

Handbook for Cooperative Education, Internships, and Registered Apprenticeship

Illinois State Board of Education

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June 2009

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A special thanks to Carol Brooks who encouraged the Illinois State Board of Education to fund this endeavor.

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INTRODUCTION

The Illinois Handbook for Cooperative Education and Registered Apprenticeship was first published in 1995. The handbook was the primary resource for Cooperative Education Coordinators at the secondary and post-secondary level. In November 2007, The Illinois Business Teachers Educators Council (IBTEC), an affiliate of the Illinois Business Education Association, began a campaign to update the Handbook to reflect the status of Cooperative Education (CE) in Illinois. This second edition is an update to the 1995 Handbook; therefore, information that is applicable remains, while legislative (No Child Left Behind) and educational (Illinois Learning Standards) mandates are included. This second edition includes links to websites and projects to reinforce concepts.

In 1997 the Illinois State Board of Education published the *Illinois Learning Standards*. These standards delineate what Illinois students should be able to ~~know~~” and ~~do~~” at various grade levels in: English language arts, mathematics, science, social science, physical development and health, fine arts, foreign languages, and workplace skills and career development. These standards are still pertinent and used by schools throughout Illinois.

A major piece of Federal legislation that impacted education was the *No Child Left Behind Act of 2001 (NCLB)*. This landmark in education reform was designed to improve student achievement and change the culture of America's schools. President George W. Bush signed the legislation into law on January 8, 2001. With passage of *No Child Left Behind*, Congress reauthorized the *Elementary and Secondary Education Act (ESEA)*—the principle Federal law affecting education from kindergarten through high school. In amending *ESEA*, the

new law represents a sweeping overhaul of Federal efforts to support elementary and secondary education in the United States. Five years later President Bush signed the Carl D. Perkins Vocational and Technical Education Act of 2006 into law on August 12, 2006. The new Act provides an increased focus on the academic achievement of career and technical education students, strengthens the connections between secondary and postsecondary education, and improves state and local accountability

MISSION AND GOALS OF THE ILLINOIS STATE BOARD OF EDUCATION

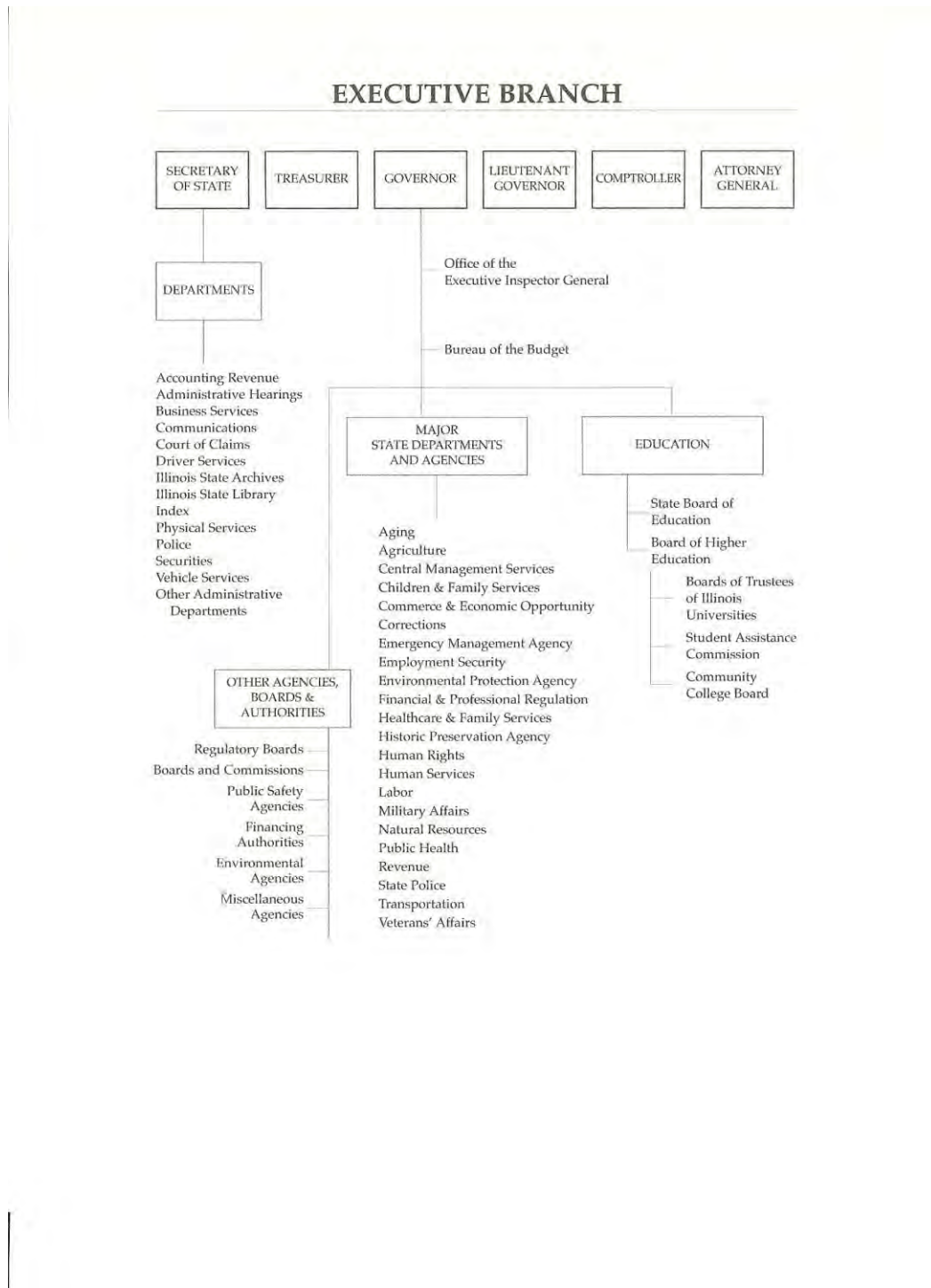
Mission: The Illinois State Board of Education will provide leadership, assistance, resources and advocacy so that every student is prepared to succeed in careers and post-secondary education, and share accountability for doing so with districts and schools.

Goals:

1. Every student will demonstrate academic achievement and be prepared for success after high school.
2. Every student will be supported by highly prepared and effective teachers and school leaders.
3. Every school will offer a safe and healthy learning environment for all students.

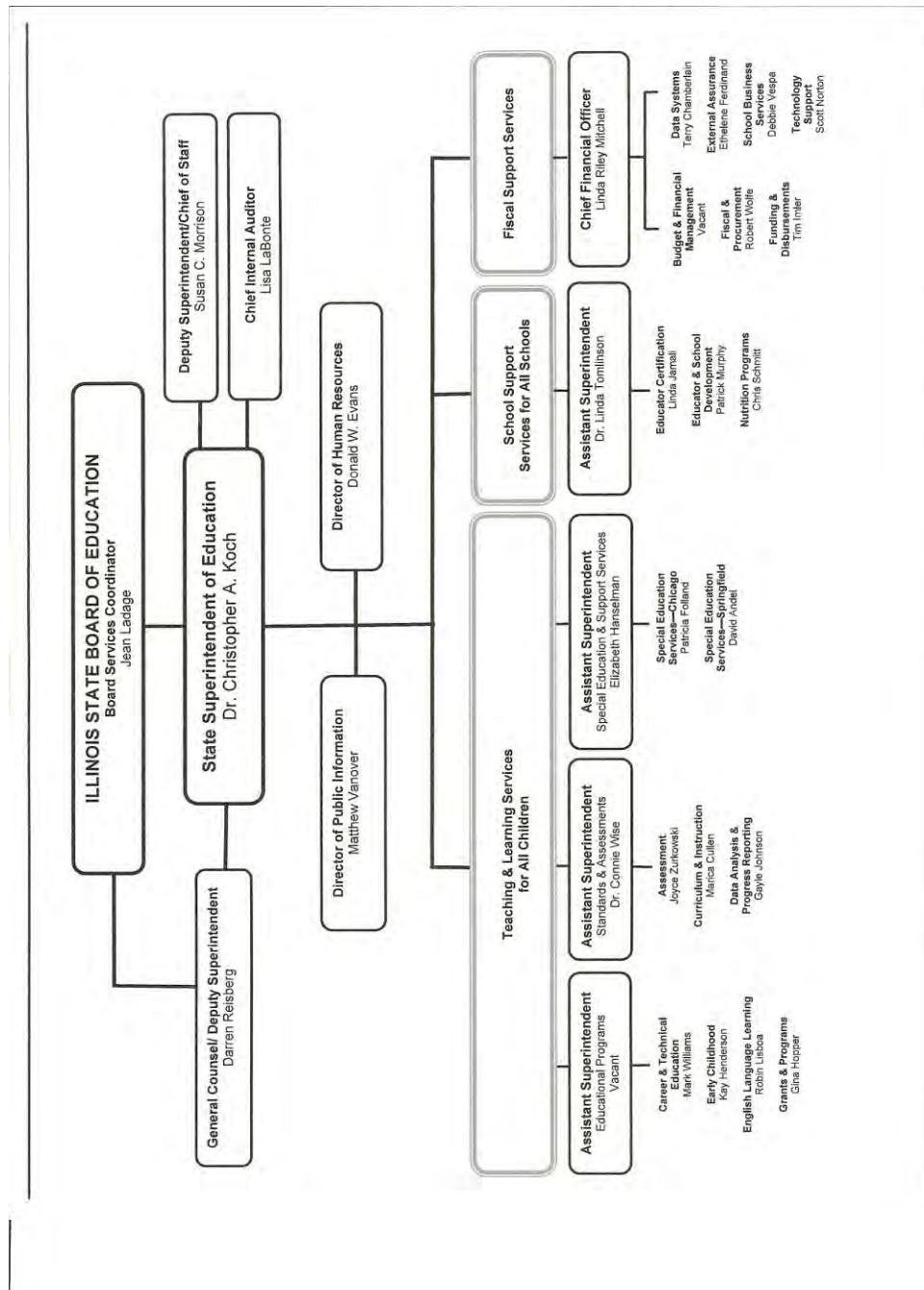
STATE OF ILLINOIS ORGANIZATIONAL CHART

Figure 1 State of IL Organizational Chart



ILLINOIS STATE BOARD OF EDUCATION ORGANIZATIONAL CHART

Figure 2 ISBE Organizational Chart



CHAPTER 1 - INTRODUCTION TO COOPERATIVE EDUCATION

The purpose of this publication is to provide a resource for those who plan, develop, and deliver cooperative education, internships, and registered apprenticeship work-site learning. The Illinois State Board of Education promotes teaching and learning services for all children, and one service is career and technical education. Career and technical education creates and provides programs that infuse workplace and career preparation into the K-12 school curriculum. This is accomplished by integrating with and complementing the Illinois Learning Standards, coordinating partnerships with regional workforce entities and higher education, and developing occupational skills standards and transition programs that smooth students' pathways from high school to advanced education and workforce development.

Career Clusters

(<http://www.careerclusters.org/16clusters.cfm>)

Career clusters are groups of occupations and industries that have a common set of knowledge and skills. There are 16 nationally recognized clusters which contain career pathways. Career pathways are multi-year programs of academic and technical study that prepare student for a full range of post-secondary options within each of the 16 clusters. currently, there are 81 nationally recognized pathways. These pathways provide a context for exploring career options at all levels of education. Programs of study are sequences of courses that incorporate a progression of secondary and post-secondary study which include both academic and Career and Technical Education content. The 16 career clusters are displayed below.

<p>Agriculture, Food & Natural Resources</p> 	<p>Architecture & Construction</p> 
<p>Arts, Audio/Video Technology & Communications</p> 	<p>Business, Management & Administration</p> 
<p>Education & Training</p> 	<p>Finance</p> 
<p>Government & Public Administration</p> 	<p>Health Science</p> 
<p>Hospitality & Tourism</p> 	<p>Human Services</p> 

Information Technology 	Law, Public Safety, Corrections & Security 
Manufacturing 	Marketing, Sales & Service 
Science, Technology, Engineering & Mathematics 	Transportation, Distribution & Logistics 

There are 16 Career Cluster Plans of Study. These are derivative products of the work that were done on the Pathway Plans of Study. (There are 81 Pathway Plans of Study, one for each Pathway across all 16 Career Clusters). These Plans of Study are samples and are based on the knowledge and skills identified for each Cluster and Pathway. The knowledge and skills referenced on the Plans of Study are displayed as knowledge and skills charts and are available at the links provided for each Cluster and under the "Resources" tab on this website:

<http://www.careerclusters.org/resources/web/pos.cfm>. The sample Plans of Study address knowledge and skills to the pathway level. The following is an example taken from the Business, Management and Administration career pathway for marketing.

(http://www.careerclusters.org/resources/pos_ks/POS/BA-21-POS.pdf)



Business, Management and Administration: Marketing
Career Pathway Plan of Study for ▶ Learners ▶ Parents ▶ Counselors ▶ Teachers/Faculty

This Career Pathway Plan of Study (based on the Marketing Pathway of the Business, Management and Administration Career Cluster) can serve as a guide, along with other career planning materials, as learners continue on a career path. Courses listed within this plan are only recommended coursework and should be individualized to meet each learner's educational and career goals. *This Plan of Study, used for learners at an educational institution, should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements.

EDUCATION LEVELS	GRADE	English/ Language Arts	Math	Science	Social Studies/ Sciences	Other Required Courses Other Electives Recommended Electives Learner Activities	*Career and Technical Courses and/or Degree Major Courses for Marketing Pathway	SAMPLE Occupations Relating to This Pathway
Interest Inventory Administered and Plan of Study Initiated for all Learners								
SECONDARY	9	English/ Language Arts I	Algebra I or Geometry	Earth or Life or Physical Science or Biology	State History Geography	All plans of study should meet local and state high school graduation require- ments and college entrance requirements. Certain local student organization activi- ties are also important including public speak- ing, record keeping and work-based experi- ences.	Business Essentials Business Technology Applications	▶ Advertising Sales Person ▶ Art Director
	10	English/ Language Arts II	Geometry or Algebra II	Biology or Chemistry	U.S. History		Principles of Sales and Promotion Marketing	▶ Broker ▶ Counter Person ▶ Customer Service Supervisor
	11	English/ Language Arts III	Pre-Calculus or Algebra II	Chemistry or Physics	World History Psychology		Principles of Marketing Research	▶ Distribution Worker ▶ E-Commerce Manager and Entrepreneur
	College Placement Assessments-Academic/Career Advisement Provided							▶ International Merchandising Manager
	12	English/ Language Arts IV	Pre-Calculus or Calculus or Trigonometry or Statistics	Physics or other science course	Government Economics		- Principles of Sales Management - Principles of Marketing Communications	▶ Logistics Manager/Supervisor ▶ Market Researcher ▶ Marketing Manager ▶ Product Manager
Articulation/Dual Credit Transcribed-Postsecondary courses may be taken/moved to the secondary level for articulation/dual credit purposes.								
POSTSECONDARY	Year 13	English Composition English Literature	Algebra or Calculus	Lab Science	Economics Psychology	All plans of study need to meet learners' career goals with regard to required degrees, li- censes, certifications or journey worker status. Certain local student organization activities may also be important to include.	Principles of Merchandising Consumer Behavior	▶ Property, Real Estate and Association Manager ▶ Public Relations Specialist ▶ Research and Development Manager
	Year 14	Speech/ Oral Communication Technical Writing			Sociology Public Policy		- Marketing Management - International Marketing	▶ Sales Engineer ▶ Sales Manager ▶ Sales Person
	Year 15	Continue courses in the area of specialization.					- Continue Courses in the Area of Specialization	▶ Sales Representative ▶ Small Business Owner and Entrepreneur ▶ Telemarketer
	Year 16						- Complete Marketing Major (4-year degree program)	▶ Traffic, Shipping and Receiving Clerk ▶ Warehouse Manager ▶ Wholesale and Retail Buyer

Agencies, Associations, and Materials

The following agencies should be helpful in planning, developing, delivering, and evaluating work-based learning programs and activities. They are listed in alphabetical order.

State Agencies

Illinois Community College Board

<http://www.iccb.org>

401 East Capitol Avenue

Springfield, IL 62701-1711

217. 785.0123

Illinois Department of Commerce and Economic Opportunity

<http://www.commerce.state.il.us/dceo>

620 E. Adams

Springfield, IL 62701

217.782.7500

Illinois Department of Corrections

<http://www.idoc.state.il.us>

1301 Concordia Court

P.O. Box 19277

Springfield, IL 62794-9277

217. 558.2200

Illinois Department of Employment Security

<http://www.ides.state.il.us>

850 East Madison Street

Springfield, IL 62702-5603

217. 785.5069

Illinois Department of Healthcare and Family Services

<http://www.hfs.illinois.gov>

201 South Grand Avenue East

Springfield, IL 62763-0001

217. 782.1200

Illinois Department of Human Services

<http://www.dhs.state.il.us/page.aspx>

100 South Grand Avenue East

Springfield, Illinois 62762

217. 557.1601

Illinois Department of Labor
<http://www.state.il.us/agency/idol>
1 West Old State Capitol Plaza, Room 300
Springfield, Illinois 62701
217. 782.6206

Illinois State Board of Education
<http://www.isbe.net>
100 N. 1st Street
Springfield, IL 62777
866.262.6663 or 217.782.4321

Federal Agencies

U.S. Department of Education
<http://www.ed.gov>
400 Maryland Avenue, SW
Washington, D.C. 20202
800.872.5327

U.S. Department of Labor
<http://www.dol.gov>
Frances Perkins Building
200 Constitution Ave., NW
Washington, DC 20210
866.487.2365

U.S. Department of Labor, Bureau of Labor Statistics
<http://www.bls.gov>
2 Massachusetts Ave., NE
Washington, DC 20212-0001
202.691.5200

U.S. Department of Labor, Employment and Training Administration
Registered Apprenticeship
<http://www.doleta.gov>
Frances Perkins Building
200 Constitution Ave., NW
Washington, DC 20210
877.872.5627

Miscellaneous Resources

AFL-CIO

<http://www.aflcio.org>

American Federation of Labor - Congress of Industrial Organizations
Department of Public Policy
815 16th Street N.W.
Washington, DC 20006
202.637.5178

Center on Education and Training for Employment

<http://www.cete.org>

The Ohio State University
1900 Kenny Road
Columbus, OH 43210-1016
614.292.4353 or 800.848.4815

Curriculum Publications Clearinghouse

<http://www.wiu.edu/CPC>

Horrabin Hall 71B
Western Illinois University
Macomb, IL 61455
800.322.3905

ERIC Project

<http://www.eric.ed.gov>

c/o Computer Sciences Corporation
655 15th St. NW, Suite 500
Washington, DC 20005
800.538.3742

High Schools That Work

<http://www.sreb.org>

Southern Regional Education Board
592 10th St. N.W.
Atlanta, GA 30318-5776
404.875.9211

Illinois Office of Educational Services

<http://www.ioes.org>

Illinois Occupational Skill Standards

<http://www.ioes.org/illinoisoccupationalskillstandards.html>

2450 Foundation Drive, Suite 100

Springfield, IL 62703-5464

800.252.4822 or 217.786.3010

National Center for Education Statistics

<http://nces.ed.gov>

1990 K Street, NW

Washington, DC 20006, USA

202. 502.7300

National Research Center for Career and Technical Education

<http://www.nccte.org>

University of Louisville

College of Education and Human Development

Louisville KY 40292

502.852.0639

National Youth Employment Coalition

<http://www.nyec.org>

1836 Jefferson Place, NW

Washington, DC 20036

202.659.1064

Occupational Outlook Handbook

www.bls.gov/OCO

U.S. Bureau of Labor Statistics

2 Massachusetts Ave, N.E.

Washington, D.C. 20212-0001

202.691.5200

The Center for Occupational Research and Development

<http://www.cord.org>

P.O. Box 21689

Waco, TX 76702-1689

254.772.5095

Associations

American Society for Training and Development
<http://www.astd.org>
1640 King Street, Box 1443
Alexandria, VA 22313-1443, USA
703.683.8100

Association for Career and Technical Education
<http://www.acteonline.org>
1410 King Street
Alexandria, VA 22314
703.683.3111 or 800.826.9972

Illinois Association for Career and Technical Education
<http://www.iacte.org>
2450 Foundation Drive, Suite 500
Springfield, IL 62703
217.585.9430

Materials

There are an abundance of materials that relate to work-based learning programs. This section presents only a few of the resources available.

The ERIC database is a good source of information on the subject of instructional materials.

ERIC/ACVE
www.ericacve.org
1900 Kenny Road
Columbus OH 43210-1090
800.848.4815, ext. 28625
fax: 614.292.1260
e-mail: ericacve@postbox.acs.ohio-state.edu

To join a listserv go to the website and ask to join. Most organizations must approve your membership.

Networking is an excellent way to find information and materials. Talking to colleagues about their successes and failures in finding materials and their most and least favorite resources provides educators with valuable leads. Listservs such as CAREERTECH (careertech@lists.acs.ohio-state.edu), maintained by the National Dissemination Center for Career and Technical Education, are excellent for getting recommendations for materials. Other listservs of interest include those for business education (nbea-l@vml.cc.uakron.edu), technology education (technology-edu@unixg.ubc.ca), and training and development (trdev-l@psu).

The World Wide Web is another great source of information for career and technical educators. Many commercial and nonprofit publishers—some of which are listed here—have websites that describe their products.

Commercial Publishers

Publisher	Products
American Association for Career and Technical Education Instructional Materials www.aavim.com 220 Smithonia Rd Winterville GA 30683 800/228-4689; fax: 706/742-7005	Communication skills, agriscience, construction, electricity, engines, performance-based teacher education, consumer & life science, technology and industrial education. Print, videotapes, CD-ROMs, and multimedia.
American Technical Publishers www.americatech.org/main.cfm 1155 W 17th St Homewood IL 60430-4600 800/323-3471; fax: 708/957-1137	Boilers, building trades, culinary arts, electrical trades, graphics, maintenance, math, metal trades, power/energy, teacher education, Chilton repair manuals. Print, videotape, workbooks, resource guides, CD-ROMs, transparencies.
Cengage Learning, Inc. http://www.swep.com P.O. Box 6904 Florence, KY 41022-6904 800.354.9706	Webmaster training, business, career development, computer education, school-to-careers, health, office technology. Software, workbooks, videos, self-study modules.

<p>Educational Activities Inc. www.edact.com/homepage.cfm PO Box 392 Freeport NY 11520 800/645-3739; fax: 516/623-9282</p>	<p>Math, reading and vocabulary, life skills, Internet training, maps and globes, biology and earth science, health. Computer-based materials, activity cards, CD-ROMs, multimedia, videos.</p>
<p>Glencoe/McGraw-Hill Customer Service Dept. www.glencoe.com PO Box 544 Blacklick OH 43004-0544 800-334-7344 fax: 614-755-5682</p>	<p>Computer education, allied health, criminal justice, trade/technical education, business communication, student success, business, office technology, adult basic education.</p>
<p>Interstate Publishers Inc. www.ippinc.com/~info-ipp PO Box 50 Danville IL 61834 800/843-4774; 217/446-9706</p>	<p>Agriscience, technology education articulated curriculum, florist, aquaculture, turf management, horsemanship, animal science, farm management, soils, farm animals.</p>
<p>ShopWare http://shopware.films.com PO Box 2708 Dept F2 Charleston WV 25330 800/487-3392; fax: 800/900-5172</p>	<p>Engines, aerodynamics, aeronautics, food service. Multimedia, CD-ROM.</p>
<p>Technomic Publishing Co. www.techpub.com 851 New Holland Ave PO Box 3535 Lancaster PA 17602 800/233-9936; 717/291-5609 fax: 717/295-4538</p>	<p>Education reform, decision making, administration, technology, leadership, finance, assessment, school-to-work, at-risk, professional development. Print, videotapes, handbooks.</p>
<p>The School Company www.schoolco.com Dept W99 PO Box 9117 Jackson WY 83002 800/543-0998; fax: 800/518-2514</p>	<p>Career pathway assessment, tech prep, job search, applied math, successful work habits, entrepreneurship, communication, safety, critical thinking and problem solving. Multimedia, CD-ROM, posters, videos, software.</p>

Curriculum Labs

Publisher	Products
Curriculum Materials Service http://cms.osu.edu 254 Agricultural Administration Building 2120 Fyffe Rd Columbus OH 43210-1067 614/292-4848; fax: 800/292-4919	All aspects of agricultural education. Software, videos, slides.
Curriculum Publications Clearinghouse Western Illinois University www.wiu.edu/users/micpc 46 Horrabin Hall Macomb IL 61455 800/322-3905; fax: 309/298-2869	Applied technology, agriculture, business, marketing & management, health, family and consumer sciences, tech prep workplace skills & career development, administration & supervision, special needs.

