audio-visual
1. DVDs, CDs
2. Internet
3. Overhead projectors
4. Chalkboard
5. Smart/white boards
6. Tapes (audio, video, cassette)
7. Charts, maps, pictures, and posters
8. Video

E. Individual Instruction
1. Programmed instruction
2. Performance contract
3. Competency-based instruction

F. Auditory-Verbal
1. Informal discussion
2. Symposium
3. Forum
4. Debate
5. Panel
6. Dialogue
7. Round table
8. Lecture
9. Committee

G. Reading and Writing
1. Themes, essays, and written reports
2. Survey of literature
3. Trade publication of activities
4. Magazine and newspaper activities
5. Reference book activities
6. Resource files
7. Research files
8. Workbooks
9. Manuals, notebooks, and scrapbooks

H. Measuring and Evaluating
1. Pre-test/post-test
2. Classroom test
3. Classroom test designed by student
4. Standardized test
5. Performance Tests
6. Contest
7. Judging others and their work
8. Self-appraisal
9. Measuring goal performance

I. Miscellaneous
1. Team teacher
2. Simulation
3. Class chairperson
4. Student reporter
5. Student organizations
6. Rotation plan
7. Project methods

Coordinating Visits

Timing the Visits. The number of visits, as well as their timing, must be carefully planned for effectiveness and efficiency. Once a student has been placed in a co-op position, coordination visits are necessary for

- Assessing the student's learning progress
- Improving the quality of the training stations
- Correlating related instruction and job experiences
- Making changes in training plans when necessary

Some coordination visits are conducted throughout the entire school year while other types are "seasonal" or occur only at specific intervals. Some types should be considered "constant"—such as the public relations visit, the identification and evaluation of work-based learning stations, and the student progress visits. Anticipate and plan time carefully.

Frequency of Visits. Visitations should be made frequently and for specific purposes, thus avoiding visits for only crisis situations or problems.

The actual number of visits to each work-based learning station will depend primarily upon the conditions and nature of the work-based learning station and the maturity and ability of the student.

Stagger visits so that the student is observed through the full spectrum of working hours; in other words, don't visit the work-based learning station at the same hour on the same day each week.

Guidelines to Observe

- Conduct visits in a manner that promotes effectiveness and enhances efficiency.
- Make visits at a time convenient to the work-based learning sponsor.
- Make an appointment for any visit requiring the work-based learning sponsor's time.
- Make the purpose of the visit clear to the work-based learning sponsor when making the appointment and/or arriving at the work-based learning station.
- Plan for the visit carefully.
- Do not interfere with the student's work.
- Summarize and maintain records of all visits.
- Keep all information and records concerning the work-based learning station and the student confidential.
- Discuss the student's problems and/or weaknesses only in a private session with the work-based learning sponsor (mentor) and/or student.
- Take a few minutes to see the employer or a designated representative first when making a call and again when leaving as a common courtesy.

- Know and adhere to any legal regulations and/or company policies concerning your movement within the work-based learning station.
- Comment on any strengths or successes observed. Positive reinforcement encourages and motivates the person to even more and better work.

Initial Visits. A series of coordination calls are made prior to the opening of school. Some of these calls may be made during the preceding spring or during extended employment time in the summer to:

- Evaluate a company as a potential training station including safety evaluation.
- Seek cooperation as a work-based learning station
- Develop a Work-Based Learning Plan/Agreement
- Orient the work-based learning sponsor (mentor) to his/her cooperative program responsibilities. Discuss legal issues—Workers' Compensation Insurance, Child Labor Laws, Wage and Hour regulations.

First Visit Following Placement. Visit the work-based learning station during the first week the student starts to work to ensure that the student and work-based learning sponsor (mentor) are getting started in the right direction. Observe and discuss the following work related activities with the student and/or work-based learning sponsor:

- Purpose of related instruction
- Punctuality of student
- Dress and behavior guidelines of the company
- Work-Based Learning Plan/Agreement review
- Future visits for discussing job related activities

Provide the work-based learning sponsor with a file folder at this time. A folder should contain a full set of information about the cooperative program, including items such as the following:

- Benefits of the program (company, student, and school)
- Work-Based Learning Plan/Agreement
- Student's school schedule
- Business card and how you can be reached
- Sample copy of the Employer Evaluation form
- School's policy regarding co-op
- Other items you feel will promote the work-based learning sponsor's interest and knowledge of the program

Periodic Visits. Visits to check on student progress, supervision by a work-based learning sponsor (mentor), and job-related issues may be made as often as once every two weeks. During these visits you may check on a variety of things such as

- Working situation/Safety conditions

- Attitudes of student, co-workers, and work-based learning sponsor
- Use of skills and knowledge from related instruction
- Need for additional related instruction
- Attendance
- Exploitation of students
- Training provided by training sponsor
- Need to readjust the Learning Plan/Agreement

If the work-based learning sponsor has little or no previous supervisor experience and/or has not been involved with the cooperative program before, visit more frequently to ensure a successful partnership.