Instructional Materials Laboratory

Publisher	Products
Instructional Materials Service Texas A&M University http://www-ims.tamu.edu Mail Stop 2588 College Station TX 77843-2588 409/845-6601; fax: 409/845-6608	All aspects of agriculture and trade and industrial education.
University of Missouri-Columbia www.iml.coe.missouri.edu 2316 Industrial Dr Columbia MO 65202 800/669-2465; fax: 573/882-1992	Academics, agriculture, business education, career guidance and school-to-work, family and consumer sciences, health occupations, industrial education, marketing and cooperative education, special populations, teacher resources, technology. Instructor guides, student workbooks, reference materials, CD-ROMs, videotapes.

A. INTRODUCTION TO SECONDARY COOPERATIVE EDUCATION

Cooperative education (CE) is a structured educational strategy integrating classroom studies with learning through productive work experiences in a field related to a student's academic or career goals. It provides progressive experiences in integrating theory and practice. Cooperative education is a partnership among students, educational institutions and employers, should include the following responsibilities.

1. formal recognition by the school as an educational strategy integrating classroom learning and progressive work experiences, with a constructive academic relationship between teaching faculty and CE faculty or administrators,
2. structure for multiple work experiences in formalized sequence with study leading to degree completion,
3. work experiences which include both an appropriate learning environment and productive work,
4. work experiences related to career goals,
5. formal recognition of the CE experience on student records (e.g. grade, credit hours, part of degree requirement, notation on transcript, etc.),
6. pre-employment preparation for students, as well as ongoing advising,
7. agreement among the school, employer and the student on:
 - a. job description and new learning opportunities,
 - b. specified minimum work periods,
 - c. work monitored by the school's qualified cooperative education coordinator,
 - d. official school enrollment during employment,
 - e. recognition as a cooperative-education employee by the employer,
 - f. evaluations by the student, the school, and the employer, with guided reflection by the student
 - g. remuneration for the work performed,
8. provision for employer and school evaluation of quality and relevance of the work experience and curriculum, and
9. designed to maximize outcomes for students, employers and the school.

(National Commission for Cooperative Education <http://www.co-op.edu/aboutcoop.htm>)

Periods of work experience may be scheduled around classroom instruction in various ways. These are some of the more common patterns of scheduling work periods. (1) schedule daily periods of classroom instruction with on-the-job learning experience, (2) alternate periods of full-time study and full-time work, or (3) schedule on-the-job experiences during periods when Local Education Agency (LEA) classes are not in session. The best schedule is to have students receive daily classroom instruction in order to transfer knowledge, skills, and abilities to the workplace in addition to discussing any workplace issues.

The cooperative method may be used for achieving a variety of career-related goals ranging from career and technical guidance, through work exploration, to actual skill development. The method may also be applied to a variety of content areas and levels of instruction, from occupational information programs to career preparation programs. Therefore, cooperative education does not refer to a variety of educational programs, but, instead, to one method of instruction in a variety of educational settings.

History of Cooperative Education

Cooperative education has existed in the US for most of the 20th century as a method of combining academic education with practical work experience. While at Lehigh University, Dr. Herman Schneider an engineer, architect, and educator, concluded that the traditional classroom was insufficient for technical students. Schneider observed that several of the more successful Lehigh graduates had worked to earn money prior to graduation. Gathering data through interviews of employers and graduates, he devised the framework for cooperative education in 1901. In 1903 he began working at the University of Cincinnati and in 1906 was allowed to implement his plan for one year. Following that experimental year, the University of Cincinnati

gave him full permission for the cooperative program. In 1911 an experimental high school program was established in York, Pennsylvania. Boston High School in 1912 established the first retail cooperative training program. Cooperative education programs were established in ten New York City schools in 1915, and cooperative instruction was established in Dayton Cooperative High School in 1949.

From this beginning the method spread to secondary schools, community colleges, and to a variety of public and private training programs. Medical doctors who are serving paid internships are utilizing the CE method of skill development just as much as the drop-out prone youth who are enrolled in special CE programs.

Without support from the community and government, CE would not continue and grow. The following table illustrates some of the major pieces of Federal Legislation that effected Career and Technical Education over the years.

Cooperative Education Legislation

Year	Legislation	Purpose
1862	Morrill Land-Grant Act	Public land was donated to the states allowing them to create universities
1887	Hatch Act	Established agriculture experiment stations
1890	Morrill Act	Broadened the mission of the land-grant colleges Focus geared toward farming and farming populations
1917	Smith-Hughes Act	Authorized funding for secondary and post-secondary vocational education
1920	Smith-Bankhead Act	Civilian rehabilitation for anyone injured in industry was appropriated for retraining
1934	George-Ellzey Act	Authorized an appropriation three years for agriculture, home economics, and trades and industry
1935	Social Security Act	Vocational training for the handicapped

1936	George-Dean Act	Provided increased Federal support of vocational education
1946	George-Barden Act	Provided increased Federal funding for agriculture, home economics, trade, industrial, and distributive education
1956	Health Amendments to the George-Barden Act	Nursing and health occupations were added to the George-Barden Act
1958	National Defense Education Act	Provided Federal support to improve instruction in science, math, foreign language, and vocational-technical training
1962	MDTA (Manpower Development and Training Act)	Authorized fund for unemployed and underemployed adults
1963	Vocational Education Act	Increased Federal support for vocational education Focus changed from programs to meeting needs of specific groups of people
1964	Economic Opportunity Act	Eleven new programs established to combat poverty
1966	Adult Education Act	Created grants to encourage education/literacy programs for adults
1968	Vocational Education Amendments	Authorized Federal grants to states for existing vocational education programs
1973	CETA (Comprehensive Employment and Training Act)	Support goals of MDTA and expand services
1976	Vocational Education Act	Mandated improvement of vocational education programs; emphasized sex equity
1978	Career Education Act	Support of career education with vocational education dollars
1982	JTPA (Job Training Partnership Act)	Partnership between vocational education and the private sector to provide job training and related services
1984	Perkins Vocational Education Act	Improve the skills of the labor force and provide equal opportunity for adults in vocational education
1990	Perkins Vocational Education Act	Focus on teaching students the skills needed in a technologically advanced society

1992	Second JTPA	Prepare youth and adult with programs in the labor force
1994	School-to-Work Opportunities Act	Partnerships with educational institutions and employers to build a highly-skilled workforce
1997	Individuals with Disabilities Education Act	Required schools to provide extra assistance to students with disabilities
1998	Perkins Act of 1998	Highlights included integration of academic and vocational instruction, link secondary and post-secondary institutions, and Tech-Prep
1998	Workforce Investment Act	Designed to better meet the employment needs of the nation's businesses
2006	Perkins Act of 2006	Focus on academic achievement of career and technical education students

Funding for Cooperative Education – the Carl D. Perkins Act of 2006

The Carl D. Perkins Vocational and Technical Education Act of 2006 was signed into law on August 12, 2006. The purpose of Perkins is to provide individuals with the academic and technical skills needed to succeed in a knowledge- and skills-based economy. Perkins supports career and technical education that prepares its students for post-secondary education, workforce readiness, and the career of their choice. Federal resources help ensure that career and technical programs are academically rigorous and up-to-date with the needs of business and industry. The federal contribution to career and technical education, about \$1.3 billion annually (Trailblazers, 2008), supports innovation and expands access to quality programs. State and local funding supports the career and technical education infrastructure and pays teachers' salaries and other operating expenses. Federal funds provide the principal source for innovation and program improvement, and help to drive state support through a "maintenance-of-effort" provision in the federal law.

Perkins Basic State Grant funds are provided to states that, in turn, allocate funds by formula to secondary school districts and postsecondary institutions. States have control over the split of funds between secondary and postsecondary levels. After this decision is made, states must distribute at least 85% of the Basic State Grant funds to local programs using either the needs-based formula included in the law or an alternate formula that targets resources to disadvantaged schools and students. States may reserve up to 10% for leadership activities and 5% (or \$250,000, whichever is greater) for administrative activities. State and local funds generally are to be used for the following types of activities:

1. Serving as a catalyst for change by driving program improvement
2. Developing a strong accountability system that ensures quality and results
3. Strengthening the integration of academic and career and technical education
4. Ensuring access to career and technical education for special populations, including students with disabilities
5. Developing and improving curricula
6. Purchasing equipment to ensure that the classrooms have the latest technology
7. Providing career guidance and academic counseling services
8. Providing professional development and technical assistance for teachers, counselors and administrators
9. Supporting career and technical education student organizations

Current Perkins law allows for more state and local flexibility and raises expectations for students participating in career and technical education by holding them to the specific, valid and reliable accountability standards. States and localities are working within the updated accountability system to develop effective methods to improve programs and measure student progress and success.

Components of Quality Cooperative Education Programs

The cooperative plan of instruction has been successful in preparing people to make the transition successfully to the world-of-work. To be effective, however, the cooperative method must incorporate the following quality components.

1. The plan is coordinated by a qualified and dedicated teacher-coordinator.
2. Students are selected based upon their aptitudes, needs and desires, career goals, and on the availability of suitable training stations.
3. Training stations, that are directly related to the student's career developmental need or career goal, are secured and developed by the teacher-coordinator to provide on-the-job experiences.
4. Learning experiences at the training station are supervised by a training sponsor who has been carefully prepared for this role.
5. Related instruction is planned and correlated directly with the student's on-the-job experiences and career development needs.
6. Well-defined policies have been developed to guide the operation of CE.
7. Proper monitoring of the cooperative plan is achieved through evaluation activities, accurate and timely periodic activity reports, training agreements and plans, wage and hour reports, and proof-of-age certificates or work permits.
8. An advisory council, including representatives from business, labor, and education has been established to advise and assist in planning, developing, and implementing the cooperative plan.
9. Written training agreements and individual student training plans are carefully developed and agreed upon by the employer, training sponsor, student, and coordinator.
10. Credit is applied toward graduation and is awarded to students for successfully completing on-the-job learning experiences.
11. All state and federal laws relative to employment practices are adhered to by the training stations.
12. Adequate time is provided for the teacher-coordinator to coordinate and supervise training station learning experiences (a minimum of 30 minutes of coordinator time per student per week is required).
13. An extended contract is provided for teacher-coordinators to develop training station personnel, develop training plans, update records, and handle other development activities.

14. Administrative support for CE is sufficient to allow for the flexible scheduling needed to effectively and efficiently operate the plan.
15. Counselors work closely with the teacher-coordinator in the operation of CE.
16. The results of follow-up studies are utilized to improve CE.
17. Adequate facilities including a related classroom, office and telephone are provided for the teacher-coordinator.

An important point to remember is that quality CE plans at all levels seem to follow similar policies and procedures. Essential components of a successful work-based learning program include: related classroom instruction, planned program of job training and experiences, paid work experience, workplace mentoring, instruction in general workplace competencies, and broad instruction in all aspects of the industry.

Students in CE are being instructed in places of employment where current technological advances are being developed and implemented. As a result of this placement, career and technical education programs using the cooperative method reduce the criticism that today's students are being prepared for yesterday's jobs. Real-world training situations used in the cooperative method provide an ideal place for students to apply the knowledge they have learned, the skills they have developed, and attitudes they have formed at the Local Education Agency (LEA). The record of placement and follow-up of program completers historically has been better in career and technical education programs that utilized the cooperative method. In summary,, CE provides the viable linkage needed with school and the world-of-work to respond effectively to its stated mission.

Illinois career and technical education systems and LEAs utilize a variety of CE patterns to serve the unique career development needs identified. Cooperative education classes may be scheduled to serve only students from one participating LEA or classes may be scheduled to

serve students from schools that are in close proximity to one another. Some regional systems may schedule CE classes in one location and require students to travel to that location; other regions may schedule CE classes at more than one location and require the teacher-coordinator to travel from location to location. There are many patterns for scheduling CE in the various career and technical education regions and LEAs of the State. The important rule to follow is that the types and locations of CE related classes should be determined by the numbers and unique needs of the students to be served and their location throughout the region.

Teacher-Coordinator Qualifications

Requirements for practicing teacher-coordinators may be categorized as (a) general education requirements, (b) occupational experience, (c) occupational study/courses related to CE, and (d) licensure compliance. Present requirements are specified in the 2004 State of Illinois publication entitled: *Guide to Requirements for Certification, Endorsement and Assignment of Teachers, School Service Personnel, and Administrators* (<http://www.isbe.state.il.us/certification/requirements/toc.htm>).

General Education Requirements: Secondary-Level Endorsement Requirements

A major in the content area indicated on the transcript or 32 semester hours in the content area; OR 24 semester hours in content courses completed at one or more institutions and passing the relevant content area test. By state law, applicants must have a bachelor's degree and 120 semester hours of college credit for any of the professional certificates.

Occupational Experience. All CTE teachers must have 2,000 hours of related work experience outside of education, i.e., experience directly related to the teaching field.

Occupational Study/Courses Related to CE. Six (6) semester hours in organizing and administering CE.

Licensure Compliance

For those occupations in which employment or preparation is regulated by law or licensure, compliance with those laws is required. Three tests must be passed: (1) the test of basic skills, (2) the applicable content-area test, and (3) the assessment of professional teaching relevant to the certificate.

Special needs teacher-coordinators of such programs as Work Experience and Career Exploration program (WECEP) and Early School Leaver shall not have to meet the requirements for hours in occupational study.

Teacher-coordinators of interrelated and cooperative work training CE shall meet the certification standards for at least one of the regular occupational specialty areas.

Work-Based Learning Teacher/Coordinator

(http://www.isbe.state.il.us/profprep/CASCDvr/pdfs/27480_workbased.pdf)

An individual who holds an endorsement in agricultural education, business, marketing, and computer education, family and consumer sciences, health careers, or technology education may qualify for designation as a Work-Based Learning Teacher/Coordinator by meeting the additional standards set forth in this Section.

STANDARD 1: The competent work-based learning teacher/coordinator understands work-based learning and interprets it to administrators, faculty, students, parents, employers, and community members.

Knowledge Indicators - *The competent work-based learning teacher/coordinator:*

- 1A. understands the rationale for integrating work-based learning activities into the curriculum.

- 1B. understands career awareness/exploration, employment acquisition (including electronic processes), job retention, basic skills development, and leadership development.
- 1C. understands the roles and responsibilities of students, school, and work-site in the work-based learning experience.
- 1D. understands local, State, and national programs for work-based learning.
- 1E. understands liability, risk management, and labor laws: OSHA requirements, work site safety and child labor and wage laws, and liability provisions (school, employer, student).
- 1F. understands the role of work-site supervisor.

Performance Indicators - *The competent work-based learning teacher/coordinator:*

- 1G. articulates differences among work-based learning opportunities, including job shadowing, internship, cooperative work experience, and apprenticeship as they relate to local resources and needs.
- 1H. develops collaborative partnerships with students, colleagues, community, business/industry, unions, and parents to maximize resources.
- 1I. markets work-based learning programs to appropriate constituents.
- 1J. secures and develops work-based learning sites.
- 1K. supports and instructs others in school-to-work connecting activities.
- 1L. has been employed in the workforce in an occupation other than teaching.

STANDARD 2: The competent work-based learning teacher/coordinator demonstrates the ability to plan, develop, implement, supervise, and evaluate work-based learning activities and programs.

Knowledge Indicators - *The competent work-based learning teacher/coordinator:*

- 2A. understands pedagogy and educational research relating to content and work-based learning.
- 2B. understands the relationship among workforce studies, labor market data, public and private sector statistics, educational research, and work-based learning.

Performance Indicators - *The competent work-based learning teacher/coordinator:*

- 2C. develops training plans, training agreements, and training evaluation instruments.
- 2D. designs connecting activities that reinforce school-based learning.
- 2E. integrates workplace skill instruction into all work-based learning curriculum.
- 2F. uses labor market information, Illinois Learning Standards, (see 23 Ill. Adm. Code 1. Appendix D), the Illinois Occupational Skill Standards (see Sections 27.400 (a) (1) (C), 27.410 (a) (1) (C), 27.430 (a) (1) (C), 27.440 (a) (1) (C), and 27.460 (a) (1) (C) of this

Part), advisory committee input, and appropriate resource materials in developing curriculum.

- 2G. places students in work sites aligned with their career objective.
- 2H. keeps records on students' attendance, performance, and achievement of competencies.
- 2I. adheres to liability, risk management, and labor laws: OSHA requirements, work site safety and child labor and wage laws, and liability provisions (school, employer, student).
- 2J. relates to workplace issues and problems, i.e., ethics, stakeholder values, sexual harassment.
- 2K. conducts occupational/job analysis.
- 2L. mentors and provides career guidance to individual students.
- 2M. assesses students' performance using a variety of methods.
- 2N. promotes student organizations.
- 2O. evaluates the effectiveness of program efforts and makes necessary program changes based upon evaluation findings.
- 2P. assures that work-site supervisors/mentors, through training, are able to work with students, use training plans, and conduct student evaluations.
- 2Q. participates in appropriate professional organizations and develops a plan for continued personal and professional growth.

In summary, teacher-coordinators must be able to coordinate the efforts of diverse people in several settings. Accomplishing this enormous task requires demonstrated leadership ability which may be defined as the ability to influence others to achieve desired CE goals.

Programs and Plans

On the secondary and post-secondary level, the CE method is used in all five occupational areas: (1) agriculture education, (2) business, marketing and computer education, (3) health science technology, (4) family and consumer sciences, and (5) technology and engineering education. CE offered in these areas is usually referred to as regular CE. Other CE programs that exist in addition to the regular CE programs are generally referred to as special or contractual programs.

Characteristics and State Guidelines

Germane to all Regular Cooperative Education Programs

Cooperative education is designed for eleventh- and twelfth-grade students. Job-related instruction is determined by a verified task list for the particular occupation being studied. A qualified career and technical education coordinator is responsible for on-the-job supervision.

The classroom teacher who provides related instruction, can be the CE coordinator or a CTE teacher who has a university major in the discipline. (An exception to this is Interrelated Cooperative Education where the classroom teacher has a university major in one CTE area.) Students hold regular, career-related, part-time jobs for their paid cooperative education work experience, and receive at least 200 minutes per week of related classroom instruction. Classroom instruction focuses on providing students with: (1) job survival and career exploration skills related to the job, (2) improving their ability to interact positively with others, (3) specific skill training, and (4) developing skills and attitudes that are relevant to the job. Written training agreements and individual student training plans are developed and agreed upon by the coordinator, employer, and student. Documents that must be available to the coordinator, student, and employer include the training agreement, training plan, and proof-of-age certificate or work permit. The coordinator, student, and employer assume compliance with federal, state, and local laws and regulations. Approximately one-half of the school day is spent taking classes at school and the other half in on-the-job training that is supervised by the designated training sponsor and coordinated by the teacher-coordinator.

Cooperative Education Elements

Important elements for regular cooperative education using the cooperative method of instruction include:

1. The classroom instruction phase which correlates with the training station learning experiences is preceded by a series of sequential courses which are designed to assist in the occupational preparation of the student.
2. The instructional program is periodically aligned by analysis of the occupations for which the cooperative method is being utilized.
3. Adequate facilities, equipment, and materials are available to provide instruction related to the student training station learning experiences and career goals.

Additional important elements for special or contractual CE are:

1. Teachers should have a wide range of communication skills in areas such as assertiveness, confrontation, empathy, and motivation.
2. Teachers should have special abilities to deal effectively with crisis situations in school, at the training station, and in other circumstances.
3. When appropriate, teachers should make use of supportive personnel in the school—such as school psychologist, social workers, and counselors.
4. When appropriate, teachers make use of supportive personnel and services in the community, such as crises and drug abuse centers, family counseling, YMCA, YWCA, religious organizations, youth outreach, community psychologist, truant and juvenile officers.

Agricultural Education

(http://www.isbe.net/career/html/cte_ag_ed.htm)

Agriculture education is designed for students who are interested in pursuing careers in agricultural occupations. Agriculture is a broad-spectrum industry with a diversity of career and job opportunities. Only a small percentage of those people working in agricultural industry are involved in production agriculture. The rest work in agribusiness, communications, science, government, education, processing and distribution, marketing and sales, as well as other occupations that serve the farmer or the total agricultural industry.

Based upon the above information, instructional programs have been clustered to deliver instruction that will provide students with a wide range of opportunities for entry-level employment or further education. New and emerging occupations in biotechnology, micro technology, electronic and satellite technology in agricultural mechanics, and integrated financial management will necessitate a sound foundation in agriculture at the secondary level. As these new occupational areas and others develop and labor needs are demonstrated, additional program and course descriptions will be developed. A regional delivery system should offer training for occupations as determined by employment opportunities and the needs of the students. There are five cluster areas for agricultural education: agriculture in business and management cluster, agricultural mechanics and technology cluster, horticulture services operation and management cluster, agricultural sciences cluster, and natural resources conservation cluster.

Business, Marketing, and Computer Education

(http://www.isbe.net/career/html/cte_bus_ed.htm)

Business/office and marketing cooperative education is designed for students who are interested in those occupations. This program is designed to assist students in the development of effective business skills and attitudes through practical, advanced instruction at school and on the job. Training in the related class at school focuses upon the student's career choice in the accounting, information processing, general office, administrative assistant, computer operator programs. Related instruction also includes the job application process, occupational survival skills, essential character traits, basic work relations, and other employability skills. Career programs include: accounting/bookkeeping, administrative support and information processing,

enterprise management and operations, banking and financial services support, computer operation and programming, business systems networking (LAN/WAN) and telecommunications, and webpage development and design.

Marketing education is designed to assist students in the development of effective business skills and attitudes through practical, advanced instruction in school and on the job. Training in the related class at school focuses upon the student's marketing career goal (Small Business Management and Ownership, Service-Oriented Marketing, or Product-Oriented Marketing) with additional assignments based upon areas where on-the-job performance indicates a need.

Marketing occupations represent nearly one in every four jobs in the U.S. economy. The first job a teenager holds is often a marketing job in retailing or service businesses. On the other hand, the most successful entrepreneurs and executives in the largest international organizations are often experienced marketers.

Marketing Education has been a part of the curriculum of our schools for over a century. The marketing education curriculum is grounded in academics—effective communications, mathematics, economics, and the new technology requirements. It integrates learning as students apply principles of psychology, human relations, oral and written communications, and mathematics as they learn how businesses plan, produce, price, distribute and sell the many products and services demanded by consumers around the world.

Health Science Technology

(http://www.isbe.net/career/html/cte_health.htm)

Health science technology is a program for students interested in pursuing a career in health care. The health science program provides students with opportunities to explore a variety of health careers and make realistic and satisfying career choices. Whether a student is skilled in scientific research and design, clinical laboratory procedures, written and verbal communication skills, or is skilled in caring for people, career options are available to match these individual interests and abilities.

Students searching for information about careers in the health professions in Illinois are able to find what they need in the expanded *A Guide to Health Careers in Illinois* (<http://lmi.ides.state.il.us/healthcareers/default.asp>). The Guide provides information on over 200 health science professions taught in over 580 training programs in Illinois. Students will find it easy to explore health career alternatives or find information on a specific health care training program with the *Guide*. Descriptive information is included for each health occupation concerning job description, job setting, projected need, salaries, related careers, differences in training, credentials, advanced training, and where to obtain additional information. Also included in the Guide are charts that give general information on job characteristics of the health occupations, the number of years of education required for each health career, and salary/wage comparison of the health careers.