Some visits may be termed public relations visits; they occur on various occasions as time permits. Some visits may involve visiting members of the advisory committee, civic and community leaders, and parents.

Coordination visits to training stations on a regular basis are very important to a successful co-op program. However, keep visits short and businesslike. Business and industry personnel are busy people.

Problem Visit. Problems do arise at times. You may detect early signs of these from daily contact with the student in the related instruction class, from the student's attendance and evaluation reports, and by requested visits to the training station.

These visits are usually made in addition to the regularly scheduled visits. Or you may receive a phone call or letter from the training station about an emergency. Problems should be dealt with as soon as possible.

Working with Job-Related Issues

One important purpose of evaluation is to uncover problems/issues the student may be experiencing. Teacher/coordinators should be aware of the many types of issues that may arise. Some problems can be avoided altogether or reduced considerably if the various techniques described in this manual are utilized.

From time to time, students have problems at the work-based learning station and/or at school. Your program plan, as well as the general school policies and regulations, should specify in advance the appropriate actions for handling most problems. Also, general school policies should specify due process guidelines to be followed. The recommended student's Work-Based Learning Plan/Agreement provides additional policies and regulations.

Ways to Handle Problems/Issues. Regardless of the source or causes of the problems, handle them calmly and give fair treatment to all parties. Publish all rules and regulations in advance and follow them. Such rules prohibit certain problem situations from

occurring. If an unusual case occurs, follow established procedures as far as possible and act only after ensuring each party due process.
Follow these guidelines whenever problems do arise either with students at the work-based learning station or in school:

- Apply rules and regulations, policies, and procedures stated by school for all students.
- Act as the student's representative when appropriate.
- Work with the student and then let the student try to work out the problem independently but under your supervision.
- Be a referee and/or arbitrator when necessary. Serve as the representative for the school.
- Inform administrators of problems.
- Involve parents when appropriate.

The Referee Process. Refereeing means determining what the issue/problem is, what caused it, and how to solve it; then the referee assists in gaining the cooperation of both parties in taking action to solve it. Balancing the needs, interests, and problems of the student/learner, the training sponsor, and the school's responsibility demands many refereeing and arbitration skills of the teacher/coordinator. This aspect of the teacher/coordinator's job is equally as important as the development of the technical skills for a specific occupation.

The referee role is a difficult one to fulfill—it takes finesse and persuasion, calmness, and an understanding of human beings.

STEPS IN THE REFEREE PROCESS

1. Determine what the problem is by
   a. Questioning the supervisor
   b. Questioning the student
2. Summarize the facts to
   a. Separate conflicting ideas
   b. Avoid jumping to conclusions
3. Try to determine the cause(s) of problems, such as
   a. Misunderstanding
   b. Failure of trainee to do work properly
   c. Attitude
   d. Failure of supervisor to teach necessary job skills
   e. Failure of supervisor to inform students
   f. Student's schedule conflicts
   g. Violation of law or work-based learning plan
   h. Other employees at fault
4. Plan alternatives by
   a. Thorough review and analysis of facts

   b. Determining what you think will be feasible in terms of policy of school and work-based learning station
   c. Discussing alternatives with supervisor and student
5. Reach a decision satisfactory to all parties and
   a. Summarize a plan of action in writing
   b. Give each party a copy of the decision and plan of action
6. Follow up soon to determine if plan of action is working or needs adjustment.

Absenteeism. The school teacher/coordinator is required by law to account for students' attendance in school and, consequently, at the work-based learning station.

Written procedures are built into the cooperative program to address absenteeism.

- Students sign an agreement form at enrollment time.
- Students submit attendance and work reports on which employers certify the work hours.
- Students are to call both the work-based learning sponsor and the teacher/coordinator when an illness or emergency occurs.
- The work-based learning sponsor is to phone the teacher/coordinator when the student is absent without prior excuse.
- A system is developed in advance for the teacher/coordinator to secure an excused absence from the employer for doctor's appointments, funerals for immediate family, etc.
- Absent from school means absent from co-op unless prior approval is obtained from the teacher/coordinator.

Transfers. Once students are placed at a work-based learning station, they should not be transferred to another company without good cause. Rotations from job to job or between departments within the same company are usually part of the work-based learning plan. Transfers should be made only after the situation becomes unsolvable by other means. Transfers may be necessary if the student is unable to do the work the work-based learning sponsor requires, if a safety or health problem occurs, or if there is a serious personality conflict between the student and the work-based learning sponsor.

Also, the work-based learning sponsor may refuse to follow the WBL Plan/Agreement (they may not always rotate student at a specified time, but this is not usually serious enough to cause a transfer) or simply have no work for the student.

As part of your local program plan, specify the procedures for making transfers—when they may or should be made, who is responsible for initiating the transfer, and what procedures are to be followed to ensure due process and protection of students' rights. Also, identify some alternatives (such as a different job, reassignment to an in-school class, independent study, in-school supervision, simulation, or some other activity) if there is a time lag when making transfers.