Family and Consumer Sciences Education

(http://www.isbe.net/career/html/cte_family.htm)

Family and consumer sciences cooperative education is designed for students who are interested in pursuing careers in occupations related to family and consumer sciences. Family and consumer sciences programs at the secondary level provide training and skill development for a variety of careers within its discipline for employment or further education. Cosmetology, culinary arts, education, interior design, apparel and textiles , family and community resource services, foods and nutrition science, early childhood, hospitality, and community and facility management are a few pathways represented in the in discipline. The tasks, skills and standards identified by business and industry as necessary for success in these occupations are the basis for instructional program development. Cooperative education students have the opportunity to apply the learned classroom skills and further develop necessary skills through employment in the industry with this program. In addition, students acquire competencies and prevention strategies necessary to improve the quality of life in their homes, communities and workplaces.

Family and consumer sciences programs prepare students for employment in entry-level occupations and further career preparation at the postsecondary level. The tasks, skills and standards identified by business and industry as necessary for success in these occupations are the basis for instructional program development. Regionally designed and delivered instructional programs ensure consistency and continuity within the regional delivery system. To assist students in achieving success in their chosen careers, FCS programs emphasize the development of skills and knowledge that are transferable to a wide variety of settings. In addition, students

acquire the competencies and prevention strategies necessary to improve the quality of life in their homes, communities and workplaces.

A qualified and certified instructor is responsible for supervision. Several occupations within the FCS pathways have experienced increased local, state, and federal laws and regulations. The coordinator, student and employer assume compliance with current laws and regulations.

Technology and Engineering Education

http://www.isbe.net/career/html/cte_industrial_ed.htm

Technology and engineering (industrial) is designed for students who are interested in pursuing careers in industrial occupations. The course content includes the following broad areas of emphasis: career opportunities, planning for the future, job-seeking skills, personal development, human relationships, legal protection and responsibilities, economics and the job, and job termination. Classroom instruction is based on the tasks required in a particular occupation and on required employability skills.

Career programs in technology and engineering (industrial) occupations are many and include: radio and television broadcasting, technology and pre-engineering, criminal justice/police science, fire science/firefighting, construction trade, electrical/electronics maintenance and repair, computer installation and repair, vehicle maintenance and repair, auto body/collision and repair, drafting and design, graphic communications, precision metal working, and commercial and advertising art.

Interrelated Cooperative Education

Interrelated cooperative education is a plan developed for students from districts with limited enrollment and/or limited community resources with the opportunity to participate in the CE method of instruction. Interrelated cooperative education was developed for districts that could not support CE in each of the occupational areas. Students enrolled in any of the occupational areas may enroll in interrelated cooperative education. The program must be coordinated by a teacher-coordinator who is qualified in any one of the five occupational areas. The coordinator, however, places students in all areas and provides related instruction for all students enrolled. Interrelated cooperative education is conducted in the same manner as other regular CE courses.

Cooperative Work Training (CWT) is classified as regular CE; however, it is not associated with any specific occupational area. Cooperative work training was developed to provide students with maturing experiences through employment that will help them become productive, responsible individuals. The part-time employment may or may not be related to the long-range occupational goals of the student. Cooperative work training is primarily designed to serve students who are disadvantaged, potential school dropouts, or identified as having special needs. Specific career objectives may be delayed to allow for social and emotional adjustments, career exploration, and development of self-awareness. Students acquire knowledge of employment requirements, their social responsibilities, and the free enterprise system. Skill development is expanded within the scope and rate of the student's individual competencies. Cooperative work training must be coordinated by a teacher-coordinator who is qualified in any one of the five occupational areas.

Special or Contractual Cooperative Education

Since 1969 the state of Illinois has supported special programs to serve persons who ordinarily do not receive CE experiences. Among these special programs are work experience and career exploration, early-school leaver, and special education CE.

Work Experience and Career Exploration Program (WECEP)

(<http://www.isbe.net/career/html/wecep.htm>)

WECEP is designed for 14- and 15-year-old students and started as a pilot program through the cooperative efforts of the State and U.S. Department of Labor, which waived the age restriction for employed youth. The program has continued under an agreement with, and in compliance with, regulations mandated by the Federal and State Departments of Labor. The intent is to help academically disadvantaged students increase self-esteem, explore career options, develop a positive attitude toward work, gain entry-level skills, and continue in school after the age of 16. In-school instruction of at least 200 minutes per week is required, and students are not permitted to work on the job for more than 23 hours per week. The training plan should include entry-level employability skills. Teacher-coordinators must possess a valid teaching certificate, 6 semester hours in administration and organization of CE and 2,000 hours of paid work experience.

Early School Leaver

(<http://www.iccb.org/pdf/adulted/eslp/ESLPrfpfy09.pdf>)

Early school leaver is a CE program developed to fill the needs of high school dropouts who were unsuccessful in finding employment except for dead-end, low paying jobs. The program is generally located at community colleges; however, a few programs may be found at high schools and at other locations. For the most part, early school leavers tend to relate better to

community college students than to high school students. Some districts have conducted the related instruction on campus while others have held the class off campus. In addition to being involved in on-the-job training, students receive career information and have opportunities to increase their competencies through remedial, basic education and employment survival skills. The teacher-coordinator is not required to meet qualifications under one of the five occupational areas. However, the requirements of a valid teacher certificate, 6 semester hours in administration and organization of CE, and 2,000 hours of paid work experience must be met.

Special Education Cooperative Education

Special education cooperative education provides an opportunity for special education students to acquire marketable skills and knowledge in an occupation while working on the job. The classroom provides a basic foundation of theory and instruction, while the workplace provides career and technical education and specialized training. The student is supervised by a teacher-coordinator and by an employer. The supervised work activities help the student to assume responsibilities of full-time employment after high school. Job placement is in the community or at the school for specific work experiences for a maximum of 2-3 hours daily and the experiences must meet all the CE criteria.

In-school job training sites are designed to allow students to acquire appropriate attitudes and habits necessary to be successfully employed. The in-school job training site may provide opportunities to practice and improve job skills and job habits. The community job sites are designed to allow the students to participate in community work sites on a part-time basis. Job placement in the community is based upon the strengths and weaknesses of the students. Jobs are selected which are challenging and allow the students to achieve at the highest possible level of

performance. Placement is in a competitive employment situation which provides a realistic experience of gaining job skills, establishes good work attitudes, and provides experience in receiving and managing wages.

The teacher-coordinator does not have to be qualified in one of the five occupational areas. However, the requirements of an appropriate teacher certificate, 6 semester hours in the organization and administration of CE as well as 2,000 hours of work experience are required.

Other Plans

It is important to note that what has been described in this section are major cooperative plans that are operating in Illinois. Any career and technical education system or LEA may develop for approval, innovative experiential plans that have not been in existence previously. The cooperative method is restricted primarily by the needs of the students served and the resources available in the employing community. Development of innovative programs are encouraged to meet the unmet needs of students. New plans must be approved by Illinois State Board Of Education , and you should contact an Illinois State Board Of Education career and technical education person early in the planning process.

Advantages Of Cooperative Education

Cooperative education has proven to be one of the most effective and efficient means of preparing students to make the transition from school-to-career. No matter how good an agency-based training program is, it can never perfectly simulate the real-world job environment. Some things are learned better on-the-job, and some things are learned better in LEA laboratories and shops. The best career and technical education training combines on-the-job training with classroom instruction.

All teacher-coordinators need to be able to sell CE to the various publics involved. To be successful, CE must have support from students, employers, labor, LEA personnel, and the community. The advantages of CE to each of these groups follows:

Student Advantages

- Provides closer integration of theory and practice.
- Increases student motivation.
- Develops responsibility and maturity.
- Provides closer association with adult role models.
- Establishes a base of occupational experiences.
- Develops world-of-work skills that would be difficult to develop in LEA based programs.
- Augments financial resources.
- Improves job entry and advancement.
- Decreases the number of early school leavers.
- Enables economically disadvantaged (and other) students to stay in school because of their earning power.
- Offers an organized plan of training on-the-job under actual business conditions.
- Provides students with the services of skilled professionals as they transition from school to career.
- Provides students with the opportunity to explore their career choices prior to making long-term, and costly investments in further training.
- Provides students with an awareness of their civic and social responsibilities.

Employer Advantages

- Provides an opportunity for training sponsors to discover potential employees.
- Gives employers a direct benefit from tax dollars expended.
- Provides employers with an opportunity for direct input into the training programs provided by an LEA.
- Provides better selection of employees through cooperation of schools' counseling service and area staff, thus reducing personnel turnover.
- Reduces cost of training to training sponsors.

- Improves the image and prestige of the industry/business among student learners and with the community.
- Broadens market base for sales indirectly by increasing student buying power.
- Enables employers to share the employee screening function with the school.

Labor Advantages

- Enables labor to help guide the program through representation on the advisory committee.
- Helps assure that the labor market will not be flooded.
- Offers pre-apprenticeship training that will be advantageous to both apprentices and journey people.

LEA Advantages

- Increases working relationships and linkages with the real world.
- Adds relevance to the LEA's on-going program.
- Provides training facilities which may not be available at the LEA.
- Improves placement of program completers.
- Helps ensure program validity with regard to labor market demand.
- Develops partnerships between the LEA and the community.
- Provides an opportunity for LEA's to expand the curriculum.
- Encourages LEA's to seek advice from community based groups.
- Encourages students to stay in school, thus reducing the drop-out rate.

Community Advantages

- Provides opportunity for graduates to remain in the community after graduation.
- Involves the community in meeting its own immediate training needs.
- Encourages more young people to remain in school and reduces community problems associated with dropouts.
- Tends to produce citizens who will meet their civic responsibilities at an earlier age.
- Improves the economic climate by increasing student buying power.
- Promotes a closer relationship between the community and the school.

Teacher-Coordinator Role and Function

The key to success in CE is the teacher-coordinator. Effective teacher-coordinators are self-starters who plan their work, organize time and manage resources to achieve objectives identified in the planning process, bring about action to achieve those objectives, and evaluate to determine if the objectives are being achieved. Teacher-coordinators manage several diverse functions simultaneously. To assure understanding of the roles and functions performed by teacher-coordinators, this section contains a job description, a task list with time-lines, qualifications, and characteristics of effective teacher-coordinators.

Job Description. Teacher-coordinators are responsible for planning, developing, implementing, operating, evaluating, and adjusting CE plans. The teacher-coordinator is responsible for describing and interpreting CE to administrators, faculty, students, staff, parents, and the community.

In the operation of CE, teacher-coordinators: (1) manage an admission system for students; (2) prepare, deliver, and evaluate related instruction; (3) locate, evaluate, establish, and place students at training stations; (4) develop training plans and agreements to guide the training of each CE student; (5) assist training sponsors with on-the-job instruction; (6) work with advisory councils where appropriate; (7) manage a system of public relations that creates and maintains a desirable public image; (8) use follow-up and other types of data to make operational adjustments; (9) meet State certification requirements; (10) keep up-to-date with their profession; (11) involve teachers, administrators, and other agency personnel in the operation of the cooperative plan to assure continued support; and (12) maintain a system for evaluating all aspects of the cooperative plan.

In summary, teacher-coordinators work to coordinate the efforts of others to assure that the CE method effectively and efficiently develops within each student the knowledge, attitudes, skills, and habits needed to successfully transition from school-to-career.

Task Lists

Many task lists have been developed that show responsibilities of teacher-coordinators. Tasks that may be required of teacher-coordinators but not directly related to the operation of the CE Plan have been eliminated. The CE coordinator has a number of tasks that should be accomplished according to months within the year. These tasks are divided into seven areas:

1. program planning, development, and evaluation;
2. in-school instruction;
3. on-the-job instruction and coordination;
4. guidance, counseling, and advising tasks;
5. program administration and management;
6. community and public relations; and
7. professional role, activities and development.

It should be understood that months/tasks specified are approximations and may vary considerably from LEA to LEA. Most tasks are ongoing and will not be repeated; only new tasks are listed under the various months. At the end of the list are a series of continuing tasks.

AUGUST TASKS

Program Planning, Development and Evaluation

- Establish and utilize a steering committee to study the feasibility of CE development.
- Consult local Illinois Department of Employment Security, Chamber of Commerce, and trade and labor unions for program input.
- Develop CE objectives and parameters, and arrange a specific developmental time schedule.

In-School Instruction

- Develop a curriculum for general related classroom instruction.
- Obtain, or develop, curriculum guidelines for specific related classroom instruction.

- Develop general CE objectives and utilize them to develop specific student performance objectives.
- Develop and distribute measurable objectives for curriculum units.
- Develop individualized objectives for disabled, disadvantaged, or bilingual students.
- Develop and distribute a bibliography of reference materials for specific related instruction.
- Devise methods for students to evaluate their own progress.
- Establish specific criteria and methods for evaluating student learning.

On-the-Job Instruction and Coordination

- Secure advisory council recommendations for training station sites.
- Select potential training stations.
- Establish training stations.
- Select applicable training stations to meet the unique needs of disabled, disadvantaged, and bilingual students.
- Inform the training station and the training sponsor of applicable school policies.
- Orient training sponsors to the specific objectives of CE.
- Obtain parental or guardian approval for student participation.
- Advise students of the specific skills to be learned at specific training stations.
- Schedule students for training station interviews.
- Schedule students for on-the-job training.
- Identify specific on-the-job training experiences with training sponsors.
- Write a specific curriculum of measurable objectives to assess student skills acquired through on-the-job training.
- Develop criteria by which the training sponsor can evaluate student progress

Guidance, Counseling, and Advising Tasks

- Identify the use of appropriate measuring devices in assessing interests, aptitudes, and attitudes as they relate to career decision-making

Program Administration and Management

- Establish criteria for selection of, and term of office, for advisory council members.
- Develop and file written training plans and agreements signed by students, LEA representative, parents, and training sponsors.
- Establish and publicize agency policies regarding such items as discipline, absenteeism, work schedules, wages, job transfer, etc.
- Assist in preparing the CE long-range program.
- Specify long-range facility, equipment, and supply needs.
- Order and account for teaching materials, supplies, texts, and equipment.

Community and Public Relations

- Apply agency law, code, liability, etc., as related to work-site experiences.

- Design internal and external public relations plans.
- Print program brochures for dissemination to potential training stations and students.
- Sponsor student-employer activities such as banquet, field trips to various facilities, etc.

Professional Role, Activities, and Development

- education field.
- Expand your personal world-of-work experience to promote a broader experiential base.
- Expand your educational background and leadership potential by achieving advanced degrees. Explain and support the CE philosophy, including the role of the teacher-coordinator.
- Maintain ethical standards of teacher-coordinators.
- Foster a climate in which staff members seek ways to cooperate with other disciplines in order to provide broader student experiences.
- Contribute to the LEA by serving as a member to various committees.
- Support professional organizations through membership and attendance at meetings.
- Serve professional organizations through leadership and serving on committees.
- Participate in appropriate in-service training by attending pertinent and relevant seminars and workshops.
- Keep abreast of current events by monitoring professional literature.
- Contribute to research and development through research grants, state and federal grants and publications.
- Acquire new occupational skills needed to keep pace with technological advances in the career and technical
- Seek self-evaluation from administrators and peers.

SEPTEMBER TASKS

Program Planning, Development and Evaluation

- Determine a specific calendar of evaluation procedures and events for such activities as student and employer follow-up surveys.

OCTOBER TASKS

Program Planning, Development and Evaluation

- Utilize the steering committee to develop and administer a community interest survey.
- Develop and administer a student interest survey.
- Establish communications with and seek consultant help from the Illinois State Board Of Education.

Program Administration and Management

- Prepare administer, and analyze annual student follow-up surveys.
- Prepare, administer and analyze annual employer follow-up surveys.

NOVEMBER TASKS

Program Planning, Development and Evaluation

- Establish specific criteria for student selection.

DECEMBER TASKS

Program Planning, Development and Evaluation

- Share the results of the community and student interest surveys with appropriate administrators.
- Review and evaluate operational CE plans in other local agencies.

JANUARY TASKS

Program Planning, Development and Evaluation

- Obtain administrative approval for needed CE plans as well as state agency approval.
- Design cooperative plan to incorporate continual improvement and re-evaluation.

Community and Public Relations

- Organize and conduct an open house of facilities.

FEBRUARY TASKS

Program Planning, Development and Evaluation

- Define facility needs.

Program Administration and Management

- Prepare an annual CE budget.
- Prepare a long-range budget.

MARCH TASKS

Program Administration and Management

- Analyze future enrollment needs.
- Seek evaluation from agency administration and personnel.

APRIL TASKS

Guidance, Counseling, and Advising Tasks

- Assist graduating students in the various aspects of the job search.

MONTHLY TASKS

Some tasks are continuing and are completed each month.

<i>Program Planning, Development and Evaluation Monthly Tasks</i>	<p>(a) Make maximum utilization of community resources while organizing the program.</p> <p>(b) Consider the special needs of disabled, disadvantaged or LEP students while developing CE objectives and parameters.</p>
<i>In-School Instruction Monthly Tasks</i>	<p>(a) Review and evaluate curriculum materials.</p> <p>(b) Identify, evaluate, and obtain appropriate ancillary and commercial materials.</p> <p>(c) Correlate classroom and on-the-job training.</p> <p>(d) Employ a variety of teaching methods and techniques.</p> <p>(e) Utilize a student-centered teaching approach.</p> <p>(f) Utilize field trips and/or community facilities, personnel and equipment to supplement classroom learning experiences.</p> <p>(g) Establish group as well as individual learning experiences.</p> <p>(h) Direct student presentations.</p> <p>(i) Utilize bulletin boards, magazine/newspaper/Internet articles and such resources to aid instruction.</p>

	<p>(j) Utilize guest speakers and technology.</p> <p>(k) Evaluate instructional and curriculum via input from students, training sponsors and advisory committee members.</p> <p>(l) Revise instruction where appropriate.</p>
<i>On-the-job Instruction and Coordination Monthly Tasks</i>	<p>(a) Evaluate training station facilities.</p> <p>(b) Schedule students for on-the-job training.</p> <p>(c) Assist training sponsors with the training task.</p> <p>(d) Foster positive attitudes toward on-the-job training.</p> <p>(e) Inform local agency administrators of coordination activities.</p> <p>(f) Monitor student progress through on-site visits.</p> <p>(g) Assist training stations and sponsors to comply with state and federal labor and safety laws.</p> <p>(h) Seek input regarding the student's work qualities, attitudes, and habits while on-the-job.</p> <p>(i) Seek student evaluation of the training station.</p>
<i>Guidance, Counseling, and Advising Monthly Tasks</i>	<p>(a) Provide career advisement for potential program enrollees.</p> <p>(b) Counsel and advise students regarding their career goals and the educational requirements necessary to reach such goals.</p> <p>(c) Provide reference materials for career</p>

	<p>information.</p> <p>(d) Be aware of, and assist in, providing special needs of disabled, disadvantaged, or LEP students.</p> <p>(e) Help students to develop, clarify, and assimilate a personally meaningful set of work values.</p> <p>(f) Assist students in developing good work habits.</p> <p>(g) Counsel students regarding the results of classroom and on-the-job training and evaluations.</p> <p>(h) Conduct group counseling sessions in applicable situations.</p> <p>(i) Recognize when a student needs counseling from another faculty or staff member and obtain appropriate assistance.</p> <p>(j) Assist students in determining ways to best describe their salable skills.</p>
<i>Program Administration and Management Monthly Tasks</i>	<p>(a) Assure compliance with state and federal labor laws and regulations.</p> <p>(b) Apply agency law, code, liability, etc., as related to work-site experiences.</p> <p>(c) Insure student learners' safety and protection.</p> <p>(d) Maintain training station opportunities for disabled, disadvantaged, and LEP students.</p> <p>(e) Maintain a system for records consistent with agency policy.</p> <p>(f) Maintain records of student hours and</p>

	<p>wages.</p> <p>(g) Keep accurate records of state and federal funds utilized.</p> <p>(h) Seek evaluation from advisory committee members.</p>
<i>Community and Public Relations Monthly Tasks</i>	<p>(a) Utilize the various community and human resources available to enrich CE.</p> <p>(b) Conduct various public relations events.</p> <p>(c) Contact and utilize various news media.</p> <p>(d) Plan and publicize CE student programs, events, projects, materials, community service, etc.</p> <p>(e) Call on previous and potential training stations to promote CE.</p> <p>(f) Utilize the resources of other agencies such as Illinois Department of Employment Security, Chamber of Commerce, trade unions, etc.</p> <p>(g) Develop and maintain a community personnel resource file.</p> <p>(h) Represent CE as a guest speaker at various community and service clubs and organizations.</p> <p>(i) Arrange for students to represent CE as guest speakers at various community and service clubs and organizations.</p> <p>(j) Provide displays relating to CE in prominent areas in the community.</p> <p>(k) Publicize the proceedings of advisory committee meetings.</p>

	<p>(l) Maintain good communications and public relations with state agencies.</p>
<p><i>Professional Role Activities and Development</i> <i>Monthly Tasks</i></p>	<p>(a) Explain and support the CE philosophy, including the role of the teacher-coordinator.</p> <p>(b) Maintain ethical standards of teacher-coordinators.</p> <p>(c) Foster a climate in which staff members seek ways to cooperate with other disciplines in order to provide broader student experiences.</p> <p>(d) Contribute to the LEA by serving as a member to various committees.</p> <p>(e) Support professional organizations and associations through membership and attendance at meetings.</p> <p>(f) Serve professional organizations through leadership.</p> <p>(g) Participate in appropriate in-service training by attending pertinent and relevant seminars and workshops.</p> <p>(h) Keep abreast of current events by monitoring professional literature.</p> <p>(i) Contribute to research and development through research grants, state and federal grants, and publications.</p> <p>(j) Acquire new occupational skills needed to keep pace with technological advances in the field.</p> <p>(k) Expand your personal world-of-work experience to promote a broader experiential base.</p>

	<p>(l) Expand your educational background and leadership potential by achieving advanced degrees, certifications, and/or licenses.</p> <p>(m) Seek self-evaluation from administrators and peers.</p>
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B. PLANNING AND DEVELOPING COOPERATIVE EDUCATION

Quality CE does not materialize spontaneously. It is planned, developed, and implemented by individuals who understand prevailing needs, values, constraints, and limitations. Ideally, one year or more may be required to study the needs, to plan, and to properly prepare for CE. Even under the most favorable conditions, at least nine months are usually necessary to gather essential data, obtain the necessary support from the administration, the employment community, identify and counsel students who can profit from the instruction, employ personnel, organize and work with advisory committees, and provide facilities and instructional materials.

The need for CE may be clear to local school administrators and to enough employers to support a class; however, the support of several other groups are necessary to successfully implement CE within an LEA. Significant facts and figures are needed to enlist the support of some present and/or future LEA supervisory personnel, guidance counselors, faculty members, additional employers, and other community groups. A strong, factual justification for CE will be extremely helpful to administrators and program-implementers in maintaining sound, steady growth during relatively low economic periods as well as during prosperous times.

Regional Planning

In Illinois, career and technical education programs at the secondary level are approved for funding by the Illinois State Board of Education. This approval is obtained through the development, submission, and review of the Regional Career and Technical Education Plan. The Board of Control from each career and technical education system is responsible for working

with its planning council and committee structure to develop the plan. The plan is submitted to the Illinois State Board of Education for review and approval.

Illinois' regular career and technical program development process requires utilization of valid labor market information as well as student interest data. The labor market information provides LEAs with information needed to determine the task lists used in the curriculum development process. The tasks lists are used to identify different courses in the programs.

Initial Planning for Cooperative Education

There are two major factors that determine whether or not CE should be included as part of the career and technical education program of a regional system or an LEA. The first factor is that there should be sufficient numbers of students who could benefit from the CE experience and would be willing to participate. Second, the employment community must have adequate resources necessary to provide students with appropriate training stations.

The following step-by-step plan is one possible method to be used in the initial planning process.

Step I	Secure Administrative Approval to Investigate the Need for CE
Step II	Appoint Steering Committee
Step III	Ascertain the Needs and Wants of students
Step IV	Determine employer needs, interest, and support
Step V	Determine labor market demands and trends

Secure Administrative Approval to Investigate the Need for CE. Before any actual work is done, you must have administrative approval and backing of the CE method of instruction.

You will possibly need to explain the CE process; don't assume they are familiar with CE.

When presenting CE to an administrator, you should have labor market projections, number of students who will benefit from CE, any additional staff that would be needed, and a budget. The employment community must be able to provide work opportunities for students as well as provide training. Another useful piece of information is the number (if any) other CE programs in the immediate and regional area.

Appoint Steering Committee. There is much information that must be collected and synthesized before decisions can be made regarding offering CE. The steering committee may be utilized to provide the planner with an advisory ~~yes~~ or ~~no~~ regarding how much, and what type of CE is needed. The committee's primary function is to assist the program planner in collecting and synthesizing data needed to decide the desirability of offering CE and the most desirable type of CE to offer. Important factors to be considered in working with a steering committee include:

1. A statement describing the purpose, duration, make up, and organization of the committee.
2. The purpose of the committee should be to advise the LEA on the desirability of implementing CE and to give advice on initial program development.
3. The duration of a steering committee should be 6-8 months.
4. Committee members should be broadly representative of the population and should be drawn from education, business, labor, and the community.
5. The committee should be of manageable size, generally 9-13 members.
6. The LEA chief administrative officer should invite members to participate and describe the parameters of their duties.
7. The chairperson of the steering committee meeting should be elected from the membership.
8. The LEA planner should be considered as a possible secretary for the committee.
9. Establish an initial function to be accomplished such as:

- a. Survey employment community
 - b. Survey potential students
 - c. Appointment of subcommittees to accomplish initial functions.
 - d. Establishment of goals to be accomplished by subcommittees prior to next full committee meeting.
10. The bulk of the work should be accomplished by subcommittees.
 11. The leadership for subcommittees is extremely important.
 12. The planner should stress the significance of "advise" rather than "decide."

The agenda for the second steering committee meeting should include a:

1. Report by the chair of the subcommittee responsible for surveying the employment community.
2. Report by the chair of the subcommittee charged to survey potential students.
3. Discussion and vote on the desirability of offering CE. If, after listening to and discussing the reports, the committee decides against recommending the development and implementation of CE, the committee's work is done. Committee members should be appropriately recognized for their fine work and dismissed. If, conversely, the decision is that the data would support CE, the following agenda items should be addressed.
 - a. Development of CE philosophy and goals, identification of students and areas to be served and parameters of the CE plan.
 - b. Generation of recommendations on staffing plan, scheduling plan and facilities plan.
 - c. Development of a recommended plan of action.

This second meeting should consist of a number of recommended decisions, beginning with the initial ~~go~~ or ~~no-go~~ decision. This decision should be made after a thorough discussion of the empirical data collected. If the decision is to recommend implementing some form of CE into the curriculum, the major portion of the meeting should be devoted to gaining as much valuable perception from committee members as possible. It may even be advisable to make other subcommittee assignments relating to the recommended form and format of the

CE experience. When the committee's work is completed, committee members may be dismissed with (at least) letters of thanks and certificates of appreciation.

Ascertain the Needs and Wants of Students. Data needed to make decisions during this step should have been collected with the help of the steering committee. Following are several types of students from whom the planner should seek information:

A. Past Students; some of the information that you may want to obtain:

1. Occupations held by graduates and dropouts,
2. Periods of unemployment,
3. Unrelated jobs, and
4. Sub-minimal wages.

B. Presently enrolled students; some of the items that you may want to ascertain:

1. Student's career plans,
2. Student's plans for further education,
3. Student's occupational goals,
4. Student's need to work,
5. Part-time jobs currently held by students, and
6. Students' perception of the LEA's ability to meet their career goals.

C. Future Students

You may want to survey the feeder or member schools served by your institution or regional system. Some of the things one may want to determine are:

1. Do students plan to attend your institution?
2. What are they interested in studying?
3. What are their career goals?
4. Do they have financial need?
5. In what program of study are they currently enrolled?

Determine Employer Needs, Interests and Support. This is another task for which you should have received help from the steering committee. Some of the things you need to determine are:

1. Number and types of occupations in the community,
2. Number of employers willing and able to provide suitable training,
3. Potential short- and long-range needs for trained employees, and
4. Training needs for particular occupations or for competency areas.

Determine Labor Market Demands and Trends. This step consists of a function that should have already been accomplished by the normal LEA program development process. The career and technical education director should determine the most recent labor market information in the region. In determining the employment profile of a particular region, some of the more important types of data needed for CE planning decisions are:

1. Number employed in the various occupations in the region served by the LEA;
2. Long- and short-term labor market demand projections in the regionally-identified occupational categories and clusters;
3. Types of learning experiences which may be provided by business, government, and other regional enterprises;
4. Size and location of establishments;
5. Special employment restrictions of certain occupations;
6. Estimates regarding reductions, expansions, and additions to the region's employment community; and,
7. Possible apprenticeship opportunities.

Collecting primary data by survey is very time consuming. To avoid the possibility of duplicating much work that has already been accomplished, CE planners should look for secondary sources of labor market information. Some secondary sources include:

- Illinois Labor Market Review
 - (<http://lmi.ides.state.il.us/lmr/lmreview.htm>)
- Department of Commerce and Economic Opportunity
 - (<http://www.commerce.state.il.us/dceo>)
- Illinois Department of Employment Security
 - (<http://www.ides.state.il.us>)
- The Illinois State Board of Education
 - (<http://www.isbe.net>)
- Illinois Chamber of Commerce
 - (<http://www.ilchamber.org>)
- US Bureau of Labor Statistics
 - (<http://www.bls.gov>)
- Occupational Outlook Handbook
 - (<http://www.bls.gov/OCO>)
- *Occupational Outlook Quarterly*
 - (<http://www.bls.gov/opub/ooq/ooqhome.htm>)
- US Census Business
 - (<http://www.census.gov>)
- U.S. Department of Labor Employment & Training Administration
 - (<http://www.doleta.gov/etainfo>)
- Local library
- Labor unions in your area
- Local, state, and area planning commissions in your area
- Utility companies in your area
- Municipal government units in your area
- Retailer's associations in your area

In addition to sources listed above, there are state reports related to human resource facts and figures available from the Illinois Department of Labor (<http://www.state.il.us/agency/idol>).

Consider Current Operational Experiential CE Programs in the Region. The main question to answer in this step is, "Will the proposed CE plans supplement, complement, or compete with operational CE plans already offered in the region?" By completing the above steps, CE planners should be able to ascertain the need for CE in the LEA or system and to determine the types and delivery modes of the various cooperative plans needed. An important point to make is that CE plans and programs should be based on student need and the resources of the community.

Responding to Cooperative Education Constraints

There are many real and imagined constraints which impact the CE planning process. Cooperative education planners and practitioners should be able to respond to these constraints with accurate information. This section will present a number of constraints with possible responses to those real or imagined constraints.

Constraint	Response
With increased educational requirements there simply are not enough periods in the school day to include CE in the curriculum.	CE does not have to be limited to the normal 5, 6, 7, or 8 periods on which most secondary schools operate. On-the-job training may be scheduled at times other than when the school is in session. LEA's operating on 5 or 6 period days may also want to consider moving to 7 or 8 periods to increase the opportunity for students to enroll in electives.
Working 20 hours a week inhibits student learning.	There is no evidence that working up to 20 hours per week lowers student's grades. Student employment has the potential to be a significant developmental experience, providing an extracurricular setting in which to promote learning after class ends, enabling students to grow as leaders, develop career paths, and balance courses, work, and personal lives. Many

	coordinators have found that students who enroll in CE classes increase their grade point averages and see more relevance in the other required coursework.
If the LEA finds jobs for students, they are likely to drop out and work full- time.	Information from the US Department of Labor (http://www.bls.gov/opub/ted/2005/apr/wk4/art04.htm) found that work activity for high school students was substantially higher at each successive grade attended in the years from 1997 through 2003. Forty-one percent of high school freshmen worked during the school year or the following summer, compared with 65 percent of sophomores, 79 percent of juniors, and 87 percent of seniors. Students often worked 21 or more hours per week. Students work whether enrolled in CE or not.
Career and technical education students who enroll in CE are out of school 2 or 3 periods each day. This leaves fewer students to enroll in the regular career and technical education classes.	Job security is a real staff fear; however, this fear can be lessened by working closely with LEA's career and technical education teachers in the planning, development, implementation, and operation of CE. Throughout history it has been shown that the best career and technical education training results when there is a combination of classroom training and on-the-job training. Both experiences need to be managed so that they compliment rather than compete with each other.
Students need to be in school to learn. CE does not provide the proper setting for student development.	People learn during every waking hour. CE is a structured learning experience that has been proven to provide the skills needed to make the transition effectively to the world-of-work.
The LEA does not want to be responsible for students going to and from training stations.	The same LEA liability exists for students traveling to and from home as exists for LEA students traveling to and from work.
CE is simply not cost effective. With a 6-period day with two CE related classes, a teacher-coordinator can serve a maximum of 40 students. Other teachers serve more students.	Teacher-coordinators are responsible for each student 3 or 4 hours each day. This responsibility equates to between 120 and 160 student contact hours each day. Other teachers have an average of 100 student contact hours per day (20 students per period, times 5 instructional periods). The result is

	that teacher-coordinators account for more student hours than are accounted for by other teachers.
This LEA has a policy against students driving during the school day (or even driving to school).	Policies can be developed to satisfactorily control CE student's use of automobiles to travel to and from the training station.
Employers cannot hire people who are under 18 years old because it will increase their insurance costs.	Unemployment compensation insurance is not available for CE students. Worker's compensation insurance is required by law.
Participating in CE will lessen the chances of students being hired after graduation.	A primary limiting factor for students being hired initially is lack of experience. CE provides students with a base of occupational experience which enhances employability.
CE will not fit in with the regional career and education system.	The regional system will be severely restrained if CE is not used for the purpose of increasing linkages and training partnerships with the employment community. Because a combination of lab and on-the-job training is the most effective approach to developing world-of-work skills, regional education-for-employment systems would be less effective in meeting their mission if a decision was made against incorporating CE into the curriculum.

Teacher-coordinators can respond to constraints more effectively if they thoroughly understand the benefits of CE to students, LEA, employers, and others.

Student Need and Cooperative Education

Data collected from community and student surveys and from staff and steering committee members should provide a basis for decisions regarding types of CE plans to implement. Answers to at least these three questions should be known at this point:

1. What occupational areas provide the greatest opportunity for student employment in the region?
2. What occupations seem to be of greatest interest to the students?

3. What type of CE will best serve students?

The primary purpose of CE is to provide students with skills needed to pursue a career.

This primary purpose implies obtaining post-secondary education along with work experience

Among the many secondary purposes of CE are to:

- develop occupational skills, knowledge, and attitudes needed to successfully enter, and make progress in the world-of-work successfully;
- apply or upgrade skills, knowledge, and attitudes previously developed in career and technical education classes;
- provide career orientation and exploration experiences for students who have limited knowledge of opportunities available in the world-of-work;
- reduce the drop-out rate;
- improve job placement rate of program completers;
- develop an economic awareness and understanding in program participants;
- provide career maturing experiences whereby students can learn about their own interests and capabilities in relation to career opportunities in the world-of-work;
- enable students to develop the interpersonal skills needed to succeed in the world-of-work;
- provide a second chance for those who, for one reason or another, were early school leavers.

Decisions regarding the type of CE to implement is based on student interest and need and community resources. Other variables that must be considered are the student's:

- level of career development;
- chronological age;
- educational level;
- occupational interest;
- occupational aptitude; and
- individual characteristics, such as mental ability, career aspiration, educational/personal development, work experience, personality, and physical/mental disabilities.

It may be unwise to consider only the CE plans that were described previously, because student need may dictate the development of an entirely new type of CE. Information contained in the following table is a guide for deciding the type of CE plan to choose. It should be noted that this table assumes appropriate employment opportunities in the region to support CE.

Matching Student Need With Appropriate Cooperative Education Plan

Conditions Identified During the Planning Process	CE Plan to Implement
Many students have indicated interests in jobs related to agriculture, conservation, horticulture, floriculture, landscaping, agri-business, and forestry. Surveys from the employment community show adequate numbers of jobs in these areas to support a program.	<i>Agriculture CE</i>
Large numbers of students identified interest in occupational areas for which the LEA or regional system is not planning to offer a program. Occupations such as computer repairperson, quality control technician, plumber, electrician were among the many occupations listed.	<i>Interrelated CE</i>
Many students indicated an interest in jobs related to the general office area. Jobs such as administrative assistant, accountant, information processor, computer entry and clerical work are available in the region. Many students indicated an interest in pursuing careers in such areas as marketing and sales. There also appear to be many opportunities for students to work in marketing jobs in the region.	<i>Business, Marketing, and Computer CE</i>
It was found that significant numbers of students dropped out of school when they reached 16 . Considerable numbers of students were found to be failing several subjects, and the attendance record was poor for many students.	<i>Work Experience and Career Exploration Program.</i>
Students indicated a wide range of job interest, but no more than seven students could be classified in a single occupational area. There were four students who indicated job interest in agricultural area, six in office, seven in health, five in industrial, three in marketing, and four in home family and consumer sciences related occupations. The employment community does not appear to be able to support a CE plan in any one occupational area. The LEA offers CE in all areas that were listed by the students.	<i>Interrelated CE</i>

Many students were identified at the sophomore and junior levels who did not have any idea regarding the occupation they would like to enter. The student's grades seemed to be lower than average, and their attendance was sporadic. Many stated that they needed to earn money to stay in school, but did not have any idea about a career or job.	<i>Cooperative Work Training</i>
Many students indicated career interest in areas such as child care, food service, hospitality services, interior decorating, and clothing construction and services. The LEA has a Family and Consumer Sciences program and many job opportunities are available in the occupational areas listed.	<i>Family and Consumer Sciences CE</i>
Student interest was indicated in several health occupations areas such as nursing, dental assisting, physical therapy, laboratory technician, geriatric aid, and dental technician.	<i>Health Science Technology CE</i>
Student interest was received from the surveys in job areas such as auto mechanic, auto-body repair, welding, machinist, tool and die making, pattern making, carpentry, masonry, plumbing, roofing, electrical, and air conditioning and refrigeration. Possible training stations were identified for many of these areas in the region. The LEA has a Technology and Engineering Education Program.	<i>Technology and Engineering CE</i>
Many young people, who had previously dropped out of school, were found to be unemployed. Many had never been able to find jobs, and those who did seemed to wind up in dead end jobs that lasted for short periods of time.	<i>Early School Leaver</i>
Planners who identify handicapped individuals that may benefit from CE are directed to contact the office of special education within their agency, or the special education cooperative within their region for information regarding availability of CE.	<i>Special Education CE</i>

Formulating Cooperative Education Policy

Policies are general guidelines for action. When an LEA or system decides to implement CE, it is necessary to establish local policies under which the cooperative plan will operate. Policies for CE have been developed at the state level by Illinois State Board Of

Education, but these state level policies are not comprehensive enough to eliminate the need for policy at the local level.

Well-defined policies reduce or eliminate many problems related to the day-to-day operation.

State level policies will be presented first, then locally developed policy will be presented.

Illinois State Board of Education Policy for Cooperative Education

1. Applications for approval and funding of CE in regular programs shall be incorporated in the regional system's plan.
2. Application for approval and funding of special cooperative education programs shall be submitted to the Illinois State Board of Education in the form of a proposed funding agreement in accordance with Illinois State Board of Education specified procedures.
3. CE shall be supervised by one or more qualified teacher-coordinators so as to provide the necessary amount of time devoted to on-the-job supervision and coordination of the student's work experience required.
4. The amount of time required for on-the-job supervision of students enrolled in regular CE shall be equivalent to 30 minutes or more per week per student enrolled.
5. The number of students supervised by a teacher- coordinator of a special cooperative education program for:
 - a. The Work Experience and Career Exploration Program shall be limited to a minimum of 12 students and a maximum of 25 students for a full-time teacher-coordinator; and
 - b. An Early School Leaver Program shall be limited to a minimum of 25 and a maximum of 35 students for a full-time teacher-coordinator.
6. Eligibility for student participation in regular CE shall be limited to persons who are 16 years of age or older prior to the time of employment under the program.
7. Eligibility for student participation in Special CE for:
 - a. Work experience and Career Exploration Program shall be limited to full-time students 14 and 15 years of age prior to employment under the program who are academically disadvantaged, need motivation to stay in school, and who have the potential for being placed in a training station; and
 - b. Early School Leaver Program shall be limited to unemployed or under-employed high school dropouts 16-21 years of age.

8. Cooperative Education shall include periods of related classroom instruction taught by a qualified teacher-coordinator and provided to each student enrolled. Such periods of related instruction shall provide a minimum of 200 minutes of instruction per week on specific topics related to the particular employment of students unless the eligible recipient is able to justify an exception to this requirement in the plan for career and technical education. For the work experience and career exploration program the eligible recipient shall provide the related instruction on a daily basis.
9. Cooperative Education shall include on-the-job training in period of regular employment:
 - a. for which school credit is awarded,
 - b. which is related to existing career opportunities with potential for advancement,
 - c. which is permissible employment for individuals of the particular age at which the student is employed under federal and state law,
 - d. which compensates student learners in conformity with federal, state and local laws and regulations and in manner not resulting in exploitation of the student learner for private gain,
 - e. which does not displace other workers who ordinarily perform such work,
 - f. which, under terms of a written training agreement between the eligible recipient and the employer, incorporates a training plan which has been developed for each student learner and which includes, but is not limited to, worker verified tasks for the occupational and employability skills.
10. The eligible recipient shall establish procedures for cooperation with employment agencies, labor groups, employers, and other community agencies in identifying suitable training stations for persons enrolled in CE.
11. The eligible recipient administering the CE plan shall require a proof-of-age certificate or work permit for each student who is 16 through 20 years of age, and who is employed under such plans, and shall require a work permit of each student employed under WECEP for students 14 and 15 years of age.
12. The eligible recipient shall establish policies and procedures adequate to assure continuous evaluation of the special cooperative education program and follow-up of students who have completed or left the program.
13. The eligible recipient administering a special CE program shall maintain the following records:
 - a. a proof-of-age certificate or work permit when required by law, and individual training agreements incorporating a training plan for each student employed,

- b. records of the follow-up of students who have completed or left the program,
- c. class records of the related course provided as a part of the program, and
- d. fiscal records supporting any claim for reimbursement, including vouchers indicating payment of bills for expenses incurred under the terms of any funding agreement.

Except as noted, these policies apply to all CE plans that are supported by career and technical education funds administered by Illinois State Board Of Education .

Locally Developed Policy

Each LEA or career and technical education system is responsible for developing policies that serve the unique needs associated with the particular cooperative plans. Following are suggested policies and practices that could be considered for adoption. These policies could be altered to fit individual situations and additional policies may need to be developed.

1. The school administration is responsible for establishing the policies to be followed in the case of students not being at school or not reporting to their training stations.
2. In the selection of students the teacher-coordinator will work closely with the school guidance personnel, teachers of related subjects, parents, and others.
3. It is suggested that the student learner spend a minimum of 10 hours per week at the training station receiving on-the-job training. A suggested maximum is 20 hours per week but only with the permission of the teacher-coordinator and the training sponsor.
4. Students will receive high school credit upon successful completion of the CE class.
5. Students changing from one job to another without the consent of the teacher-coordinator are subject to being dropped from CE.
6. Students may be dropped from CE if they lose a job as a result of unfavorable circumstances or events in which they were involved and if they were at fault.
7. Students will be expected to be on the job during school holidays.
8. Students are expected to follow the calendar of the training station rather than the LEA with regard to working days and vacation periods.
9. Each month the teacher-coordinator will file a progress report with his/her immediate supervisor.

10. Travel should be reimbursed for the teacher-coordinator at the regular rate provided by the Board of Control.
11. An active advisory council should serve in an advisory capacity for CE.
12. Adequate facilities should be provided for CE.
13. Classroom and on-the-job grades for CE students will be assigned by the teacher-coordinator.
14. The teacher-coordinator, or other qualified LEA representative, will contact or visit each training station at least once each month.
15. Students are expected to follow the policies and guidelines of the training station.
16. Students are required to participate in employer appreciation activities.
17. Teacher-coordinators shall be hired on an extended contract to perform the duties necessary to complete student placement, training agreement and plan development, and other duties that should be completed prior to the start of the school year.
18. The teacher-coordinator should approve all training stations utilized for internship experience.
19. The teacher-coordinator shall maintain adequate records of activities/visits performed.

This list was meant to be illustrative of the types of policy statements that have been developed by CE practitioners, and the list is not complete. Cooperative education planners may be well advised to cover each aspect of CE operation (marketing, student selection, student placement, related instruction, etc.) and borrow the perceptions of CE practitioners, Illinois State Board of Education personnel, and local personnel in the policy development process.

Advisory Committee Members

An advisory committee is necessary to direct and keep your CE program on track. Members of a cooperative education advisory committee play an important and necessary role in the development of a successful cooperative education program. Members must understand from the beginning that the committee has no administrative policy-making or legislative authority. A well-functioning advisory committee will:

- Evaluate the current CE program to determine if it is providing realistic and current preparation and training for students
- Review all features of the program—goals, competencies, curriculum, lesson plans and classroom and lab formats—and evaluate overall program effectiveness
- Identify the most recent educational and employment trends in specific businesses and industries
- Provide advice on the establishment and maintenance of a realistic education program
- Provide advice about curricula content, training techniques, and equipment.
- Provide insight into the types of facilities and equipment currently used in business and industry
- Research and explain technical information
- Inform school personnel of changes in the labor market/internship programs
- Inform the school about business and industry personnel needs
- Act as a change agent to increase the CE program's relevance
- Follow up on recommendations made to CE coordinators, instructors, administrators and the local board of education.
- Identify places for internships and cooperative work experiences
- Recommend policies for internships and cooperative work programs
- Provide advice on types of students best suited for participating in cooperative work programs
- Provide input and support for legislation and corresponding funding at the local, state and federal levels
- Suggest and support local, state and national action regarding CE programs
- Act as a communications link to assist in the development of community understanding of and support for the CE program
- Encourage cooperation and a better understanding of CE programs among employers, students and the general public
- Assist in securing meeting places for adult classes, advisory committee meetings, competitive events and special demonstrations
- Recommend resource personnel and guest speakers and instructors for CE programs

Selection of advisory committee members does not need to be complicated; however, they should be committed to cooperative education. They need not be well-versed, but they do need to demonstrate a commitment to the cooperative education model. All members should have a desire for participation and have special expertise and strong leadership skills to make positive contributions and influence change. You might extend an invitation to potential members to visit the school. During that time, you can give a tour, explain cooperative education, and serve refreshments. Assign current students to visitors and let students help with the activity. Prepare a list of people from which committee members may be selected. Next contact selected members and determine whether they are interested in serving. Make sure to seek outside assistance from cooperative work contributors, construction and industrial business managers, and CEO's. Check on possible times to hold the first meeting. Send a letter to each new committee member, signed by the highest possible school official, inviting them to visit.

The advisory committee should represent the points of view of the profession, industry, or other group to which it relates, taking into account the size, function, geographical location, affiliation, and other considerations affecting the character of a committee. It should contain a cross-section of interested persons and groups with professional, personal qualifications, or experience to contribute to the functions and tasks to be performed. Include business, industry, community and school-related people.

Advisory committee members are busy people; therefore, follow these guidelines: notify committee members of meetings at least two weeks in advance, keep meetings within a reasonable time limit, and communicate your program's purpose and goals so committee members can provide on-target advice and guidance.

Industry and business representatives are accustomed to crisp, business-like procedures. Before each meeting, provide members with an agenda, tell committee members exactly what is expected of them in the way of advice, assistance, cooperation, and time, familiarize committee members with education staff and the school environment and career and technical education program, continually provide committee members with information concerning educational developments at the local, state and national levels, occasionally invite committee members to attend school functions and board of education meetings, and inform committee members of happenings in other schools and school systems and cooperative education programs.

CERTIFICATE OF APPRECIATION FOR ADVISORY COUNCIL MEMBERS

Figure 3 Certificate of Appreciation

THIS IS TO CERTIFY THAT _____ is a member of the Cooperative Education Advisory Council for the current year 20xx to 20xx.

Cooperative Education is an instructional plan which combines learning experiences gained through regularly scheduled employment in the community and career and technical educationally oriented in-school instruction. The employing community serves as a laboratory where students have an opportunity to apply the principles and practices they have learned in school in the changing employment world.

To provide a desirable environment for cooperative education, an advisory committee, composed of recognized business leaders, has been established to offer constructive advice on matters involving promotion, organization, policies, instruction and general operation.