Dismissals. A student may be fired because of lack of skill or poor attitude. The work-based learning sponsor should agree to notify the teacher/coordinator before taking such action—and this statement should appear on the WBL Plan/Agreement. This notification provides the teacher/ coordinator time to serve as referee and may allow the problem to be solved without dismissal.

General school policies should provide guidelines and procedures for handling problems such as theft on the job and insubordination. Great care must be taken to ensure the student's rights to due process so that accusations are not made unfairly.

Interviewing

An interview is defined here as any meeting between the coordinator and one or more persons for the purpose of exchanging ideas and information and determining a plan of action.

As a coordinator, you will be involved in many interviews or meetings with a variety of people, such as students, job supervisors, work-based learning sponsors, school administrators, business or trade people, parents, faculty, and counselors. Therefore, it is extremely important that you be effective and efficient in conducting interviews.

Coordination calls are often a form of interviewing; hence an "interview" may be (a) any initial interview with a student, a job supervisor or other person, (b) a coordination call with a job supervisor, or (c) any meeting in which questioning and communication take place.

Successful interviews increase the understanding and cooperation between all parties while unsuccessful interviews or meetings cause frustrations, misunderstandings, and additional problems.

KEEPING RECORDS

Because of the diversity of coordination activities, a good system of keeping records and managing paper flow is essential. Functionally designed forms and a central data storage system will avert many problems and facilitate program operation.

Documentation and/or supporting evidence for annual reporting is highly recommended. When using the forms recommended through this manual, simply add the school name with transfer letters or the school's letterhead. Color code forms for easier reference (i.e., blue for form used only by students, pink for forms used by the coordinator, yellow for forms used with the work-based learning station and green for forms used for reports such as those sent to the state department or the school administration office, etc.).

Set up a recordkeeping system for the different types of records and forms already in use or available in this handbook. Computerized recordkeeping may be utilized when it can provide the same information.

The system may be divided into three parts: (1) student files, (2) program administration files, and (3) student's related instruction files.

Student Files

Student Co-op Record Folder. Many of the records may be considered confidential and should remain in a secure location.

STUDENT CO-OP RECORD FOLDER

Student Name:
Student Identification (SID) Number, Home Address, Home Phone
Parent's/Guardian's Name:
Business Address, Business Phone, Other Pertinent Data.

1. Analysis of Recruitment Interview
2. Student Profile
3. School Record
4. Teacher Recommendations
5. Work-Based Learning Plan/Agreement
6. Home Visit Report (if appropriate)
7. Work Schedule
8. Log of WBL Employer Contact
9. Employer Evaluation Report
10. Student Co-op Experience Evaluation

Program Administration Files

Blank forms for planning visits, recruiting and selecting students, and other operational forms should be kept in this file.

Keep copies of any correspondence with employers, state supervisors, school administrators, and others in folders with appropriate captions.

Keep copies of current legal regulations on hand at all times.

File materials promptly and in the appropriate folders for ease in compiling monthly and yearly reports. These files become an important part of periodic program reviews and state audits.

SAMPLE

Log of Work-Based Learning Contacts

☐ Coop ☐ Internship ☐ Mentoring ☐ Shadowing

☐ School-Based Enterprise ☐ House Project ☐ Service Learning ☐ Entrepreneurship

Student Name: _____ Grade Level: _____
School: _____ Program: _____
Business/Company Name: _____
Work-Site Mentor: _____
WBL Starting Date: _____ WBL Ending Date: _____

Purpose of Visit: ☐ Observation of Student ☐ Visit with worksite mentor ☐ Evaluation

☐ Problem situation ☐ Other:_____

1. Each site should be visited at least one time before the student is placed to ensure the safety and proper training of the student.
2. Each student should be visited periodically at the work-site to check progress, attendance, appropriate work assignments, safety, etc. Additional minimum visitation requirements:
   - Coop, Internship and Mentoring
   - 1 time per 9 weeks
   - No additional requirements
3. Please document visitation below.

Date of Visitation	Person Making Visit	Observation/Suggestions/Recommendations

ENROLLMENT PROCESS

Students who are selected for co-op should have a career objective in a specific occupational area. Equal access should be provided for all students.

There should be a common understanding between employers and the school concerning program entry criteria and standards (The advisory committee may fulfill this purpose.). The prerequisites and criteria should be reviewed periodically by the teacher/coordinator, the faculty, the work-based learning sponsors, the administration and counselors, and the advisory committee. A recruitment plan can then be developed to specifically attract appropriate students.

Recruitment Process

Recruitment activities should be conducted indirectly throughout the year. However, most activities are concentrated at certain points in the year: (1) during pre-enrollment or pre-registration time, and (2) at the beginning of the school year. Some activities are long range and others are immediate.

Develop a definite plan of yearly activities as well as activities for the recruitment period just prior to enrollment time. The steps in the process are outlined in this section and a variety of recruitment activities are also suggested.