As a committee member, the above named person provided invaluable service to the (your school name) of this community.

This certificate is issued by the (your school name).

Teacher-Coordinator _____

Chief Administrator _____

COVER LETTER FOR STUDENT SURVEY

Figure 4 Cover Letter for Student Survey

Dear (Student)

(Name of the LEA) is continually striving to offer education for employment programs which meet the unique needs of students. You can contribute valuable information to the program development process by taking a few minutes to complete the enclosed survey instrument and then to return it in the envelope that is provided. Your frank and honest opinion is sought. Please be assured that your contribution will be held in strict confidence.
Sincerely,

(Signature)

Please answer all questions to the best of your ability. Your answers will be kept confidential.

STUDENT INFORMATION

Name _____

Present Grade in School (Circle One) 9 10 11 12

Gender (Circle One) M F Age _____

Present Job Information _____

Are you NOW working on a regular Part-Time job? ☐ Yes ☐ No

If you answered YES - Name of firm _____

What do you do? _____

How long have you worked on this job? _____ (Mos.)

If you answered no, have you ever worked on a regular Part-Time Job? ☐ Yes ☐ No

If yes, list jobs you have held: _____

Future Job Interest _____

What occupation do you plan to enter? _____

Would you be interested in working part-time at the occupation as part of your training?

☐ Yes ☐ No

Please list below the courses which you have taken or are currently enrolled in which would be helpful to you in this type of work. _____

Please list below courses which you plan to take in this occupational area. _____

Future Plans: After graduating, I plan to (Please check all that apply):

- ☐ Work full-time
- ☐ Enter military service
- ☐ Work at home for parents
- ☐ Attend college or university
- ☐ Enroll in some type of educational training
- ☐ Attend college full-time and work part-time
- ☐ Work full-time and attend college part-time
- ☐ Other (specify) _____

COVER LETTER AND EMPLOYER SURVEY FORMS

Figure 5 Cover Letter and Employer Survey Forms

Dear (name of employer):

(Name of LEA) continually works to develop occupational programs that serve the needs of the people of the region. These programs must meet present and projected labor market needs. Your needs and opinions are extremely important to the development of education for employment programs that meet the needs of the region's labor market. Please take the few minutes required to fill out the attached survey form. The time you spend may serve to improve the quality of life for present and future generations.

Sincerely,

(Signature, Title)

Name of Firm _____

Name of Respondent _____

Number of Employees _____

From your experience within the regional labor market, what occupations do you feel have the greatest potential for growth? _____

In which of these occupations do you feel there is a need for organized training programs?

Do you presently hire students who are enrolled in school? Yes No

Would you consider hiring students on a part-time basis who are currently enrolled in internships or cooperative education? ☐ Yes ☐ No

How do you normally select new full and part-time employees (Please check all sources that you use):

☐ Private Employment Agencies

- ☐ Local Employment Security Office
- ☐ Recommendations of friends or other business people
- ☐ Applications received from individuals who drop in
- ☐ Local Education Agency's Placement Office

Please list types of jobs for student workers that may be available in your business.

Thank you for your time and effort in completing this survey. Should you have any questions or want to discuss this survey or the employment of students, you may reach me at the address below.

(Your Name) _____

(Your Title) _____

PARENT SURVEY

Figure 6 Parent Survey

Dear Parent:

Please help us provide a realistic means of training young people for the careers of their choice—through the cooperative method of instruction. This instruction is different from the traditional course offerings because it combines school instruction and training on a real job in the community.

Please complete the following questionnaire regarding cooperative education training that is available to the students at (Name of LEA) .

Are you familiar with cooperative education at (Name of LEA) ?

Please check those with which you are familiar.

- ☐ Agriculture Cooperative Education
- ☐ Cooperative Office Education
- ☐ Cooperative Marketing Education
- ☐ Health Science Technology
- ☐ Family and Consumer Sciences
- ☐ Technology and Engineering Education
- ☐ Interrelated Cooperative Education
- ☐ Diversified Occupations
- ☐ Cooperative Work Training
- ☐ Work Experience and Career Exploration Program
- ☐ Early School Leaver Program

Are you aware that these courses allow students to gain training through a cooperative arrangement between the school and employers, receiving instruction in both academic and related courses by alternating study in school with a job in the occupational field of their choice?

☐ Yes ☐ No ☐ I am interested and would like more information

Are you aware that these experiences are planned and supervised by a qualified teacher-coordinator who has a desire to contribute to both the student's education and the student's employability? ☐ Yes ☐ No

Do you approve of such an approach to training?

☐ Yes

☐ No

If a young adult in your family were interested in such a course, would you approve and support that young person's participation?

☐ Yes

☐ No

If no, why not? _____

Would you like to learn more about such course offerings through a planning parent orientation session? ☐ Yes ☐ No

Signature of Parent

C. ESTABLISHING AND MAINTAINING DESIRABLE PUBLIC RELATIONS

The success of CE depends on the support of many different people. Among those who may be involved in CE are students, employers, employees, parents, faculty, administrators, and the public in general. To obtain active support from all would seem to be a monumental task.

Establishing and maintaining desirable internal and external relations is a function that is normally referred to as public relations or marketing. The job of the teacher-coordinator is to influence people through word and deed to understand and accept CE. The job involves communicating to the various publics to ensure everyone's understanding regarding the value of CE in the student career development process.

The task involves determining what people know and presently believe, and then developing a plan of activities designed to increase understanding and to change beliefs when appropriate. The following public relations definitions should be observed when considering public relations. (1) The business of generating goodwill (*Freeport News*), (2) communication with various sectors of the public to influence their attitudes and opinions (AHA Creative Strategies), and (3) activities engaged in by organizations that are intended to promote a positive relationship or image (Home Business).

Planning public relations activities is important; however, teacher-coordinators should understand that everything that they do influences what people know and believe about CE. Some teacher-coordinators, who have never developed an organized public relations plan or program, have positive internal and external relations. Those relations were developed and maintained because those teacher-coordinators:

1. knew their jobs and did them professionally,
2. made certain that their program was considered an integral part of the LEA's program,
3. knew and followed agency administrative policies,
4. kept administrators informed of plans and activities,
5. became active citizens of the community,
6. represented the LEA positively in their dealings with all people,
7. avoided sidelines that may have detracted from their professional roles,
8. informed parents about, and involved parents with, CE activities,
9. actively involved counselors and teachers with CE,
10. made student growth and development the focal point of all that they did, and
11. worked cooperatively with other teacher-coordinators to improve the image of CE.

Some of CE's best public relations can result from teacher-coordinators following these guidelines.

Many LEA's have public information offices and well-defined policies regarding the process of communicating with people inside and outside the LEA. As an initial step, teacher-coordinators need to make contact with agency personnel who are assigned the public relations function to seek assistance and to make certain that activities undertaken will be in agreement with agency policy and practice.

Planning the Program

Moving from the present position in public relations to a desired position is best facilitated with a plan. A commonly held saying in the planning area is:

People should plan their work, then work their plan.
--

The best laid plans are of no value if they are not followed.

Prior to developing the plan, however, it would be well to have an understanding of CE's target populations and what is important about each.

Students

Students who can benefit from CE are sometimes unaware that the opportunity is available. Often, they know there is such a course but do not understand its purpose or perceive how it is related to their immediate interest and personal development. All students in the LEA should have the opportunity to learn about CE and its benefits. Publicity that is directed toward students should appeal to their interests and goals. Peer group opinion is a critical factor in the way CE is perceived by students. The opportunity to enter a well-chosen career field, to learn an occupation, and to assume an adult role should be emphasized rather than the opportunity to earn money or to escape the LEA's environment. Remember, students are CE's number one public. Students who have been served well by CE become the best source of positive public relations.

Faculty

Reaching the entire faculty, especially counselors, is essential because faculty members have a great deal of influence on student attitudes and interest in CE. Teachers evaluate CE in terms of its educational value. They are concerned with student outcomes—behavioral changes, educational growth, and emotional maturity. Teachers' perceptions of CE are acquired through observations of students who are enrolled and through associations with the coordinator. Therefore, teacher-coordinators must keep teachers informed of student progress, learning outcomes, and the results of follow-up studies that show how students benefited from their training. Also, faculty members enjoy knowing that their contributions to

the development of students have had a bearing on the students' occupational adjustment and advancement. Occasionally, teacher-coordinators can assist teachers with CE students who may be having problems in their classes.

Administrators

Administrators are interested in student outcomes—how students benefit from CE. They want to be kept informed of such matters as student achievements, placements, employer evaluations, and activities. Teacher-coordinators may keep administrators informed by periodically submitting statistical and written narrative reports and by inviting them to observe students at their training stations, in the classrooms, and at student organization functions. It is also essential that the administration learn from the coordinator what problems CE faces and what assistance teacher-coordinators need to improve CE.

Counselors

Counselors are interested in the development of students. They are concerned that enrollment in CE may restrict opportunities for students to enroll in other courses that may be needed in the future. Invite them to go along on coordination visits, involve them in the student admission process, and utilize their professional expertise as you strive to determine career interests, aptitude, student learning, and activities. Remember, involvement often leads to commitment.

Parents

Parents should have considerable influence on students' choices of courses and educational plans. They are frequently uninformed about opportunities in CE, or they may have been misinformed about its purposes and values. Their most common misconception is that

students who enroll in CE cannot meet college entrance requirements. Many CE graduates have found, however, that because of such things as improved class standing from higher grade point averages, admission to college has been easier. For parents to endorse CE they must perceive that it is educationally sound and socially acceptable.

Employees

Employees in the community become involved in CE through their contacts with students at training stations. It is essential that they understand and support the training effort. In particular organized labor groups will be concerned about how CE affects their members. Coordinators can establish good relations with employees and labor organizations by enlisting their cooperation in the early planning stages and by giving recognition for their contributions to CE. When labor perceives that CE is benefiting employees in their occupational fields, their support is easier to obtain.

Employers

Employers in the community must be well informed about CE in order to understand their responsibilities. In the past some well-meaning employers have been willing to employ students but have never understood the training and educational aspects of the program. Employers are always interested in finding good potential employees. The publicity directed toward employers should emphasize the benefits of working with the school to develop good employees. Personal contacts made by the coordinator are the most effective means of communicating with employers. However, employers can also be reached through printed materials, service organization and trade association meetings, activities such as the employer-employee banquet, and newspaper publicity.

Their participation in planning, advisory committees, evaluation, and public relations activities helps to keep them informed and involved in CE.

Community Groups

In most communities there are numerous agencies, organizations, and civic groups (YMCA, YWCA, Rotary Club, JayCees, Chamber of Commerce, etc.) which are concerned with community development and the educational opportunities available in the LEA. They are often influential in establishing new curricula or in getting total community support for programs. It is important that these groups are kept informed of CE and that they have a part in helping to develop a program suited to the needs of individuals in the community. Members of professional organizations, welfare agencies, service organizations, and other community groups welcome opportunities to have the coordinator and students speak about CE at a meeting. Coordinators can also develop good relations with community groups by judiciously participating in their organizations and their community improvement projects.

Planning a desirable internal and external public information program involves four basic functions.

Public Information Program Functions

Function	Definition
Research	Determining what people now know and believe about CE.
Conclusions	Drawing conclusions from the data regarding what people know and believe.
Develop Objectives	Determining what needs to be achieved in relation to present conditions (where one needs to go in relation to where one is).
Determine Activities and Time-Lines	Deciding what needs to be done and when it should be done to achieve the objectives.

Research

The purpose of the research phase is to determine what people presently know and believe about CE. Most people think about questionnaires and survey instruments when the research function is mentioned. A survey instrument may be developed from the items presented in the above table; however, it should be remembered that teacher-coordinators are the primary data collecting instruments. As they do their jobs, coordinators are continually picking up information on which conclusions may be based.

Should you decide that a full-blown survey is necessary to find out what people believe about CE, it is recommended that you refer to a good publication on conducting surveys. There are many important concerns that must be addressed to assure valid results in surveying. A sample survey follows which can be used to determine what people know and believe about CE. The survey items would be need to be adjusted for the specific audience that would complete the survey (administrators, parents, employers, etc.).

COOPERATIVE EDUCATION QUESTIONNAIRE

Figure 7 CE Questionnaire

This instrument was developed to determine certain aspects of Cooperative Education. Please read each item and mark an X under the description which best your opinion about the item. Thank you for your assistance in this effort. I am a (please circle all that apply): student, parent, faculty member, counselor, administrator, employer, employee, other.

Key: SA=strongly agree; A=agree; U=Undecided; D=Disagree; SD=Strongly Disagree

Statement	SA	A	U	D	SD
I understand the purpose of CE					
I believe CE provides a valuable learning experience.					
I don't believe that there is adequate time in the schedule for CE.					
CE should be primarily for low academic achievers.					
I understand how CE functions.					
CE provides valuable experiences for all students.					
Students find their own jobs when they enter CE.					
CE is an integral part of the LEA's Career and Technical Education program					
Students participate in CE mainly to get money and get out of school.					
The teacher-coordinator is a regular member of the LEA's faculty.					
I need to learn more about CE.					
I know the advantages and disadvantages of CE.					
I have been involved with CE in the past.					
Employers do not benefit from participating in CE.					
Parents have little involvement with CE.					
CE causes administrative problems in the LEA.					
Students are placed in jobs according to their career goals.					
CE provides an opportunity for desirable adult role modeling.					
It is valuable for students to establish a base of occupational					

experience.					
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Conclusion

The interpretation of available information in the form of conclusions is more challenging than one would believe. Because our perceptions are often distorted by our own preconceived beliefs and prejudices, the process of concluding what people believe should involve several people. Again, the advisory council for CE, or the agency's career and technical education advisory council, is a valuable resource in determining what people believe from the data/information available. Challenge the members to question conclusions made, and to freely offer their opinion regarding the data.

This process is extremely important because the objectives, activities and time-lines of the public relations program will be based on the conclusions that are drawn. Conclusions must accurately reflect the findings.

Developing Objectives

Conclusions are statements that indicate present conditions; objectives indicate what needs to be accomplished. The objectives should be based on the knowledge of where we are in relation to where we should be.

It may be important to note that if certain areas of CE's internal and external relations program seem to be functioning properly, there will still exist a need to maintain effort in those areas. The tendency is for teacher-coordinators to identify areas of deficiency and then to build their entire public relations plan toward eliminating those identified weaknesses. Instead, the objectives should reflect both an attempt to maintain those things that are working as well as rectifying identified weaknesses. It is believed that teacher-coordinators who know their jobs and perform them in a professional manner produce the best public relations.

By carefully considering the conclusions you have made regarding what certain groups know and believe about CE, you can develop the objectives that you would like to achieve. What exists presently within a particular LEA will determine the objectives specified; however, objectives such as the following may result:

1. Increase the involvement of counselors and faculty members with the operation of CE.
2. Maintain the student information activities at the same level as last year.
3. Have a CE accomplishment or informational item highlighted in the mass media at least three times per term.
4. Increase the knowledge of perspective employers about CE.
5. Increase the involvement of parents with the operation of CE.
6. Increase the training skills of current and past training sponsors.
7. Involve CE students in at least three public relations activities during the year.
8. Increase administrative acceptance of CE.
9. Engage in at least three activities that are specifically designed to develop the professional skills of CE personnel.
10. Become actively involved in at least two civic projects during the school year.
11. Develop and implement a follow-up system to obtain the perceptions and accomplishments of CE completers.

Many CE practitioners recommend moving from conclusions to activities rather than developing broad general objectives. There would seem to be some benefit in developing objectives to give general direction to the activities that will be undertaken and to facilitate evaluation of the public relations program. Effective programs can be developed without specifying general objectives.

Determining Activities and Time-Lines

This is a point in the plan where the teacher-coordinator selects what will be done to develop and/or maintain desirable internal and external public relations. What needs to be done

and when it should be done are the two most important decisions that have to be made. Possible activities to accomplish the objectives are numerous and may include:

personal contact	newspaper articles
coordinator presentations	student presentations
pamphlets/flyers	public service announcements
events planned around holidays	appreciation luncheons/banquets
career days	CE newsletters
tours and open house	special assemblies
LEA exhibits	community exhibits
bulletin boards	Internet/computer announcements
blogs	webpage

Determining what should be done is the most important decision that teacher-coordinators make in developing the CE public relations plan; deciding when each activity is to be completed is the next most important decision. The calendar of public relations events is a device used to help teacher-coordinators decide both what should be done and when each event should be completed. The public relations calendar, however, does not reach the level of specificity that is needed to assure implementation of the plan. The events listed in the calendar must be converted into activities that can be listed in the daily appointment calendar.

The following is an example of a calendar that obviously may not apply to each LEA. Success will be much more likely if teacher-coordinators decide on a few events and carry them out well.

Suggested Calendar Of Public Relations Events

July/August

- ★ Complete or update surveys.
- ★ Make necessary contacts with radio, television, and newspaper personnel.
- ★ Prepare a news release for local papers.
- ★ Prepare and distribute CE brochures.
- ★ Plan and schedule presentation for faculty orientation meeting.
- ★ Promote CE while securing training stations.
- ★ Give at least two presentations to service clubs.
- ★ Prepare bulletin board or display case for the opening of school.
- ★ Conduct orientation meetings with new students and parents.
- ★ Set up advisory council and plan schedule of meetings.
- ★ Plan and publicize the career and technical education student organizations.

September

- ★ Schedule community resource people for presentations in the related class.
- ★ Meet with newspapers to do a series of articles on students and businesses involved with CE.
- ★ Meet with radio/television people to schedule public service announcements for the year.
- ★ Participate in a public relations workshop, or enroll in a public relations class.
- ★ Release a news article on the advisory council's work.

October

- ★ Schedule administrators and counselors for related class and training station visits.
- ★ Create an article concerning an individual student at a particular training station.
- ★ Schedule students to present their jobs via the display case or bulletin boards.
- ★ Schedule students to speak to service clubs.
- ★ Release news articles regarding current status of CE completers.

November

- ★ Schedule LEA's career and technical education teachers to visit training stations.
- ★ Encourage CE students to sponsor a Thanksgiving service project.
- ★ Prepare a news release regarding fund-raising or service activities.

- ★ Arrange for an announcement on a local radio and/or cable television program regarding fund-raising projects or service activities.
- ★ Mail CE brochures to prospective employers.

December

- ★ Encourage CE students to plan a holiday-related service project.
- ★ Plan a student organization party.
- ★ Plan and conduct a career-related student assembly program.
- ★ Submit newspaper articles on students and training stations to the student and/or local newspapers.

January

- ★ Distribute brochures to prospective students.
- ★ Develop a mid-year report on CE progress for advisory members, faculty, and administration.
- ★ Speak to a service club.
- ★ Review CE opportunities with counselors.
- ★ Plan an employer's night at a community event

February

- ★ Develop a news release regarding club activities for LEA paper.
- ★ Develop a news release regarding club related state contests.
- ★ Plan a parent's night at a community event.
- ★ Provide information to career and technical education teachers to distribute to students who may want to enroll in CE.

March

- ★ Develop and mail a newsletter to all CE completers.
- ★ Share student successes with counseling staff.
- ★ Submit article regarding one particular CE student and the employer.
- ★ Interview all student applicants for next year's class.

April

- ★ Plan and hold awards and recognition banquet.
- ★ Invite advisory council members and board members to visit training stations.
- ★ Submit a news release on students and employers.

May

- ★ Develop and send a parent newsletter.
- ★ Personally thank each employer and training sponsor for their efforts during the year.
- ★ Appropriately recognize outstanding CE students for the year.
- ★ Develop a news release regarding advisory council membership and contribution.
- ★ Develop annual report of CE for administration and advisory council members.
- ★ Contact prospective employers.

June

- ★ Schedule counselor appreciation lunch.
- ★ Evaluate results of public relations effort.
- ★ Attend summer school or workshops on CE.
- ★ Plan next year's public relations program.

Public Relations Components

The four major parts of a public relations plan are: (1) present position, (2) objectives, (3) activities, and (4) time-line. The present position is established by determining what the various publics know and believe about CE; the objectives reflect what is desirable for the various target groups to know about CE; the activities reflect what needs to be done to achieve the objectives; and the time-line indicates when each activity will be completed.

Even though a plan is important, teacher-coordinators need to realize that their best public relations result when they a) know their jobs and perform them professionally, b) become advocates for what is best for students, c) work to make CE an integral part of the agency's program, and d) realize that satisfied customers are necessary for maintaining a good reputation.

Employer-Employee Appreciation Activities

Most CE classes plan some type of employer appreciation activity near the end of the school year to recognize contributions made during the year. In addition to common courtesy, some benefits of planning and holding an annual appreciation event include:

- ★ employers receive formal recognition for the time and effort given,
- ★ students develop leadership skills in planning and conducting the event,
- ★ greater prestige for CE is created,
- ★ the new role that will be undertaken by graduating students may be ceremonialized, and
- ★ positive public relations are derived from the event.

The banquet is the most popular form of employer appreciation activity in CE. There has been, however, in more recent years other types of activities planned rather than a banquet. Normally these activities relate to food, awards, and recognition. Luncheons, breakfasts, and dinners are frequently planned to show appreciation to employers.

In planning the activity teacher-coordinators need to work together with students to accomplish the following:

- ★ select the date of the activity early;
- ★ decide where the activity will be held;
- ★ collect menus and prices and from several acceptable sites;
- ★ establish a student planning committee for the banquet;
- ★ establish a theme;
- ★ establish time-lines for completing the following:
- ★ design and print invitations and response requests,
- ★ securing funds to support the activity (if fund-raising is to be undertaken, this should be planned well in advance),
- ★ prepare and print certificates,

- ★ secure plaques (when appropriate).
- ★ plan order of banquet program (speaker, awards, etc.);
- ★ determine who receives what type of award (employers, students, LEA personnel, advisory council members, parents, etc.);
- ★ plan program and assign responsibility for each part of the program;
- ★ decide who will be at the banquet and list all who will attend; and
- ★ provide periodic reports on the progress of the plan.

LEAs that have several types of CE plans offered frequently plan one appreciation activity for all classes. It should be realized that the planning phase is more complex when one activity is being planned by several different CE classes, and the planning may take longer.

When properly planned and conducted, the employer appreciation activity can produce tremendous public relations results. Certificates hanging on walls of participating businesses or decals on their doors identifying them as appreciated members of the CE team do much to foster positive attitudes toward CE.

EMPLOYER APPRECIATION BANQUET RELEASE

Figure 8 Employer Appreciate Banquet Release

(Name of Speaker) will be the Featured Speaker at the annual employer-employee appreciation banquet to be held on (Date) at (Location). The Banquet and Program will begin at (Time).

The purpose of the employer-employee appreciation banquet is to express appreciation to the business community for the support which they have given by providing training for those students enrolled in the Cooperative Office Education Program.

(Submit black and white picture of speaker, if possible.)

Name of person submitting News Release: _____

Date Submitted: _____

Student Organizations

In career and technical student organization chapters across the country, young people are learning more than just skills for a future career. Guided by the career technology educators who are their advisers, they are also learning to become good citizens who will contribute greatly to their communities and nation. Career and technical student organizations (CTSOs) have a long, rich history tracing back almost as far as career and technical education itself. Career and technical student organizations enhance the educational opportunities for students, but they also help students explore career paths. As they prepare young members to become skilled professionals in the workplace, they also help prepare them to become active participants in their communities. The leadership skills being developed in career tech student organizations today are helping to create the leaders of tomorrow.

Student organizations promote leadership experiences and learning opportunities that help students bridge the gap between the classroom and the workplace. Student organizations also provide an excellent way for students to collaborate with business leaders, high school, and middle school teachers, college administrators, state department officials, and college faculty. Opportunity for students' professional growth include: networking with professionals, developing skills, and building resumes. Student organizations provide CE students with opportunities to develop leadership, organizational, and communication skills. There are a variety of organizations to which students can belong depending on their career goals.

Business Professionals of America (www.bpanet.org) is the leading career and technical student organization for students pursuing careers in business management, office administration, information technology and other related career fields. Business Professionals of

America has more than 51,000 members in over 2,300 chapters in 23 states, and we are growing. Business Professionals of America is a "co-curricular" organization that supports business and information technology educators by offering curriculum based on national standards. Resources and materials are available on-line and designed to be customized to a school's program. The Workplace Skills Assessment Program (WSAP) prepares students to succeed and assess real-world business skills and problem solving abilities in finance, management, IT and computer applications.

DECA (Distributive Education Clubs of America), high school division (www.deca.org). The objective is to support the development of marketing and management skills in career areas such as hospitality, finance, sales and service, business administration and entrepreneurship. Programs and activities are tailored to the specific career interest of students and include technical skills, basic scholastic and communication skills, human relations and employability skills, and a strong emphasis on economics and free enterprise. Distributive Education Clubs of America provides recognition and leadership activities directly related to attainment of specific occupational and leadership skills. Distributive Education Clubs of America's mission establishes clear criteria for its programs and activities. The mission of DECA, Inc. is to enhance the co-curricular education of students with interest in marketing, management and entrepreneurship. Distributive Education Clubs of America helps students to develop skills and competence for marketing careers, to build self-esteem, to experience leadership and to practice community service. Distributive Education Clubs of America is committed to the advocacy of marketing education and the growth of business/education partnerships.

Future Business Leaders of America/Phi Beta Lambda (www.fbla-pbl.org) is a nonprofit education association with a quarter million students preparing for careers in business and business-related fields. The association has four divisions: (1) Future Business Leaders of America (FBLA) for high school students; (2) FBLA-Middle Level for junior high, middle, and intermediate school students; (3) Phi Beta Lambda (PBL) for postsecondary students; and (4) Professional Division for business people, FBLA-PBL alumni, educators, and parents who support the goals of the association.

Family, Career and Community Leaders of America (www.fcclainc.org). The mission is to promote personal growth and leadership development through Family and Consumer Sciences Education. Focusing on the multiple roles of family member, wage earner and community leader, members develop skills for life through character development, creative and critical thinking, interpersonal communication, practical knowledge, and career preparation. Family, Career and Community Leaders of America is a nonprofit national career and technical student organization for young men and women in family and consumer sciences education in public and private school through grade 12. Involvement in FCCLA offers members the opportunity to expand their leadership potential and develop skills for life—planning, goal setting, problem solving, decision making and interpersonal communication—necessary in the home and workplace.

The National FFA Organization (www.ffa.org). The National FFA Organization remains committed to the individual student, providing a path to achievement in premier leadership, personal growth and career success through agricultural education. The organization is expanding the nation's view of "traditional" agriculture and finding new ways to infuse

agriculture into the classroom. Agricultural Education prepares students for successful careers and a lifetime of informed choices in the global agriculture, food, fiber and natural resources systems.

Health Occupations Students of America (www.hosa.org). The organization endeavors to promote career opportunities in the health care industry and to enhance the delivery of quality health care to all people. Its goal is to encourage all health occupations instructors and students to join and be actively involved in the Health Science Technology Education (HSTE-HOSA) Partnership. Health Occupations Students of America provides a unique program of leadership development, motivation, and recognition exclusively for secondary, postsecondary, adult, and collegiate students enrolled in HSTE programs. The mission of HOSA is to enhance the delivery of compassionate, quality health care by providing opportunities for knowledge, skill and leadership development of all health science technology education students, therefore, helping students to meet the needs of the health care community.

SkillsUSA (www.skillsusa.org). SkillsUSA is a partnership of students, teachers and industry representatives, working together to ensure America has a skilled work force. It helps each student excel. SkillsUSA is a national nonprofit organization serving teachers and high school and college students who are preparing for careers in trade, technical and skilled service occupations, including health occupations.

Technology Student Association (www.tsaweb.org). The Technology Student Association fosters personal growth, leadership, and opportunities in technology, innovation, design and engineering. Members apply and integrate science, technology, engineering and mathematics concepts through co-curricular activities, competitive events and related programs.

STUDENT RECOGNITION NEWS RELEASE

Figure 9 Student Recognition News Release

(Student) , a senior at (Name of LEA), was awarded a \$6,000 Cooperative Career and Technical Education Scholarship. (Student) is the son/daughter of (Names of Parents).

The scholarship is awarded to students who exhibit the greatest leadership ability among Cooperative Education students in (Name of State). Only two winners are chosen state-wide.

(Student) plans to use the scholarship while enrolled in the (Name of Program) at (Name of School) .

Discussion Outline For Teacher-Coordinator Presentations

1. What is Cooperative Education (CE)?
2. How does CE work?
3. Why do students take CE?
4. How do students become a part of CE?
5. What types of training stations do CE students have?
6. What are the CE students' responsibilities?
7. Who is the CE Teacher-Coordinator?
8. What does the Teacher-Coordinator do?
9. How are training stations selected?
10. What is involved in on-the-job training?
11. What does the employer teach the student?
12. How is the student evaluated on the job?
13. How does classroom instruction correlate with the on-the-job training experience?
14. How can parents support CE?

D. ENROLLING STUDENTS IN COOPERATIVE EDUCATION

Cooperative education exists to help students who want and need it. Because it is an elective course it becomes necessary for teacher-coordinators to inform students about the nature and values of the cooperative plan of instruction. Presented in this section is a system for informing students about, and enrolling students in, CE. Before introducing the system, however, there are several bits of general information about student admission to CE to be considered.

General Information

Consideration of the following information will be helpful in developing and implementing a system for student admission into CE.

1. The admission process should be concerned primarily with proper fit of student need and program purpose rather than selection of better applicants.
2. Students should not be selected to insure successful CE plans; rather, CE plans should be developed to insure successful students.
3. Different types of CE plans have different purposes (i.e. skill development, skill application, career exploration, attitudinal development, etc.); therefore, different CE plans may serve a different type of student.
4. The teacher-coordinator, with concurrence of the appropriate administrator, should assume the responsibility for making the final decision regarding who is admitted to CE.
5. A student's performance in the LEA may not accurately predict probable performance in the world of work.
6. Teacher-coordinators should strive to maximally involve guidance personnel and other teachers in student admission.
7. Students selected for CE participation must be placed on the job; therefore, a student's employability or "placability" must be considered during the admission process.
8. Suitable transportation is necessary for students to participate in CE.

The Student Admission System

The system presented in this section will work for CE plans at all levels of the educational spectrum. Teacher-coordinators, however, should realize that there may be some serious concerns in working with younger students that may not be important to older students. In implementing this system, therefore, the age and ability levels of the students should be the primary factors in determining the appropriateness of a suggested technique or method. The student admission process consists of:

Informing and Recruiting Applying Gathering Information Interviewing Deciding Informing
--

Informing and Recruiting

This first step of the student admission system goes by many different names such as publicizing, recruiting, marketing, or selling. For some reason, recruitment seems to carry negative connotations for some teacher-coordinators. Within the context of this system, however, recruitment is nothing more than:

1. informing students about the purposes of the CE plan,
2. showing how the students' participation in CE can benefit them, and
3. explaining opportunities available as a result of participating in CE.

During the recruitment process, teacher-coordinators should keep in mind that CE is for (1) those who need it, (2) those who want it, and (3) those who can profit from it. The extent to

which an individual or department within an LEA may promote a particular activity is usually established by policy. Teacher-coordinators need to discuss the policy with their administrators prior to embarking on an active recruitment process. Usually administrators strive to assure that all students and staff are informed about all of the LEA's programs, and normally give teacher-coordinators considerable latitude in informing students about CE.

Some methods and techniques that may be used in the recruitment process are:

1. ask teachers and counselors to make referrals,
2. give CE students an opportunity to inform other students about the program,
3. make announcements in homerooms,
4. you, and/or employers, and/or students make presentations at assemblies,
5. make announcements in the LEA paper,
6. distribute information sheets/pamphlets/promotional materials to students,
7. make classroom presentations,
8. ask CE participants to make referrals and recommendations,
9. encourage CE students to invite likely prospects to special CE activities,
10. utilize available bulletin boards to inform prospects,
11. develop informational displays,
12. conduct a student interest survey.

This is a list of suggestions that should be considered illustrative rather than restrictive.

It should also be noted that many of these techniques are a continuous part of the teacher-coordinator's role.

Much of the work of recruitment may be alleviated with a well-developed marketing or public relations plan. Although students generally enroll in CE at specified times, most successful teacher-coordinators make student recruitment a continuous activity. The intent

of the activities described in this section are to make certain that those students who may benefit from participation in CE are appropriately informed about the opportunities available to them.

Teacher-coordinators realize that highly professional behavior is extremely important in recruitment. Any evidence of high pressure campaigning to encourage students to enroll will be opposed by administrators, faculty associates and students, and will, over the long haul, work at cross-purposes with the objectives of the recruitment process. The standard against which the recruitment process should be judged is: “Were the activities undertaken during recruitment appropriate for informing those who could benefit from CE about the opportunities available in the LEA?” It may be noted that if the recruitment effort is unsuccessful, CE opportunities cease within the LEA.

Applying

The first evidence of an effective recruitment program is applications from prospective participants. Teacher-coordinators should make certain that guidance and counseling personnel in the student services offices have an ample supply of application forms available for those students who want to enroll in CE. Procedures prevalent in the LEA regarding student registration should dictate the most appropriate system to assure that those students who want to enroll are provided with an application form.

Frequently, LEAs with more than one type of CE plan develop one application form for all plans. Information on the application form should be sufficient to allow CE personnel to determine which CE plan would be most appropriate for the student. The application should have at least the following sections:

1. a personal data section,
2. a career interest section,
3. the student's present class schedule,
4. a work experience section,
5. names of teachers who could provide a recommendation,
6. directions telling students where and when to return the form, and
7. obtaining a signed parental approval form.

CE APPLICATION FORM

Figure 10 CE Application Form

Directions: Please check the program(s) in which there is an interest.

☐ Ag ☐ Office ☐ Marketing ☐ F&CS ☐ Health ☐ Technology ☐ Interrelated

Name _____ Date _____

Grade _____ Age _____

Address _____

City/State/Zip _____

Telephone _____

Birthdate _____

Hobbies _____

Counselor's Name _____

Activities: Athletics _____ School _____

Career Interests: _____

How did you learn about CE? _____

What kind of job would you like to train for? _____

I prefer to work with (check one): ☐ my hands ☐ machines ☐ people

Given the opportunity to work for any company in this area, which company would you choose? _____

What do you plan to do after graduation? _____

What are your future education plans? _____

What would you like to be doing in five years? _____

EDUCATION

What is your present schedule?

SUBJECT	TEACHER	ROOM
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____
6. _____	_____	_____
7. _____	_____	_____

What courses do you plan to take next year? _____

List previous work experience:

JOB TITLE	EMPLOYER	DATES
_____	_____	_____
_____	_____	_____
_____	_____	_____

Are you available for summer employment? ☐ Yes ☐ No

Could you drive to work? ☐ Yes ☐ No

Other Transportation? ☐ Yes ☐ No

FACULTY RECOMMENDATIONS

List three teachers who would recommend you for this program.

FAMILY BACKGROUND

Father (or guardian): _____

Occupation: _____

Address _____

City, State, Zip _____

Mother (or guardian): _____

Occupation _____

Address (if different from above) _____

Do you live with:

☐ Both parents ☐ Father ☐ Mother ☐ Guardian ☐ Other

PERSONAL INFORMATION

Date: _____

Personal Information (Please print neatly in ink.)

Name: _____

Address: _____

City/State/Zip: _____

Home Phone Number: (____) _____

Student ID Number _____

Date of Birth: _____

Year in School (circle one): 9 10 11 12

Mother's/Guardian's Name: _____

Employer: _____

Work Phone Number: (____) _____

Father's/Guardian's Name: _____

Employer: _____

Work Phone Number: (____) _____

Do you have a driver's license? ☐ Yes ☐ No

Driver's license number: _____

Can you provide your own transportation to your job? ☐ Yes ☐ No

List all school or community activities/sports/clubs in which you are involved:

Why do you want to participate in the coop program? _____

What type of career interests you? _____

POST GRADUATION PLANS

Do you plan to graduate in January? ☐ Yes ☐ No

Upon graduation do you plan to (please check on):

- ☐ Attend a 2-year college
- ☐ Attend a 4-year college
- ☐ Attend a trade/career school
- ☐ Seek on-the-job training
- ☐ Seek full-time employment
- ☐ Join the military
- ☐ other _____

What are your career plans? _____

REFERENCES

List three high school teachers who know you well and ask each one for a reference.

(student)

(parent)

(teacher)

DATE: _____

Gathering Information

Much of the information needed in the decision-making process is contained on the application. Additional information to be considered in the admit/do not admit decision, however, may be obtained by:

1. examining the student's attendance, tardiness, and behavioral records;
2. obtaining recommendations from the teachers listed on the student's application;
3. seeking recommendations from student's previous employers;
4. examining student's academic records; and
5. seeking input from the student's present and past teachers, counselors, administrators;

The more information that a teacher-coordinator can obtain on a student, the better is the chance that a decision will be made that is in the best interest of the student. Several suggestions have been made for collecting information on each applicant. Another important way to learn about the student is through the interview.

Interviewing

The interview may be thought of as a structured system of two-way information sharing. The teacher-coordinator should be learning about the student, and the student should be learning all about CE. Several principles should be considered to assure that a proper environment is established to maximize the free-flow of two-way communication. The teacher-coordinator should attempt to create a pleasant, relaxed atmosphere, and, also, to encourage active participation of the interviewee.

Rather than writing during the interview, the teacher-coordinator may want to develop a list of items to discuss with the applicant. The list may include such things as:

1. the student's career aspirations,
2. purpose of CE,
3. program policies,
4. parental approval forms,
5. opportunities and limitations associated with a chosen occupation,
6. student agreement,
7. past work history.

One of the most common errors made in the area of student interviews is to assume that students already know how to conduct themselves during the interview process. Because many students never get past the job interview, teacher-coordinators should work with them prior to sending them to the interview. Role playing situations in which students practice an interview have proven valuable.

Deciding

The information needed for an admit/no admit decision has at this point been collected. It is important to note that decisions should be made as objectively as possible, and that the decisions should be based on a clear set of criteria. Limit the number in a class and the number of sections. Select students who will benefit from CE. The following two sets of criteria are provided as examples. One set is typical of criteria that may be used for an office education CE class and the other set of criteria may be typical of a special needs type of CE plan.

An Example Of Criteria That May Be Used For Selecting Students In The Office Education CE Classes

To participate in the office education CE class, a student must:

- ★ be a senior in good standing,
- ★ be at least 16 years of age, have an office-related career objective,

- ★ have successfully completed the required sequence of business courses prior to enrolling in CE,
- ★ obtain good recommendations from at least three teachers, one of whom must be a non-business teacher,
- ★ have a good attendance record, and
- ★ show potential to benefit from CE participation.

An Example Of Criteria That May Be Used In Selecting Students For A CWT Class

To participate in this CWT class, a student must:

- ★ be at least a sophomore;
- ★ be at least 16 years of age;
- ★ be considered to be school alienated;
- ★ be considered to be a potential dropout;
- ★ be considered to be academically, socially, culturally, or emotionally disadvantaged;
- ★ not be satisfactorily employed; and
- ★ be able to profit from participating in CE.

Care should be exercised to assure that the process does not become a system for choosing only better students for participation. Attention should be focused on the needs of the student in comparison with the criteria established for the program.

Some teacher-coordinators recommend quantifying the decision-making process in an effort to make the system seem more objective. Using the criteria for the office education CE plan, a quantified system may look like the one contained in the following example.

QUANTIFYING THE ADMISSION PROCESS

Figure 11 Quantifying the Admission Process

Student Applicant	Recommendations	Attendance	Potential	Ability	Total
Adams, Jane	4	3	5	4	16
Ashwater, Frank	3	1	3	3	10
Brown, Bill	5	5	5	4	19
Byrce, Bob	2	2	3	3	10
Church, Charlene	3	3	2	3	11
Dodson, Anne	5	4	5	4	18

KEY 5 - Excellent, 4 - Good, 3 - Fair, 2 - Poor, 1 – Bad

TEACHER APPRAISAL OF STUDENT APPLICANT TO CE

Figure 12 Teacher Appraisal of Student Applicant to CE

TO: (teacher who supplied a recommendation)

FROM: (CE coordinator)

RE: (name of student)

DATE:

(Student) has applied for admission into cooperative education. As you know, many factors other than grades must be considered in order to select sincere, capable young people who can best benefit by the training cooperative education can offer. Having previously taught this student, you are in a position to really help me make a wise decision in this case.

After each characteristic listed below, circle the comment that best describes the above-named student. Please return the completed form to me by (Date)

1.	Ability to learn	quick	fair	slow	no judgment
2.	Capacity for work	unusual	industrious	average	poor
3.	Judgment	uncanny	sound	average	poor
4.	Initiative	exceptional	high	fair	poor
5.	Appearance	very neat	neat	careless	slovenly
6.	Leadership quality	outstanding	noticeable	low	no judgment
7.	Desire to do good	pronounced	high	average	low
8.	Follows directions	outstanding	high	average	low
9.	Reliable	very	ordinarily	unreliable	no judgment
10.	Perseverance	unlimited	ample	moderate	weak
11.	General conduct	courteous	discourteous	indifferent	rude
12.	Accepts criticism	readily	indifferently	reluctantly	ignores
13.	Ability to mix	natural	fairly good	doubtful	poor

Would you want this person working for your? Yes ☐ No ☐

Remarks: _____

Signed _____ Date _____

STUDENT'S WEEKLY WORK RECORD

Figure 13 Student's Weekly Work Record

FOR WEEK OF _____, 20XX

Day	From	To	Total Time	Tasks Performed
EXAMPLE	1 PM	5 PM	4 hours	Payroll
Sunday				
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
TOTAL HOURS FOR WEEK				

(Student Signature)

(Date)

(Employer Signature)

(Date)

Obviously, the above system does not entirely remove subjectivity from the process of student selection. The system does, however, enable those teacher-coordinators who receive far more CE applications than can be served with an organized system to choose the most appropriate applicants.

Using the system for special needs CE, it would seem reasonable to award the higher numbers to the poorer performers. This process would assure that those with the greatest need would be served by the program. Most CE practitioners, however, would recommend admitting a few better students even in the lowest level drop-out prevention program because of the influence peers have on the behavior of others.

Informing

Once a decision has been made regarding which students will be admitted to the particular CE program, all students who have applied should be informed of the decision. Because of the number involved, most teacher-coordinators inform students of the decision by letter.

STUDENT LETTER OF ACCEPTANCE TO CE

Figure 14 Student Letter of Acceptance to CE

Dear (Student):

Congratulations on being selected to participate in (CE Name) during the ____ school year. I am confident that you will find CE to be an extremely valuable and interesting experience. Please be informed that as the teacher-coordinator, I stand ready to assist you in your career development.

Should you have questions or concerns be sure to contact me in (Office Address) or call me at (Telephone Number). I will be calling you soon to (specify purpose. i.e. set up job interview). Again, welcome aboard! I hope you will find this to be your most valuable year of schooling.

Sincerely,

(Signature Title)

PARENT LETTER OF STUDENT’S ACCEPTANCE TO CE

Figure 15 Parent Letter of Student's Acceptance to CE

Dear (parent):

I am very pleased to inform you that (Student's Name) has been accepted into (CE Class Name) at (LEA Name). You will find a brochure enclosed which explains the important aspects of the operation of the CE class. Also enclosed is a copy of the training agreement under the provisions of which (Student's Name) will participate. Please look these documents over carefully and call me should you have any questions or concerns.

You will be provided with an opportunity to meet with me in the near future. I may be reached at (Phone Number) should you have any questions.

Sincerely,

Parent/Guardian Signature

Date

LETTER TO APPLICANTS WHO WERE NOT ADMITTED TO CE

Figure 16 Letter to Applicants Who Were Not Admitted to CE

Dear (Student):

Thanks for your effort in applying to (CE Class). Your application showed evidence of excellent potential; however, there were many more applicants for the class than could be admitted. A careful analysis of those applying was undertaken to determine the students who would seem to benefit most from a CE experience. Unfortunately, you were not among the final group chosen.

Should you desire to discuss this decision with me, please call me at (Phone Number) or come by (Office Address) at your convenience.

Sincerely,

(Signature)

Permanent files may then be started for all students who were accepted. Some of the types of documents that may ultimately be included in the folder are:

- ★ completed application,
- ★ personal data sheet,
- ★ parental approval form,
- ★ training agreement,
- ★ training plan,
- ★ wage and hour report,
- ★ job interview schedule,
- ★ scholastic records,
- ★ proof-of-age certificate or work permit, and
- ★ evaluation forms.

The student selection process usually occurs near the end of a school year. It is important to make certain that the continuity of the program is safeguarded by maintaining adequate records and information about the program. It is necessary for a teacher-coordinator to have on file all information that may be needed by a new coordinator. Some of the items that need to be included are:

- ★ individual student folders,
- ★ new student applications,
- ★ prospective employer list,
- ★ correspondence folder,
- ★ follow-up summaries,
- ★ reference material inventory,
- ★ student organization minutes,
- ★ advisory committee minutes,
- ★ related course outline, and
- ★ copies of the monthly activity report.

These records will not only help assure a smooth transition should there be a personnel change, they will also assist the present teacher-coordinator after an extended period away from the job.

Admission Checklist

The following checklist of activities was developed to help teacher-coordinators with the student admission process:

1. Follow LEA policy concerning recruitment and informational programs.
2. Inform, inform, inform. Using the most appropriate methods, make certain that all students know about CE. Prospective students should be informed at least one month before preregistration for next year or term.
3. Have all interested students complete an application form.
4. Collect and organize applications.
5. Establish a temporary file for all applicants.
6. Prepare an evaluation sheet for quantifying the admissions process.
7. Meet with counselors of each student to obtain counselor perceptions, general information, and scholastic information from the student's files.
8. Obtain information regarding attendance, tardiness and discipline records.
9. Secure teacher recommendations.
10. Prepare an interview list of pertinent items to cover during the interview.
11. Secure CE policy documents, student agreement forms, parental approval forms, and other forms that will be needed during the interview.
12. Schedule an interview time for each applicant.
13. Cover each item on the interview list with the student during the interview.
14. Start permanent files for those who were chosen
15. Distribute to and discuss with each student important documents that must be filled out if the student is to be considered for participation.
16. Set deadline for returning forms to the teacher-coordinator.
17. Carefully consider all information that has been compiled on the student.
18. Complete the evaluation form for the student giving primary attention to the standards established.

19. Rank all applications received against the admission standards.
20. Select the number of students that seem to fit best with the standards.
21. Make final selection of applicants.
22. Inform those students who were chosen for participation.
23. Inform those students who were not chosen for participation.
24. Set up individual meetings with those who were chosen to discuss job interview schedules, training agreements, training plans, and other pertinent information.
25. Start permanent files for those who were chosen

E. THE TRAINING STATION

The training station is the term used in CE to identify the place of student employment.

The training station has been referred to as the community laboratory for CE. Training sponsors, therefore, may be thought of as community teachers. The value of the CE experience for students depends greatly on the selection of suitable training stations.

Characteristics Of Desirable Training Stations

The following checklist identifies characteristics of desirable training stations, and provides a method for evaluating their suitability as CE laboratories.

This training station:		Yes	No	Unsure
1.	Has the potential to provide training that would be challenging and worthy of the student's learning time and effort.			
2.	Will provide training that relates to student's career goals.			
3.	Has a reputation that is acceptable within the community and among other members of the same occupation.			
4.	Follows ethical business practices.			
5.	Has employees who would serve as good adult role models.			
6.	Has personnel who are in agreement with the primary training objectives of CE.			
7.	Will provide a working environment that will not endanger the health, safety, welfare, or morals of the student learner.			
8.	Has personnel who would be able and willing to provide adequate supervision and training.			
9.	Has facilities and equipment that are up-to-date and typical of the equipment found throughout the occupation.			
10.	Would provide an opportunity for students to rotate through the various aspects of the job.			