Guidelines for Providing for Equity During Recruitment

Students must be given information about all occupations available to them. Care must be taken to avoid stereotyping when presenting the programs to prospective students by

- using unbiased information regarding programs available to all students.
- including program area teachers in the recruitment and selection of students.
- using recruitment procedures that are based on occupational objective, interest and aptitude, and not on the basis of race, color, national origin, disability, and/or sex of the student.
- having individuals available to serve as role models for non-traditional programs; represent individuals of different race, gender, national origin and/or disability.
- involving parents/guardians in presenting information.
- gaining support of parents/guardians when a student is interested in a non-traditional program.
- using recruitment materials depicting diversity of individuals and occupations.

Securing Teacher Recommendations. Select teachers to provide recommendations in two ways: (1) those teaching the prerequisite occupational course(s) and/or (2) those listed by the student (including either occupational or general course). The teachers' recommendations, whether low or high, should be used as a guide only; a low rating or identification of weakness should not mean automatic rejection. It may be the result of

a personality conflict and/or discipline problems with the teacher rather than lack of ability. Comments should be used in counseling with the student, for scheduling in occupational courses, enrollment in the cooperative program, placing the student in an appropriate training station, and planning related instruction. Low ratings in vital areas, by all teachers, may result in rejection for the co-op experience. Some personal attention from the teacher/coordinator may result in an excellent co-op placement.

Selection Process

At this point determine which students are eligible for enrollment and selection for the program. Indicate tentative approval, conditional approval, full approval, or rejection. Usually full approval is not given until two more steps are completed: (1) parental permission for enrollment is received and (2) the student has been placed on a job and the WBL Plan/Agreement has been signed by all parties.

Bias on grounds of race, color, national origin, sex, and disability is prohibited in education. Education must be available to all individuals who can benefit from these programs.

- Do individuals of different race, color, national origin, sex, and/or disability show interest in the program through application?
- Is selection made without bias on grounds of race, color, national origin, sex, or disability?
- Are disabled individuals mainstreamed into the program?
- Do program enrollments reflect individuals from the local community balance of race, color, national origin, sex, and/or disability?

Guidelines for Selection of Cooperative Students

1. The student must have a career objective in the occupational area.
2. Select students who
   a. are enrolled in the related class
   b. have the necessary prerequisites
   c. have parental consent
   d. have an appropriate job placement
   e. agree to the cooperative program procedures
   f. are willing to forego some after-school activities
   g. need an alternative approach to learning
   h. have met general policies regarding discipline, attendance, and academics

Some students should not be selected in the cooperative program if they are

- interested only in earning money
- interested only in getting out of school early
- participating in too many extra-curricular activities or in those scheduled at the end of the day
- emotionally immature

The student should receive notice that he/she will or will not be accepted for the program either in person or by letter. Many teacher/coordinators use a letter as a courteous gesture.

The same courtesy should be extended to students who are given tentative or conditional approvals.

Record the decision about each student and file this information along with the acceptance or rejection letter.

Review the student profiles and other papers; identify a tentative job title or area in which to seek placement for that particular student. Record information and place in the student's file.

The Work-Based Learning Plan/Agreement

The Work-Based Learning Plan/Agreement (See Appendix A—Forms for sample) must be completed and signed by all appropriate persons and kept on file in the co-op office. The WBL Plan/Agreement is the official document outlining the student's off-campus work-site experience. Failure to follow this procedure could seriously jeopardize the program and the coordinator. All parties identified for signatures on the WBL Plan/Agreement must sign.

Home Visits

The home visit is most often used during recruitment time at or near the time of the student's acceptance. Some program areas require the teacher/coordinator to make home visits; others may not choose to do so. These visits are useful for understanding the student, developing the student's program, interpreting the cooperative program and its procedures to the parents, and securing the parental cooperation.

PLACEMENT

The work-based learning station is an extension of the school. A good portion of the success of the cooperative program depends on the quality of the work-based learning station; hence, only those businesses and industries that provide appropriate work-based learning should be utilized as work-based learning stations.

Maintain a Work-Based Learning Station Resource File

Develop a work-based learning station file that identifies companies and industries that may have the potential to be good work-based learning stations. Keep this file up-to-date and current by visiting companies and industries throughout the year, especially new ones. Visit others on regular Employer Contact calls.

WORKING WITH POTENTIAL WORK-BASED LEARNING STATIONS

Before a Visit

- Set up appointment with appropriate human resource personnel.
- Arrive on time.
- Take professional-looking printed materials that describe the program and its benefits.

During a Visit

- Greet the person by name; introduce yourself; use your business card.
- State the purpose of the visit.
- Explain briefly the purpose of the cooperative program emphasizing benefits to the company, the community, and the occupational area.
- Encourage the manager to ask questions and suggest problem areas.
- Answer questions carefully, meet problems calmly, admit areas of concern, and avoid controversial issues when they are not related to the co-op program.
- Give a brochure briefly outlining the program, roles of each party, and some procedures.
- Ask to tour the business to observe equipment, facilities, safety compliance, and working conditions.
- Get acquainted with personnel director and department supervisors, if possible.
- Ask for the manager's cooperation. (Avoid questions with a possibility of a "no" answer such as "Will you employ a student?" Rephrase the question: "Will you employ one or two students?")
- If the manager gives a "yes" answer, describe the type of job needed and/or determine what job(s) are available; ask for the name of the mentor to contact either that day or tomorrow about further arrangements.
- Whether getting a "yes" or "no" answer, conclude the interview by thanking the manager. Leave information and your business card.