11.	Will be able to provide employment throughout the term or year.			
12.	Will reimburse student-learners commensurate with other beginning workers.			
13.	Is reasonably accessible to student learners.			
14.	Has personnel who are willing to evaluate student progress.			
15.	Honors union agreements (where applicable).			
16.	Has hiring, promotion, and dismissal practices that are consistent with CE policy.			
17.	Will follow provisions contained in training plans and agreements.			
18.	Has personnel who will assist in developing an individualized training plan for each student learner.			
19.	Will offer a variety of experiences for the student-learner.			
20.	Meets equal employment opportunity guidelines in its hiring and employment practices.			
21.	Will provide working hours that are within the CE employment policy constraints.			
22.	Will provide part-time work that will not displace other workers.			
23.	Will provide time for periodic conferences with the teacher-coordinator.			
24.	Will evaluate student performance and provide feedback to the teacher-coordinator and to the student.			

Good training stations are very important. Student on-the-job experiences provide for the development of desirable work skills, habits, and attitudes that will likely shape each student's future in the world-of-work. Good skills, habits, and attitudes could lead to success; poor skills, habits, and attitudes will likely lead to failure.

Establishing and Developing Training Stations

Because CE's laboratories consist of jobs in the workplace, establishing and developing good training stations is the major task associated with the coordination aspect of a teacher-coordinator's job. Training stations should provide appropriate career-oriented experiences for CE students.

Because of the importance of training stations to student success, most CE practitioners advocate that the teacher-coordinator should be responsible for the selection. Frequently, students are encouraged to obtain their own jobs as a condition for admittance in CE. Even though this reduces the workload, the teacher-coordinator must accept responsibility for final training site approval. Try to avoid this practice.

From the initial contact with prospective training sponsors, the training function is fostered. The teacher-coordinator should be able to sell the concept to prospective CE employers that training over the long haul increases the bottom line of increased productivity. Should an entering CE student have what seems to be an appropriate job, teacher-coordinators should explain that they will determine whether or not it meets the criteria established for CE training stations. If it does, the coordinator may be justified in using the student's present job as

the training station. Avoid placing students in a job with a relative as the owner, supervisor, or employee.

CE should use a variety of resources to identify potential training stations. Student and community surveys, normally conducted during the initial CE planning process, will be extremely useful. In addition to survey data, teacher-coordinators may want to consider these additional sources for identifying suitable training stations. One may learn about prospective training stations:

- from advisory committee members,
- through the student personnel services office of the LEA,
- through trade or business associations,
- from the Chamber of Commerce,
- from previous CE monthly reports,
- from local employment security offices,
- from lists of present employers of LEA students,
- from the yellow pages,
- from the classified section of the local newspaper,
- by word of mouth from associates, and
- from other teacher-coordinators in the region.

The types of training stations to be developed depends on the career goals of the students who applied for CE. A list of these occupations should be made and the number of students who applied for each occupation should be noted. This list, along with an accurate map of the employment region, will aid teacher-coordinators in planning training station recruitment travel plans.

Establishing initial training stations for a new CE class is a monumental task that has to be well planned. Training station development becomes easier after a CE plan has been in

operation for a number of years. However, extended contact is necessary for the development of a quality job training station.

Prior to setting forth on the training station recruitment trip, it is well for teacher-coordinators to know the types of information that should be shared with prospective employers.

Some of the information that should be shared are:

- the objectives of CE,
- the relationship between training and productivity,
- the employer's role in CE,
- the hours of work required,
- students will be receiving instruction that is correlated with their on-the-job experiences,
- the student chose this occupation as his/her career choice,
- the teacher-coordinator will be working with the employer throughout the year,
- the wages paid would be similar to other employees at the same level of employment and training,
- the school would award credit for the work experience, and
- the employer would evaluate student performance

The more you know about a business prior to making a visit, the better are the chances for you to meet with success in getting a CE student placed. It would be helpful if teacher-coordinators knew in advance such things as:

- who is responsible for hiring,
- with whom you should make your initial contact,
- what are the major products or services of the business,
- the past involvement of the business with CE,
- how long the business has been operating within the community,
- any promotions or activities that the business has recently supported.

During these recruitment visits, the teacher-coordinator has at least two objectives: (1) the business is being judged against the criteria for effective training stations, and (2) the teacher-coordinator is attempting to gain the employer's willingness to participate in CE.

Most teacher-coordinators have an employment profile which maintains the results of all promotional visits made to prospective CE employers. In addition to data from promotional visits to prospective employers, data for the employment profile system should contain the following information:

- name of contact person,
- occupation or job title,
- address of business,
- phone number of contact person, and
- a section titled "special notes about business."

A well-developed employment profile system can make the training station development job much easier. For example if a teacher-coordinator had five automotive technology students to place, he/she could input the occupation and obtain a printout of all auto mechanic jobs in the region along with the name and number of the contact person at each business. With 30 students to place in 15 different occupations, the value of the system should be obvious.

In this initial attempt to qualify suitable training stations and to gain agreement to cooperate with CE, teacher-coordinators will need to:

- establish an appointment with each prospective employer,
- arrive at the meeting on time,
- clearly state the purpose of the visit,
- address employer concerns,
- share items previously discussed in this section,
- obtain willingness of employer to interview students, and

- follow up initial meeting with a note of thanks and a statement of appreciation.

Placing Students at Training Stations

A student's career goal should be the key factor in determining the training station at which he/she is placed. The following suggestions for student placement may be helpful for CE practitioners:

1. Avoid placing students in seasonal jobs, or in jobs likely to have seasonal lay-offs.
2. Place students in training stations where the hours to be worked will not be detrimental to their educational development.
3. Place students in training stations at which they will be able to obtain a variety of valuable learning experiences.
4. Avoid placing too many students at one training station.
5. Determine the method employers want to use in interviewing and employing CE students.
6. Because of laws governing privacy and because employers are not bona fide LEA employees, teacher-coordinators should be careful not to share information that would be protected by the privacy act.
7. For the purpose of identifying the applicant as a CE student, teacher-coordinators should consider using some form of introduction, such as a business card.
8. Employers should be given the names of the students who will be applying for a particular job.
9. When possible, send more than one student to interview at each potential training station.
10. Allow final selection of student learners to be made by the employer.

Try to avoid using the following methods in placing CE students. These methods have obvious disadvantages.

1. The teacher-coordinator chooses one student and sends him/her out for an interview. If this student is not hired, successive students are sent.
2. All students with a particular career goal are sent to interview at all applicable training stations.
3. Students find their own job.

Prepare students for job interviews by meeting with applicants (either individually, in small or large groups) to inform them of such things as:

1. becoming knowledgeable about prospective employers,
2. filling out job applications properly,
3. dressing appropriately for the occasion,
4. arriving for the interview on time,
5. arriving alone at the interview site,
6. adhering to appropriate interview techniques,
7. reviewing some dos and don'ts regarding interviewing, and
8. listing information to seek during the interview.

Training Agreements, Plans, and Memoranda

Two documents that are required to be developed and used for each student who is officially enrolled in a CE program are the training agreement and the training plan. These two documents help assure the primacy of the training function. An instrument that contains both the training agreement and training plan is often referred to as the training memorandum. These documents are not considered to be legal documents; however, they are required by the state of Illinois.

Training Agreements

The primary purpose of a training agreement is to delineate responsibilities of the several parties who are involved in the CE Plan. Responsibilities of the student, the employer, the LEA, and the parent are described in the training agreement. The training agreement is an essential and businesslike way of coming to an agreement on the responsibilities of all concerned. The agreement should be signed by each of the parties mentioned, and a copy should be given to each when the student is employed.

Elements of a Training Agreement

General Areas

- The agreement provides a statement of purpose.
- The occupational/career aspirations of the student should be specified.
- The duration of the training period is specified in the training agreement.
- A time schedule stating the minimum and maximum hours per week of on-the-job training is incorporated in the training agreement.
- Beginning wages and conditions for increases in wages are specified in the training agreement.

The Employer's Responsibilities

- The responsibilities of the employer are stated and well-defined.
- The identified responsibilities are an integral part of the occupational program area represented by the CE plan.
- The identified responsibilities are consistent with the LEA's policies and local community expectations.

The Student-Trainee's Responsibilities

- The responsibilities of the student-trainee are stated and well-defined.
- The identified responsibilities are comprehensive in that they reflect local policies and regulations that apply to CE student-learners.

The School's Responsibility

- The responsibilities of the school, including those to be assumed by the teacher-coordinator, are stated and well-defined.
- The identified responsibilities are comprehensive in that they reflect the LEA's policies and regulations concerning CE.

Parental Responsibility

- The responsibilities of the parents or guardians are stated and well-defined.

Other Elements

- The training agreement contains signature lines for the employer, student-trainee, parents, and teacher-coordinator.

- The training agreement describes procedures for student termination.
- A nondiscrimination statement is included.

CE TRAINING AGREEMENT

Figure 17 CE Training Agreement

Trainee _____

Training station _____

Employer _____

Supervisor _____

Beginning date of employment _____

Ending date of employment _____

Schedule _____

(days/hours of employment) _____

Rate of Pay: \$ _____ (per hour)

Responsibilities of Cooperating Parties

Cooperating Employer

- Confer with the coordinator in filling out the quarterly evaluation report which helps to determine the student's grade for the duties completed on the job.
- Notify the coordinator if difficulties arise, changes are necessary, or layoff or termination of employment seems likely to happen. We would hope that at least a two-week notification of such be given so that the student has an opportunity to find another job.
- Provide learning experiences which will help the trainee gain both knowledge and skill in this occupation.
- Agree not to discriminate against students on the basis of race, color, national origin, sex, or handicap in making available opportunities in cooperative education.
- Agree to cover the student with worker's compensation insurance.

Student

- Be faithful in attendance at school and work. A student who is in attendance at work must be in school and vice versa. Absence from school and/or work requires a phone call by the student to the coordinator 8 am on school days. The student is also responsible for notifying the employer.
- Know that if my conduct or work is not satisfactory that my training can be discontinued, and that I will fail the work-experience portion of the program.
- Remain on the job and a full-time student for the entire year or lose my credit. Should any difficulty arise, I will discuss these problems with my employer and coordinator and do my best to solve them. I understand that permission to terminate my employment can only be given by my coordinator. If I lose my job, I understand that it is my responsibility to find another job acceptable for the program within two weeks time or be dropped from the program.
- Notify my employer and coordinator in advance for any necessary absence from work or school and follow the schools' pre-arranged absence policy.
- Recognize the coordinator and employer as the authority for making adjustments or changes in the training on the job.
- Spend my school release time in study hall if I am temporarily unemployed.
- Understand that in order to receive full credit for cooperative education, I am to stay in the program for both semesters unless the coordinator gives permission prior to acceptance into the program.

- Realize that being a member of the cooperative work program is a special privilege granted by the (name of your school district). Students selected for this program will not be exempt from regulations set forth in the student handbook.
- As a cooperative work student, I further recognize that the following offenses will result in disciplinary action:
 - truancy from school or work.
 - absences and tardies from school or work.
 - failure to obey parking rules and regulations.
 - illegal actions while under the jurisdiction of the school.

Coordinator

- Provide instruction directly related to the student's job activities and to the best of his/her ability and according to facilities available.
- Suggest ways of supervising the student learner.
- Assist the employer with training issues pertaining to the job.
- Make visits to the training station in order to carry out the above duties and secure the quarterly evaluation form.

Parents

- Contact the coordinator (not the employer) if a problem arises with the student's employment.
- Encourage the student to be responsible with school work and employment obligations.

Approvals:

Student _____ Employer _____

Date _____ Date _____

Parent _____ Coordinator _____

Date _____ Date _____

Approval of administrator _____

Date _____

One document which elevates CE above work experience for credit is the training agreement. Occasionally, LEAs and regional systems developed agreements that reflected unique policies and characteristics of their CE plans. More often, however, LEAs and regional systems adopt (or adapt) existing agreements.

TRAINING AGREEMENT

Figure 18 Training Agreement

Cooperative Education provides classroom and work experience. To achieve career goals, a student must accept certain responsibilities. As a condition of admittance to CE, I agree:

1. That placement on the job is the responsibility of the teacher-coordinator.
2. To be in regular attendance at school and on the job, including days when school is not in session and when my employer expects me.
3. To be on time at school and on the job.
4. To notify my training sponsor as soon as I know I will be absent from work for good cause.
5. To notify my coordinator and my training sponsor as early in the day as possible on days that I am absent from school.
6. That if I am absent from school I must also be absent from work on that day.
7. To conduct myself on the job in a manner which reflects positively upon myself and on CE.
8. To perform all my duties in a commendable manner and to complete study assignments thoroughly and on time.
9. To conduct myself in satisfactory manner on the job and in the classroom otherwise, my training may be discontinued and I may be removed from CE.
10. To attend functions the CE class sponsors.
11. To pay normal fees and special (and reasonable) charges for class activities, e.g., banquets, conferences, field trips.
12. To work toward group and individual goals.
13. The teacher-coordinator has the same authority over me on the job as in the classroom.
14. The coordinator is the recognized authority for making adjustments to my training on the job.
15. To obey all traffic laws while commuting to and from my training station.
16. To remain at the training station assigned to me by my teacher-coordinator.
17. To dress in a manner acceptable to employer and LEA standards.
18. To resign or to change jobs only after discussing my situation with my parents and coordinator.

19. I fully understand the above statements, and agree to cooperate in carrying them out to the best of my ability.

Student's Signature _____

Date _____

Parent's Signature _____

Date _____

Training Plans

The purpose of training plans is to identify and organize student on-the-job experiences and to correlate these learning experiences with what students will be learning in the related class. The teacher-coordinator, employer, training sponsor, and student cooperatively determine the learning experiences which will be provided at the training station and in school. The student's career objective, a knowledge of one's readiness for different kinds of experiences, and a detailed analysis of the competencies needed for the occupation are necessary to develop a training plan for an individual student. The coordinator is expected to know what skills, attitudes, and knowledge the student already possesses and what kinds of learning experiences the student is capable of handling in his/her first employment assignment. It is very important that the early training station experiences provide opportunities for the student to experience a sense of achievement and growth because these are the factors which are the source of one's motivation to learn.

Training plans should at least include the following elements:

- A schedule of specific job tasks that the student will complete. This schedule should indicate what the student will be learning as well as when the student will be performing tasks in each major area of the job,
- Provisions for instruction in safety, and
- Supportive classroom instruction.

A general format for training plan development may look similar to the following:

TRAINING PLAN FORMAT

Figure 19 Training Plan Format

Trainee _____ Phone _____

Training Sponsor _____ Phone _____

Trainee Job Title _____

Job Description _____

Major training areas and job tasks	Date performed	Date task mastered	Training sponsor initial	Related instruction needed (comments)
Answer the phone				
Greet clients				
Confidentiality				

The employer and training sponsor should be able to specify the learning experiences that are desirable. The coordinator may provide checklists or a general outline of possible training station experiences from which the employer and training sponsor can designate the areas of instruction which they can provide. Next they add those experiences which are unique for the specific position and task situation. The sequence of learning experiences should show some progression from the simple to the complex. Once a workable plan is developed for a student in a specific training station, it can be adapted for other students who are placed there or in similar positions. The training plan, however, should always be adapted to the specific training station and to the individual student.

The training plan is always subject to change as the student progresses through the program and strengths and weaknesses are uncovered. The coordinator, the training sponsor, and the student will often find it necessary to alter and add to the original plan. A time schedule of job experiences is a good thing to have in the plan, but it should be incorporated with the understanding that the student be given experiences when the student is ready.

The following list contains basic principles of training plan development:

1. A training plan should be individualized for each student.
2. The training plan should be based on the student's career goal or job interest.
3. The training plan should be developed cooperatively by the teacher-coordinator, student, employer, and training sponsor.
4. The approximate date, that each major activity will be performed by the student, should be indicated.
5. The training plan should be used during training station visitation.
6. Training tasks to be completed should be evaluated by the training sponsor.
7. Training plans should be used to schedule the technical/specific related instruction in the classroom.

8. The training plan should accurately reflect what will be learned in the related classroom.
9. The training plan should be flexible to accommodate student's changing needs.
10. The training plan should serve as a guide for the student's training.

Training Memoranda

A training memorandum consists of a training agreement and a training plan combined into a single document. The agreement among all parties associated with CE as well as the delineation of on-the-job learning experiences are contained in one form. It should be noted, however, that regardless of the type of CE plan, attention to the training function in CE operation is made easier by development and use of appropriate training memoranda. The following two pages display the State of Illinois Training Memorandum

(http://www.isbe.net/career/pdf/wecep_training.pdf).

ILLINOIS STATE BOARD OF EDUCATION
Career Development Division
100 North First Street
Springfield, Illinois 62777-0001

TRAINING MEMORANDUM
Cooperative Occupational Education

INSTRUCTIONS: Complete 3 copies (1st copy for employer's files; 2nd copy for teacher-coordinator; 3rd copy for State files).

NAME OF PROGRAM _____

SCHOOL	DISTRICT	CITY	
STUDENT	DATE OF BIRTH / /	AGE	SOCIAL SECURITY NUMBER
COMPANY NAME	ADDRESS	PHONE	
TYPE OF BUSINESS	JOB TITLE	CIP CODE	
HOURS THAT SCHOOL IS IN SESSION _____ to _____			

WORKING HOURS

(Daily) _____ to _____	(Saturday or Sunday) _____ to _____	(Wages Per Hour) _____
DURATION OF COURSE TRAINING	EMPLOYMENT CERTIFICATE (WORK PERMIT) OR CERTIFICATE OF AGE ON FILE <input type="checkbox"/> Yes <input type="checkbox"/> No	

In order to carry on program, it is advisable that all parties concerned agree to the following responsibilities:

EMPLOYER'S RESPONSIBILITIES

The student will be placed on the above named job for the purpose of providing work experience and career exploration and will be given work of instructional value. (A list of work experiences and information topics should be prepared by the employer and coordinator).

The student's work activity will be under the close supervision of an experienced and qualified person. The work will be performed under safe and hazard free conditions.

The student will receive the same consideration given employees in regard to safety, health, social security, general work conditions, and other regulations of the firm.

The Coordinator will be notified if difficulties arise, changes are necessary, a lay-off or termination of employment seems likely to happen.

COORDINATOR'S RESPONSIBILITIES

The Coordinator will, with the assistance of the employer or someone with delegated authority, prepare a training plan or outline of processes to be learned on-the-job and related topics to be taught in the school. These items to be listed on reverse side of this memorandum.

The Coordinator will make provision for all cooperative students to receive the regularly scheduled related instruction.

The Coordinator will visit each student at least once per month at the work station and will become acquainted with the person to whom the student is responsible while on the job.

The Coordinator will endeavor to adjust all complaints with the cooperation of all parties concerned, and will have the authority to transfer or withdraw a student.

The Coordinator will make plans to meet with each student's parent or guardian several times during the school year.

STUDENT'S RESPONSIBILITIES

The student will follow the rules set up by the school, employer, and coordinator.

The student will call the school office and the employer when absent.

The student will not be allowed to work on days when absent from school.

PARENT'S OR GUARDIAN'S RESPONSIBILITIES

The (parents) or (guardians) agree to assume the responsibility to see that the student follows this agreement.

It shall be agreed that parties participating in this program will not discriminate in employment opportunities on the basis of race, color, gender, national origin or handicap.

Date

Signature of Student

Date

Signature of Employer

Date

Signature of Parent (or Guardian)

Date

Signature of Teacher Coordinator

[illegible]

TRAINING STATION	CLASSROOM
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

It is agreed that a maximum of \$ _____ be authorized as compensation for the extraordinary cost associated with the training and supervision necessary for the work experience portion of the program.

Assessing Student Progress On-the-Job

The task of assessing student progress on-the-job is monumental but not impossible. Good, frequent communication between the teacher and employer and teacher and student should alleviate any issues before they become big problems. There are a number of principles to be considered in assessing students' performance at the training stations. Among these principles are:

1. The teacher-coordinator is responsible for assigning a grade for the on-the-job portion of CE.
2. Input from training sponsors and employers is valuable in the teacher-coordinator's grade determining process.
3. Credit must be awarded for the on-the-job portion of CE.
4. Criteria on which on-the-job evaluation is based may be an official part of the training plan.

In nearly all jobs the following concepts are as important to job success as is the development of the following manipulative skills:

initiative	interest in work	ability to follow directions	punctuality
dependability	communication ability	ability to accept criticism	sincerity
appearance	tact	interpersonal relations	honesty
cooperativeness	personal hygiene	loyalty	courtesy

Teacher-coordinators are walking evaluation instruments. They are continually receiving information that may be helpful in evaluating students' progress at the training station. Training sponsors should share their perceptions regarding performance evaluation with student trainees. Evaluation forms and processes should be thoroughly discussed with training sponsors

prior to evaluation. Teacher-coordinators should discuss with each student his/her performance evaluation. Evaluation reports should be maintained by teacher-coordinators. Training sponsors do not assign grades. A letter grade is assigned for both the related class and the on-the-job experience.

The evaluation should determine the extent to which expectations or performance objectives have been met by students. Performance-based evaluations normally depend on the following three elements: the task to be learned, an acceptable level of performance, and the element of time (how long did it take to complete the task at the acceptable level).

There are many factors that impact the training station performance evaluation system. Some of these factors relate to the:

1. type of occupation being learned;
2. level of the occupation (beginning or intermediate);
3. objectives of the particular CE class;
4. ability of the CE student; and
5. requirements imposed by local, state, and national agencies and by accrediting or certifying bodies.

To assist teacher-coordinators in the development of a system that best serves CE students in their LEA, two types of forms for evaluating student performance will be presented with a discussion of each. Form I has the advantage of incorporating performance evaluations from each grading period on a single form. This advantage provides the basis for the major disadvantage cited by teacher-coordinators who use the form which is that ratings given on previous evaluations seem to influence subsequent evaluations.

Teacher-coordinators may want to seek input from the advisory council on the evaluation sheet that should be used for CE. Council members can give insight regarding what would

be acceptable practices for on-the-job evaluation. Occasionally, businesses prefer to use their own evaluation instrument for training station performance reviews. The form utilized to evaluate the student, should be similar for all students.

STUDENT EVALUATION - FORM I

Figure 20 Student Evaluation - Form I

Student _____ Employer _____

Location _____

Contact Information (name/phone) _____

Directions: Please rate this student by placing a number in the appropriate box that best describes his/her performance on the particular characteristic described. The student should be compared with workers at his/her particular level of employment.

Rating Code: 5=Very Good; 4=Good; 3=Average; 2=Poor; 1=Very Poor

CHARACTERISTICS	GRADING PERIODS					
	1st	2nd	3rd	4th	5th	6th
1. QUALITY OF WORK: Compare with others						
2. QUANTITY OF WORK: Compare with others						
3. DEPENDABILITY: Able to follow instructions						
4. INITIATIVE: Does tasks without being told						
5. ATTITUDES TOWARD SUPERVISION: with regard to accepting criticism						
6. SAFETY PRACTICES: How well does the student-learner observe safety rules						
7. GENERAL ATTITUDE: Consider attitude toward job, supervisor and other employees						
8. ATTENDANCE: Compare actual attendance with hours assigned						
9. PUNCTUALITY: Consider times late. (Do not consider reasons)						
10. APPEARANCE: Compare with standards set for other employees in the occupation						

In an effort to add objectivity to the process, some teacher-coordinators take the employers' ratings and convert them to numeric scales. On Form I, there are 10 items that have a rating scale from 1-5. If a student received a 5 on all 10 items, he/she would have 50 points (and likely be deserving of a pass). Some coordinators then set up a point system for grades awarded such as: A = 45-50 points; B = 40-44 points; C = 35-39 points; D = 30-34 points; E = 33 points or less.

Even though the approach is common, it has many disadvantages. (1) Each employer may use different criteria for evaluation. One training sponsor's "average" rating may be comparable to another's "very good" rating, and (2) It gives the student trainee the impression that the employer awarded the grade.

One of the reasons why training station visits are so important is that they provide the teacher-coordinator with information regarding how well one student is performing on-the-job when compared to other CE students. Form II represents a rubric used among CE practitioners. The rationale for this type of form is that there is a better chance for all training sponsors to be using similar criteria if a description of each possible rating is provided.

STUDENT EVALUATION - FORM II

Figure 21 Student Evaluation - Form II

Student _____ Employer _____

Location _____

Contact Information (name/phone) _____

Directions: Please rate this student by circling the appropriate box that best describes his/her performance on the particular characteristic described. The student should be compared with workers at his/her particular level of employment.