After a Visit

- Record your impressions of the evaluation visit.
- Send a thank you letter to the manager.

Making Placement Visits

After selecting students for the cooperative program, match their career objectives, interests, and abilities with jobs at specific work-based learning stations.

If a student is selected for enrollment but there is not a specific job opening related to his/her career objective, check the Work-Based Learning Station Resource file for reputable companies that employ individuals for the type of job needed.

Sending a Yearly Letter

In established programs, some coordinators send letters to past and potential work-based learning stations just prior to starting the placement of students. They ask employers to call or write them if they have immediate part-time openings or anticipate having them in the near future.

Keeping Placement Records

Keep records of students who have been placed at a specific work-based learning station; record comments about their experiences and yours in working with the company. File these comments with the Evaluation of Work-Based Learning Station forms.

Maintaining Work-Based Learning Stations

After a work-based learning station has been established, work to maintain it. This may be done in the following ways:

- Develop a sponsor development plan and provide continuous assistance
- Sponsor employer appreciation events
- Send thank you letters (both teacher/coordinator and student)
- Write news releases to give public recognition of the contributions made by employers
- Give recognition through speeches, comments to the Advisory Committee, and school meetings

Preparing for Placement

The teacher/coordinator is responsible for making an appropriate placement for each student. The job must be related to the student's career objective; be matched to the student's curriculum, interests, abilities, and potential; and with a company or industry that is willing to cooperate fully in the program.

The student is not fully accepted in the cooperative program until he/she has been placed in a suitable job and a WBL Plan/Agreement is developed and signed. This placement must be mutually acceptable to the employer and the student (as well as the parents/guardians of a minor) and have the teacher/coordinator's approval.

When to Place Students

The school should have written policies and procedures concerning placement. Generally, students should be interviewed and employed when they are occupationally proficient and have the required competencies.

Some teacher/coordinators select students in the spring and find suitable work-based learning stations for them at that time. Students should begin work in the spring or summer only if the teacher/ coordinator is able to provide adequate and continuous coordination and supervision.

Some high school teacher/coordinators should select students in the spring and work with counselors in preparing dual class schedules for the fall. If students are not placed when school begins, they attend a regular class schedule.

The Placement Process

Placement begins when the teacher/coordinator attempts to match the students selected for the program with the job openings available. Job openings seldom just occur; therefore, prior to and during the placement process, the teacher/coordinator will also be searching for job openings at approvable firms. Review the earlier materials on selecting work-based learning stations. Remember, it may be necessary to search for a specific job for an unusual or different career objective; at times information regarding a specific request may not be available on file.

Secure permission to release records based on school policies. It will be necessary at times to inform prospective employers about students' qualifications; yet at the same time the teacher/ coordinator may be legally restricted from doing so.

Securing a release from the parents/guardians so that school records can be shared with the prospective employer may not satisfy compliance with the Buckley Amendments regarding confidentiality of records, although it may be desirable to have it signed anyway. Therefore, request that students take transcripts with them on job interviews and insist that employers interview all student/applicants and require them to complete job application forms, thus relieving the teacher/coordinator from responsibility for release of records. Insist that employers make the final decision on hiring.

Student Introduction Cards. Give each student an introduction card that tells the employer that this is the cooperative program student sent for the interview. It also tells the student the name of the company and interviewer as well as the time and place of the interview. Some teacher/coordinators make appointments for the students; others have students make their own. The teacher/coordinator should inform the interviewer of the names of students.

Employers should select those hired to avoid accusations and problems later. Thus, the student is hired under relatively the same conditions as regular workers. Furthermore, the student experiences the competition of securing a job—a real life situation.

Students' Interviews. Exceptions to the three applicants per job and three interviews per student can and should be made occasionally. The shy, timid, reserved, and less mature student will seldom be selected if competing with the extroverted, mature student. Students should be sent to interview for jobs for which they qualify. In some

cases, consider sending only one applicant to be interviewed. For example, a student may have specific job needs depending on ability level. On occasion a student may have a different career objective than any other student enrolled; thus, only one student can be sent for a matching job opening.

Some teacher/coordinators ask students to prepare a standard job application form for the occupational cluster, type application letters, and prepare resumes. The student takes a file folder with these materials to the interview and gives it to the interviewer. Suggest that they add a copy of their school transcript to the folder and/or a copy of their Individual Learning Plan.

Students' Report on the Interview. As soon as students have been interviewed, they should report their impressions both in writing and orally. Set a time and place for them to do this.

Students are to indicate in which position they are most interested and why. At the same time let them know they will not necessarily be employed for the preferred position. The employers will make those decisions while the teacher/coordinator will do his/her best to secure a good, appropriate job for them.

If a student dislikes a specific situation, he/she should be permitted to decline employment. The teacher/coordinator should determine the reason and decide if it is legitimate. The interviewer returns the employer's half of the Introduction Card. Collect the results of the interviews as soon as possible after the last applicant has been interviewed by visiting the prospective employer personally if at all possible. The personal visit is much preferred to a phone call.

The employer confers with the teacher/coordinator before making any commitment to a student/applicant. This procedure enables the teacher/coordinator to confer with the employer while developing the Work-Based Learning Plan/Agreement process. The teacher/coordinator is responsible for supervising the employment situation and reviewing with the employer the legal requirements of

- Child labor laws (total hours, time of day to work, hazardous work)
- Social security
- Wage and hour laws
- Equal opportunity for employment

Ideally, students should be sent for a second interview only after the teacher/coordinator learns that they were not selected by the first company; however, because of the time involved in having each company interview three applicants, some students may be sent on a second interview before the first company makes a selection. Therefore, one student may be selected by two different companies. If companies confer with the teacher/coordinator prior to making definite offers to students, the problem of students switching at the last minute can be avoided.

Develop the Work-Based Learning Plan/Agreement. See section "Work-Based Learning Plan/Agreement." Complete this suggested form for each student. (Sample form in Appendix A)

Determine a definite date for the student to start work. All papers and legal forms (Employment Certificate, social security number, etc.) must be filed in appropriate places before the student starts work. Coordinate the student's orientation to the job. Discuss new employee orientation with the work-based learning sponsor and a job mentor/supervisor. Provide an orientation checklist such as the one included on page 2-41 in this chapter. Develop the Work-Based Learning Plan/Agreement with the training sponsor and job supervisor.

Prepare a Supervisor's (Mentor) File Folder. Prepare and deliver a file folder on the student to the appropriate work-based learning sponsor or mentor. Include copies of the Work-Based Learning Plan/Agreement, brochures about the cooperative program, orientation checklist, and other materials. You may want to include a sample of the Evaluation or Progress Report to be completed at a later date and forms for Student's Attendance and Evaluation.

18 STEPS FROM RECRUITMENT TO PLACEMENT

1. Carry out a recruitment campaign.
2. Collect applications for enrollment and start Action Checklist form.
3. Develop student profile:
   a. Interview each applicant.
   b. Collect student's school record.
   c. Assemble teacher recommendations.
   d. Make home visit (required by some programs).
4. Make decision about student's acceptance or rejection.
5. Send student a letter of acceptance or rejection.
6. Identify appropriate job title(s) for placement.
7. Re-evaluate student profile.
8. Select approved training station with appropriate job opening.
9. Set up job interviews for each student.
10. Prepare an introduction card for student’s use at an interview.
11. Talk to student after job interview.
12. Secure results on employer's half of introduction card in a personal visit.
13. Work with student and employer to develop the various components of the Work-Based Learning Plan/Agreement.
14. Check for completion of all legal forms <u>before</u> the student starts the job.
15. Prepare a student file for job supervisor and student.
16. File a formal detailed Work-Based Learning Plan/Agreement with the training sponsor/job supervisor, student, and teacher/coordinator.
17. Plan related instruction activities.
18. Plan and schedule the first month's visits.

ORIENTATION CHECKLIST

Instructions: Use one checklist for each student. Review information with the student after five days to ensure thorough comprehension.

1. Explain the business organization and give specific information about the department in which he/she will work.
2. Introduce the student to all persons with whom he/she will have contact.
3. Show the student the location of offices, equipment, and supplies with which he/she will need to be familiar.
4. Tour the entire business during the first month if not done as part of No. 3 above.
5. Explain the duties of the student's first assignment.
6. Inform student as to who will supervise him/her and from whom he/she should take orders.
7. Inform co-workers of their relationship to student and solicit their cooperation.
8. Inform student of arrival and quitting time, check-in procedures, and check-out procedures.
9. Inform student of lunch time and relief procedures and regulations.
10. Inform student of time recording procedure, pay schedule, deduction from pay, and computation of wages.
11. Inform student of facilities available such as restrooms, lunchroom, telephone, etc.
12. Inform student as to appropriate clothing to be worn.
13. Inform student about any information which is to be kept confidential.
14. Familiarize student with employee benefits.
15. Inform student of clauses in union agreement which pertain to him/her if such an agreement exists.
16. Inform student of promotional possibilities in your firm.
17. Provide special pamphlets, brochures, and materials that include information about the company, its policies, fringe benefits, and related terminology.
18. Inform student of safety regulations as required by OSHA.

EVALUATION PROCESS

Evaluation of the cooperative education program is a continuous process and includes evaluation of the total program, including the student learner, the work station, and the related instruction. Continuous evaluation is required so that any deficiencies or problems can be identified in time to be corrected. More detailed periodic evaluations are required for the purpose of assigning grades.

Continuous Evaluation

The continuous evaluation approach seeks to identify problems or potential pitfalls before they become serious. Continuous evaluation consists of (1) observations made by the teacher/ coordinator during coordination visits and (2) analysis of the student's reports made at frequent intervals.

Visits to the work-based learning station should be made periodically. Visits may be made to observe, to assess, and to promote. If there appear to be problems relating to the student or the work-based learning station, more frequent visits should be made. The frequency should be determined by the teacher/coordinator, with some input from the employer. It is up to the teacher/coordinator to make good use of this time in fulfilling coordination responsibilities.

Following are some of the major reasons for making coordination visits:

1. Observe the type and quality of work being performed by student.
2. Ensure that a variety of experiences are provided according to the Work-Based Learning Plan/Agreement.
3. Secure the Employer Evaluation Report of student's performance.
4. Ensure that the work-based learning sponsor provides consistent guidance and supervision.
5. Verify the application of skills, knowledge, and attitudes acquired in the school related classes.
6. Discuss with the work-based learning sponsor methods of improving instruction and training for the particular job the student is performing.
7. Become acquainted with management policies.
8. Verify compliance with all federal and state laws concerning the employment of minors.
9. Make certain students are not exploited.
10. Correct any problem relationships that arise between the student and the work-based learning sponsor.
11. Obtain suggestions for making selection and placement of other students more effective.
12. Secure supplementary teaching materials that will make the related instruction more valuable.
13. Discover potential work-based learning stations of high quality.
14. Extend and improve public relations between school and business.
15. Provide and follow up on plans for rotation.
16. Ensure safe working conditions.

Employer Evaluation Report

The Employer Evaluation Report (See sample, page 2-46.) must be made frequently enough to be of use in identifying potential problems before they become serious. The Employer Evaluation Report should be completed weekly or biweekly and should be used for discussion in the related class.

Teacher/coordinators can use the information on the reports as a basis for discussion in the related class. The information might also signal the need for individual conferences with learners who are having problems.

The Employer Evaluation Report has a number of purposes, including the following:

- Provides a record of work hours that need to be reviewed for compliance with child labor laws, total hours worked per week, and the time of day/evening worked
- Provides a check for attendance in school with attendance on the job
- Provides a running record of hours worked by dollars earned for compiling monthly/yearly program records as required by the Technical Education Database System (TEDS)
- Provides employer's rating and remarks on student's progress.

Student Co-op Evaluation Report

Students may be asked to provide an evaluation report (See sample, page 2-47) as often as the teacher/coordinator feels necessary. Students should comment about strengths, weaknesses, and potential problems they are experiencing at the job-site. This information can be used in counseling the student and talking with the employer prior to the development of actual problems.

Read the comments carefully. Counsel with the student in a private setting. If any problems are suspected at the training station with the (a) job supervisor, (b) co-workers, or (c) levels of tasks, try to provide "intervention" and/or preventive measures when possible.

Periodic Evaluation

Each student's progress must be evaluated periodically at or near the end of the school evaluation period—the grading period. The periodic evaluation may come at the end of a job/task rotation. This type of evaluation is extremely important because it must—

- Evaluate the student's strengths and weaknesses.
- Include a review of the WBL Plan/Agreement and revise if necessary.
- Serve as a basis for rotating jobs.

- Assist in identification of related instruction topics and upcoming projects.
- Evaluate the training provided by the work station.
- Evaluate safe working conditions

Prior to making an evaluation visit, the teacher/coordinator and possibly the related-subject teacher should review the student's file, progress made in the related class, Student Work-Based Learning Evaluation Report and the Employer Evaluation Report. Compare the progress on these reports with those activities identified on the WBL Plan/Agreement.

The evaluation visit to assess the student's progress on the job must be conducted in a businesslike manner; preferably, it should be a three-way conference between the work-based learning sponsor, the student, and the teacher/coordinator and/or related subjects teacher. The evaluation visit should be made personally by the teacher/coordinator, with an appointment made in advance.

Use a progress or evaluation form to record the work-based learning sponsor's evaluations. Ask for examples of both strengths and weaknesses and record them as they provide data for making improvements, assigning grades, and discussing concerns.

Guidelines for Making Periodic Evaluations

- Make an appointment
- Meet with work-based learning sponsor in person
- Involve student
- Get examples of both strengths and weaknesses
- Review the Work-Based Learning Plan/Agreement
- Revise the Work-Based Learning Plan/Agreement if necessary
- Follow up on action plan

Follow up the evaluation visit with a private conference with the student to discuss the comments made at the conference. The examples of strengths and weaknesses are especially useful in discussing why the student will remain with the same job tasks, determining related instruction, and planning for the next evaluation period.

Assigning the Grade for On-The-Job Experience

Various options are open for determining the on-the-job grade. The teacher/coordinator may take sole responsibility or it may be a joint responsibility between the teacher/coordinator and the work-based learning sponsor. If the teacher/coordinator is not the related-instruction teacher, that person should also be involved in assigning the grade. A disadvantage of teachers/coordinators having sole responsibility for the grade is that they are not at the work-based learning station on a continuous basis. On the other hand, care must be given to the weight of the grade assigned by the work-based learning sponsor. There may be little equity between the grades assigned from one trainer to another.

In general, the work-based learning grade is a combination and examples obtained from the work-based learning sponsor on the Employer Evaluation Report (Sample page 2-46) and the comments made by the teacher/coordinator on the Log of Work-Based Learning Employer Contacts (Sample page 2-48). Improvements in skills, production rates, and attitudes, as well as taking on additional responsibilities, should be carefully considered. Review the Employer Evaluation Report for other criteria; the student should receive a copy of this form at the beginning of the year.

As part of the operational plans, identify guidelines and procedures that will determine the student's grade for the on-the-job experiences. Inform students of these procedures at enrollment time.

Guidelines for evaluating on-the-job experiences include the following:

- Identify the factors to be evaluated.
- Identify who is responsible for the grade.
- Identify the process and procedures involved.
- Identify the time and frequency of grading.
- Identify how the forms on pages 2-46 and 2-48 will be utilized in assigning a grade.

Sample

Work-Based Learning (WBL) Employer Evaluation Report

Division of Career and Technical Education
Office of Career and Technical Education

□ Coop □ Internship □ Mentoring □ Shadowing □ School Enterprise/Bank/Store □ House Project

School:		Program	
Student Name:		WBL Start Date:	
Company Name:		WBL End Date:	
Contact Person:		Telephone:	

Student Responsibility: Turn in this form to the Teacher/WBL Coordinator at the end of the WBL experience or at least every two weeks of employment.

Employer Responsibilities: Please complete the two tables below; share your ratings with the student; give this form to the student to return to the Teacher/WBL Coordinator. Thank you.

Evaluation

Scale: 1 – Poor 2 – Needs Improvement 3 – Average 4 – Good 5 - Excellent

Trait	Rating					Trait	Rating				
Attendance/Punctuality	1	2	3	4	5	Cooperation	1	2	3	4	5
Appearance	1	2	3	4	5	Adaptability/Flexibility	1	2	3	4	5
Attitude	1	2	3	4	5	Relations with Co-Workers	1	2	3	4	5
Dependability	1	2	3	4	5	Time Management	1	2	3	4	5
Initiative	1	2	3	4	5	Quality of Work	1	2	3	4	5
Following Directions	1	2	3	4	5	Quantity of Work	1	2	3	4	5
Remarks:											

Attendance

Day	Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri	Total Hours
Date											--------
Hours Worked											

Earnings (If Applicable)

Total Hours: _____ Hourly wage: _____ = Total Gross Earnings: $ _____

Signature of Supervisor: _____ Date: _____

Equal Education and Employment Opportunities M/F/D

SAMPLE

Work-Based Learning Evaluation by Student

Division of Career and Technical Education
Office of Career and Technical Education

☐ Coop ☐ Internship ☐ Mentoring ☐ Shadowing
☐ School-Based Enterprise ☐ House Project ☐ Service Learning ☐ Entrepreneurship

Date:_____

Student Responsibility: Turn in this form to the Teacher/WBL Coordinator at the end of the WBL experience.					
Student's Last Name:		**First Name:**		**MI:**	
Employer:		**Contact Person:**			
Date WBL began:		**Date WBL ended:**			

Evaluation of Work-Based Learning Experience

Scale: 1 – Poor 2 – Needs Improvement 3 – Average 4 – Good 5 – Excellent

Work-Based Learning Experience	**Rating**				
Related to my career goal	**1**	**2**	**3**	**4**	**5**
Helped in planning my career					
Still interested in this career					
Received guidance and direction from the WBL supervisor on site					
Used time wisely					
Assigned appropriate amount of work					
Expected appropriate quality of work					
Emphasized work ethics					
Provided Work-Based Learning experience as outlined in agreement					
Was of sufficient length					
Was a positive experience overall					
Remarks:					

SAMPLE

Log of Work-Based Learning Contacts

Division of Career and Technical Education
Office of Career and Technical Education

☐ Coop ☐ Internship ☐ Mentoring ☐ Shadowing

☐ School-Based Enterprise ☐ House Project ☐ Service Learning ☐ Entrepreneurship

Student Name: _____ Grade Level: _____
School: _____ Program: _____
Business/Company Name: _____
Work-Site Mentor: _____
WBL Starting Date: _____ WBL Ending Date: _____

Purpose of Visit: ☐ Observation of Student ☐ Visit with worksite mentor ☐ Evaluation

☐ Problem situation ☐ Other:_____

1. Each site should be visited at least one time before the student is placed to ensure the safety and proper training of the student.
2. Each student should be visited periodically at the work-site to check progress, attendance, appropriate work assignments, safety, etc. Additional minimum visitation requirements:
   - Coop, Internship and Mentoring
   - 1 time per 9 weeks
   - No additional requirements
3. Please document visitation below.

Date of Visitation	Person Making Visit	Observation/Suggestions/Recommendations

Resources

See Appendix B.