Rating Code: 5=Very Good; 4=Good; 3=Average; 2=Poor; 1=Very Poor

AREA	1	2	3	4	5
Attendance and Punctuality	Absent often; rarely on time	Occasionally late or absent	Usually present and on time	Rarely absent or late	Never absent or late; always on time or early
Ability to Learn Job	Slow to "catch on" makes many errors	Needs more instruction than other trainees	Average ability to grasp new ideas; makes few errors	Learns quickly; needs little supervision	Exceptionally keen & alert; normally works with no errors/ supervision
Quality of Work	Careless; makes reoccurring errors	Performs below expected standards	Works without undue errors	Performs above expected standards	Performs very high quality of work
Quantity of Work	Performs at an unsatisfactory production	Performs below expected production	Meets expected standards of production	Performs above expected production standards	Far exceeds expected production standards
Cooperativeness	Seldom works well with others	Occasionally does less and cooperates less than desirable	Generally works well with others; does own work well	Frequently exceeds expected standards of cooperativeness	Always cooperates fully; promotes harmony

General Attitude	Shows no interest in work or learning	Shows little interest in work or learning	Shows interest in work and has desire to learn	Interest in work and learning exceeds expected standards	Has keen interest in work; initiates learning
Dependability/Responsibility	Can seldom be counted on	Frequently unreliable	Responsible but needs some direction	Very dependable; needs little supervision	Totally dependable; needs little or no supervision
Personal Appearance	Appearance is totally unacceptable	Appearance needs improvement	Usually neat and reasonably well groomed	Neat; sets a good example	Exceptionally well groomed far exceeds expected standards of appearance
Initiative	Must be shown all things to do	Seldom finds things to be done	Usually finds things to be done	Seldom needs direction in initiating work	Never needs direction in initiating work
Safety Practices	Frequently careless; occasionally dangerous	Occasionally care- less	Generally uses safe working practices	Slightly exceeds the expected standards	Always uses safe working practices
Physical Stamina	Seldom has strength or energy to perform satisfactorily	Sometimes lacks strength and energy to perform satisfactorily	Has strength and energy to perform satisfactorily	Strength and energy exceeds expected standards	Excellent health, never fatigued; always capable of more

In comparison with other employees of similar training and length of service, this student (Please circle one): Is unsatisfactory, Is below average, Is making satisfactory progress, Is above average, Is an outstanding employee. _____

Even though Form II attempts to insure that each training sponsor will be using the same evaluation criteria, practicing teacher-coordinators attest to the fact that it does not. One teacher-coordinator who used a similar form related that, during normal training station visits, one training sponsor indicated that his student was by far the worst with whom he had ever worked. While on another training station visit, the training sponsor indicated that her trainee was the best student that the company had ever employed. When the coordinator received the evaluation forms on the two students, however, it was discovered that the student who was judged to be doing poorly received outstanding marks while the outstanding student received average marks. This incident points out the need for periodic visits to training stations and the need for a thorough understanding of the evaluation system by each training sponsor. The incident also points out another reason why teacher-coordinators are responsible for awarding grades.

EMPLOYER EVALUATION OF STUDENT LEARNER

Figure 22 Employer Evaluation of Student Learner

Student Learner _____ Training Station: _____

Quarter: 1 2 3 4 Please return by: _____

Directions: Evaluate the student using each criterion listed below. Check the response that most accurately describes the student's work performance.

1. **QUALITY OF WORK** is the ability to maintain a high standard or high degree of accuracy.
 - ☐ Work is of highest quality.
 - ☐ Very few errors or mistakes. Quality of finished product can be relied upon.
 - ☐ No more mistakes than should be expected. Quality acceptable.
 - ☐ Acceptable by minimum standards. Improvement desired.
 - ☐ Excessive errors and mistakes. Poor quality.
2. **QUANTITY OF WORK** is the amount of work an individual does in a workday.
 - ☐ Work production record is excellent.
 - ☐ Work production record is above average.
 - ☐ Work production record is satisfactory.
 - ☐ Work production record is below average.
 - ☐ Does not meet minimum requirements.
3. **INITIATIVE** is the ability to do things without being told.
 - ☐ Highly resourceful and motivated. Exerts maximum effort.
 - ☐ Is always busy; uses good judgment.
 - ☐ Usually finds things to be done.
 - ☐ Frequently must be told what to do. Not very resourceful.
 - ☐ Must be told everything to do. Exerts effort only when forced to do so.

4. **DEPENDABILITY** is the ability to do required jobs well with a minimum of supervision.
- ☐ Employee is very dependable, has the ability to perform well without supervision.
 - ☐ Employee is reliable, receives some supervision.
 - ☐ Employee completes necessary tasks, sometimes requires prompting.
 - ☐ Employee requires close supervision.
 - ☐ Employee is undependable.
5. **EMPLOYER/CO-WORKER RELATIONS** is the ability one has to get along with their employer and co-workers on the job.
- ☐ Outstanding relationship with employer/co-workers. Consistently supports and observes company policies.
 - ☐ Gets along well with employer/co-workers. Supports and observes company policies.
 - ☐ Satisfactory relationships with others on the job. Usually supports and observes company policies.
 - ☐ Does not always get along with employer/co-workers. Often fails to observe company policies.
 - ☐ Extremely negative and hard to get along with. Little or no concern for observance of company policy.
6. **ACCEPTS CRITICISM** is the ability to accept an unfavorable remark from the supervisor.
- ☐ Welcomes criticism for improvement, but seldom needed.
 - ☐ Accepts criticism readily.
 - ☐ Accepts criticism.
 - ☐ Sometimes does not accept criticism.
 - ☐ Has trouble accepting criticism.

7. **STABILITY** is the ability to withstand pressure and remain calm in most situations.
- ☐ Performs exceptionally well under pressure.
 - ☐ Tolerates pressure better than the average person.
 - ☐ Usually remains calm.
 - ☐ Occasionally "blows up", is easily irritated.
 - ☐ Goes "to pieces" is "jumpy" and nervous.
8. **ALERTNESS** is the ability to grasp instructions, to meet changing conditions and to solve problem situations.
- ☐ Exceptionally keen and alert.
 - ☐ Usually quick to understand and learn.
 - ☐ Grasps instructions with average ability.
 - ☐ Requires more than average instructions and explanations.
 - ☐ Slow to "catch on."
9. **PERSONAL APPEARANCE** is the personal impression an individual makes on others.
(Consider cleanliness, grooming, neatness, and appropriateness of dress on the job.)
- ☐ Exceptionally well groomed; very neat; appropriate dress.
 - ☐ Careful about personal appearance; appropriate dress.
 - ☐ Generally neat and clean; satisfactory personal appearance.
 - ☐ Sometimes untidy and careless about personal appearance.
 - ☐ Very untidy; inappropriate dress.
10. **ATTENDANCE** is consistent in coming to work daily and conforming to work hours.
- Days absent _____ Period Covered _____
- ☐ Excellent attendance record, always on time or early.
 - ☐ Satisfactory attendance record.
 - ☐ Poor attendance record.
 - ☐ Excessive absences from work and/or frequently reports late for work.

COMMENTS: _____

Trainer's Signature _____ Date _____

EMPLOYER EVALUATION OF STUDENT WORKER

Figure 23 Employer Evaluation of Student Worker

Student: _____ Coordinator: _____

Company: _____ Supervisor: _____

Grading Period: ☐ 1st quarter ☐ 2nd quarter ☐ 3rd quarter ☐ 4th quarter

INSTRUCTIONS: Please check on statement in each category that best describes the student-worker's attitude or performance.

1. Punctuality

- ☐ Always on time
- ☐ Usually on time
- ☐ Frequently late

2. Attendance

- ☐ Always in attendance, dependable
- ☐ Seldom absent
- ☐ Frequently absent

3. Personal appearance

- ☐ Appropriately groomed for the job
- ☐ Should make an effort to improve
- ☐ Careless appearance

4. Work habits

- ☐ Observes all safety practices
- ☐ Generally careful
- ☐ Careless and unsafe

5. Attitude toward learning

- ☐ Is enthusiastic
- ☐ Somewhat indifferent
- ☐ Shows limited desire to learn

6. Attitude toward supervision

- ☐ Accepts correction readily
- ☐ Has difficulty accepting correction
- ☐ Resents correction

7. Relationship with co-workers

- ☐ Is courteous and considerate
- ☐ Should be more considerate
- ☐ Has been discourteous

8. Initiative/Dependability

- ☐ Initiates tasks, self-directed
- ☐ Requires normal supervision
- ☐ Needs considerable supervision

9. Quality of work

- ☐ Is accurate, attentive to detail
- ☐ Usually accurate and reliable
- ☐ Makes many errors and is careless

10. Job performance

- ☐ Works efficiently
- ☐ Work output needs some improvement
- ☐ Amount of work is unsatisfactory

Comments: _____

Supervisor Signature _____ Date _____

Student Signature _____ Date _____

Coop Coordinator Signature _____ Date _____

Maintaining Training Stations

Initially, some training stations may be less effective in providing training than is desired. For this reason teacher-coordinators often strive to increase the effectiveness of some, and maintain the effectiveness of others. Much of this development comes about during times when the teacher-coordinator is visiting/contacting training stations. Be aware that your visits may cause interruptions; for that reason schedule visits in advance. Several principles should guide training station visitation:

1. Teacher-coordinators should strive to conduct visits at times which are convenient to training sponsors and, preferably, when student-learners are working.
2. Coordinators should make appointments for the training station visits and should strive to develop a relationship with the company.
3. Training stations should be contacted/visited at least once each month. Most CE practitioners advocate (and some states mandate) this practice. Contacts/visits are necessary for:
 - a. developing effective working relationships with employing agencies, and
 - b. assuring the primacy of the training function. But will be influenced by:
 - c. level of CE program,
 - d. type of CE program,
 - e. adequacy of supervision provided by the training sponsor,
 - f. age and other characteristics of students, and
 - g. type of occupation being learned.
4. Written records should be kept of all training station contacts/visits. Recording all teacher-coordinator activities is important for maintaining accountability and providing program continuity.
5. Training station visits should be for specific purposes. Some of these purposes may include the following:
 - a. correlate on-the-job and LEA training efforts,
 - b. become familiar with duties and responsibilities assigned to the CE student,
 - c. become better acquainted with the training sponsor,

- d. assess student progress,
- e. determine training sponsor's assessment of student competencies,
- f. assess adherence to the training agreement and plan,
- g. evaluate the training station,
- h. resolve issues,
- i. improve working relationships between the LEA and the training sponsor,
- j. obtain related instructional materials,
- k. encourage job rotation,
- l. examine the working environment,
- m. discuss instructional materials utilized in the LEA,
- n. cement the training partnership,
- o. seek assistance with related instruction,
- p. discuss hours of work,
- q. review state and federal laws and regulations,
- r. assist the training sponsor with the training function, and
- s. observe student performance.

Upon arriving at the training station, the teacher-coordinator should promptly state the purpose of the visit. A professional, businesslike manner can do much to help personnel at training stations establish positive training attitudes. Efforts should be made to foster the community teacher concept. This concept is more easily developed by coordinators who view training sponsors as essential members of the LEA's instructional staff, which they are. During the visit, the coordinator should minimize interference with the normal duties of the student. There will have to be some interruptions for planning and evaluation, but careful preparation and in-school counseling can do much to reduce them.

"Do's and Don'ts" of Visits

Many sources list "dos" and don'ts" of training station visits. The following is a potpourri of such suggestions.

DO

- ❖ Be alert; observe practices and procedures without appearing to snoop.
- ❖ Be friendly without appearing to fraternize.
- ❖ Show active interest in the work being performed.
- ❖ Maintain records of what transpired during the visit.
- ❖ Be sensitive to nonverbal clues which signal that a training sponsor desires to terminate a conference.
- ❖ Maintain a professional and businesslike manner.
- ❖ Meet with the student-trainee at the training station.
- ❖ Show appreciation for the training efforts of the sponsor.
- ❖ Explain the purpose of the visit.
- ❖ Refer frequently to the training plan.

DON'T

- ❖ Call errors, bad practices, or unsafe conditions to the attention of the trainee--these should be discussed tactfully with the training sponsor.
- ❖ Attempt to demonstrate a procedure for the student or pose as an expert or authority on the activity being performed at the training station.
- ❖ Make excessive demands on the training sponsor's time.
- ❖ Interrupt the student-trainee's assigned duties.
- ❖ Waste the trainee's time on unimportant issues.

Visits to training stations are necessary to correlate training for the benefit of the student learner. The major purpose of visits is to develop and maintain good, working relationships among the LEA, the employer, the student, and to assure primacy of the training function.

Training Sponsor Development

Training a CE student may be a new experience for many training sponsors. Even though they were carefully selected because of their potential ability, training sponsors are usually more

effective in their roles when they are given special help by the teacher-coordinator regarding how to train students.

In firms where there are several training sponsors, or in communities where it is feasible to have training sponsors meet as a group, a luncheon meeting is a good way to foster group enthusiasm for the community-teacher concept. Training sponsors take pride in their responsibility when the coordinator gives this type of public recognition for their contributions. The group meetings provide opportunities to discuss common problems as well as to recognize the importance of the training sponsor's role.

Some individuals who are competent in their occupational field have difficulty in teaching others to perform tasks; they often tend to assume that the learner can perform a task after being told and shown once how it should be done. Time should be taken to educate the training sponsor in methods of analyzing tasks to be taught. Sponsors could also be taught to use the step-by-step method of: (1) preparing the learner, (2) presenting the material, (3) applying the learning, and (4) supervising until proficiency is achieved. These tips on training station instruction should result in better learning experiences for students.

The teacher-coordinator will also be making a contribution to the training efficiency of a firm by enabling training supervisors to become better instructors, and the training sponsors will derive satisfaction from being able to teach more effectively. With employment opportunities now being opened to many formerly excluded groups, coordinators who have students with special needs should offer guidance to training sponsors on how to develop teaching strategies effective for these individuals.

Some training sponsors may lack the experience to be able to relate well with the students whom they supervise. By discussing human relations with the training sponsor, the coordinator may help training sponsors be better supervisors as well as to become more successful in their relationships with students. The training sessions can usually be conducted at one of the training stations or at some convenient meeting place such as the school or local Chamber of Commerce meeting room. An effective training sponsor's development program is the best method of maintaining the support of employers and training sponsors from firms that are already providing good training as well as developing marginal or inadequate training stations.

F. LEGAL ASPECTS

In general employers are required by law to maintain a reasonably safe working environment. Teacher-coordinators have a moral and professional responsibility, however, to know the special provisions that apply to the employment of young people. This section should help teacher-coordinators meet this professional responsibility. There are several special considerations that may apply to workers who are under the age of 18. This information is provided to alert practicing and prospective teacher-coordinators to the many legal aspects of concern for CE. There are many laws that have a significant impact on the functioning of CE. This is not to be an authoritative, nor comprehensive presentation of these laws. It is intended to point the teacher-coordinators to areas where they may need to take special action, to obtain information, or to seek the assistance of other individuals or agencies.

Laws and policies constantly change; therefore, it is imperative for teacher-coordinators to keep abreast of new developments. In the strictest sense employers are legally responsible to follow provisions of laws that govern employment. Employers who wantonly and willfully violate trainees' rights or who abdicate their responsibility in this area should not be used as CE trainers.

Legal considerations for CE come from many levels. Federal, state, and local laws may influence operation. Policies, rules, and regulations that are officially adopted by the Illinois State Board of Education and by local boards of education also have the same effect on CE operation as do federal, state, and local laws. The following websites should be referenced each school year in order to determine if there are new laws that affect your CE students.

US Department of Labor - <http://www.dol.gov/dol/topic/youthlabor/index.htm>

IL Department of Labor - <http://www.state.il.us/agency/idol/faq/qac11.htm>

Youth Labor Laws

The U. S. Department of Labor is the sole federal agency that monitors child labor and enforces child labor laws. The most sweeping federal law that restricts the employment and abuse of child workers is the Fair Labor Standards Act (FLSA). The United States Department of Labor administers the provisions of the FLSA. There have been several laws passed that protect the well-being of youths. Many provisions are concerned with individuals who are 14-18 years old. The Federal Youth Employment Provisions, authorized by the FLSA of 1938, also known as the Child Labor Laws, were enacted to ensure that when young people work, the work is safe and does not jeopardize their health, well-being or educational opportunities. These provisions also provide limited exemptions.

Child labor provisions under FLSA are designed to protect the educational opportunities of youth and prohibit their employment in jobs that are detrimental to their health and safety. The FLSA restricts the hours that youth under 16 years of age can work and lists hazardous occupations too dangerous for young workers to perform. Enforcement of the FLSA's child labor provisions is handled by the Wage and Hour Division of the Department's Employment Standards Administration.

Age Requirements:

The FLSA sets wage, hours worked, and safety requirements for minors (individuals under age 18) working in jobs covered by the statute. The rules vary depending upon the particular age of the minor and the particular job involved. As a general rule, the FLSA sets 14 years of age as the minimum age for employment, and limits the number of hours worked by minors under the age of 16.

Also, the FLSA generally prohibits the employment of a minor in work declared hazardous by the Secretary of Labor (for example, work involving excavation, driving, and the operation of many types of power-driven equipment). The FLSA contains a number of requirements that apply only to particular types of jobs (for example, agricultural work or the operation of motor vehicles) and many exceptions to the general rules (for example, work by a minor for his/her parents). Each state also has its own laws relating to employment, including the employment of minors. If state law and the FLSA overlap, the law which is more protective of the minor will apply. Nonagricultural employers must post the Labor Department-issued Minimum Wage Poster listing minimum age requirements in a prominent place at the worksite.

Agricultural Employment

In farm work permissible jobs and hours of work vary by age. Parental exemption: Minors of any age may be employed by their parents at any time in any occupation on a farm owned or operated by his/her parent(s). All exemptions to agricultural employment rules are statutory in nature and the Department's regulations reflect laws enacted by the U.S. Congress. Many states' statutes and regulations place tighter restrictions on farm work hours performed by minors. Consult with the Illinois Department of Labor for specific information.

There is a 16-year age minimum for employment in agriculture during school hours for the school district in which the employed minor is living at the time, and also for employment in any occupation in agriculture that the Secretary of Labor finds and declares to be particularly hazardous except where such employee is employed by his/her parent or by a person standing in the place of his/her parent on a farm owned or operated by such parent or person. There is a minimum age requirement of 14 years generally for employment in agriculture outside school

hours for the school district where such employee is living while so employed. However, (1) a minor 12 or 13 years of age may be so employed with written consent of a parent or person standing in place of a parent, or may work on a farm where such parent or person is also employed, and (2) a minor under 12 years of age may be employed by a parent or by a person standing in place of a parent on a farm owned or operated by such parent or person, or may be employed with consent of such parent or person on a farm where all employees are exempt from the minimum wage provisions.

Employment By Parents

The FLSA's minimum age requirements do not apply to minors employed by their parents, or by a person acting as their guardian. An exception to this occurs in mining, manufacturing and occupations where the minimum age requirement of 18 years old applies. State laws often follow the same pattern as the FLSA with regard to minors working for their parents. Consult with the Illinois Department of Labor for specific guidance.

Entertainment Industry Employment

Minors employed as actors or performers in motion pictures or theatrical productions, or in radio or television productions are exempt from FLSA coverage. Therefore, FLSA rules regarding total allowable number of work hours in one day and allowable times of day to work do not apply. Many states regulate the employment of minors in the entertainment industry more strictly than does the FLSA. Consult with the Illinois Department of Labor for specific guidance.

Newspaper Delivery

Minors employed in the delivery of newspapers to consumers are exempt from FLSA child labor provisions, as well as the wage and hours provisions. This exemption applies to

carriers engaged in making deliveries to the homes of subscribers or other consumers of newspapers (including shopping news). It also includes employees engaged in the street sale or delivery of newspapers to the consumer. However, employees engaged in hauling newspapers to drop stations, distributing centers, and newsstands are not exempted because they do not deliver to the consumer.

Nonagricultural Employment

The FLSA sets wage, hours worked, and safety requirements for minors (individuals under age 18) working in jobs covered by the statute. The rules vary depending upon the particular age of the minor and the particular job involved. As a general rule, the FLSA sets 14 years of age as the minimum age for employment, and limits the number of hours worked by minors under the age of 16.

Hazardous Employment

The FLSA generally prohibits the employment of a minor in work declared hazardous by the Secretary of Labor (for example, work involving excavation, driving, and the operation of many types of power-driven equipment). The FLSA contains a number of requirements that apply only to particular types of jobs (for example, agricultural work or the operation of motor vehicles) and many exceptions to the general rules (for example, work by a minor for his/her parents). Each state also has its own laws relating to employment, including the employment of minors. If state law and the FLSA overlap, the law which is more protective of the minor will apply. The following are considered hazardous occupations.

1. Occupations in or about plants or establishments manufacturing or storing explosives or articles containing explosive components.
2. Occupations of motor-vehicle driver and outside helper.

3. Coal-mine occupations.
4. Logging occupations and occupations in the operation of any sawmill, lath mill, shingle mill, or cooperage stock mill.
5. Occupations involved in the operation of power-driven woodworking machines.
6. Exposure to radioactive substances and to ionizing radiations.
7. Occupations involved in the operation of power-driven hoisting apparatus.
8. Occupations involved in the operations of power-driven metal forming, punching, and shearing machines.
9. Occupations in connection with mining, other than coal.
10. Occupations in the operation of power-driven meat-processing machines and occupations involving slaughtering, meat packing or processing, or occupations involved in the operation of bakery machines.
11. Occupations involved in the operation of paper-products machines, scrap paper balers, and paper box compactors.
12. Occupations involved in the manufacture of brick, tile, and kindred products.
13. Occupations involved in the operations of circular saws, band saws, and guillotine shears.
14. Occupations involved in wrecking, demolition, and ship breaking operations.
15. Occupations in roofing operations and on or about a roof.
16. Occupations in excavation operations.

Exemptions to Fair Labor Standards Act

The FLSA provides for certain exemptions. Minors under age 16 working in a business solely owned or operated by their parents or by persons standing in place of their parents, can work any time of day and for any number of hours. However, parents are prohibited from employing their child in manufacturing or mining or in any of the occupations declared hazardous by the Secretary of Labor. All exemptions to agricultural employment rules are statutory in nature and the Department's regulations reflect laws enacted by the U.S. Congress.

Work Permits/Age Certificates

The federal government does not require work permits or proof-of-age certificates for a minor to be employed. However, the Illinois Child Labor Law requires employers to secure and keep on file Employment Certificates (work permits) for children under 16 years of age. The Department of Labor will issue age certificates if the minor employee's state does not issue them, or if the minor is requested by his/her employer to provide one. The purpose of these certificates is to protect the employer from prosecution for employing an under-aged worker. The possession of an age certificate constitutes a good faith effort to comply with minimum age requirements.

State of _____	STATE OF ILLINOIS, DEPARTMENT OF LABOR	Original: Employer
County of _____	160 North LaSalle Street, Suite C-1300	Duplicate: Dept. Of Labor
City of _____	Chicago, Illinois 60601	Triplicate: Issuing Officer
Certificate# _____		Date of Issue _____

CERTIFICATE OF AGE FOR MINORS 16 THROUGH 19 YEARS OF AGE

Accepted as proof of age under the U.S. Fair Labor Standards Act of 1938

Issued for _____ [☐ Male [☐ Female Age _____ / _____
Name of Minor *Years* *Months*

THIS IS TO CERTIFY THAT THE FOLLOWING EVIDENCE OF AGE OR A TRANSCRIPT THEREOF
HAS BEEN FILED IN THIS OFFICE FOR THE ABOVE-NAMED MINOR.

Place of Birth _____
City *County* *State*

Date of Birth (Month/Day/Year) _____

Parent or Guardian _____

Street Address, City, State, Zip _____

Name of firm to employ above-named minor _____

Street Address _____ City _____ State, Zip _____

Industry: _____ Occupation: _____

Signature of Minor _____ Address of Minor _____

Signature of Issuing Officer _____ Title _____ Name of School _____

NOTE: IN CASE OF A MINOR UNDER 18 YEARS OF AGE THIS CERTIFICATE IS TO BE RETURNED BY THE EMPLOYER TO THE ISSUING OFFICER UPON THE TERMINATION OF THE MINOR'S EMPLOYMENT. (SEE REVERSE SIDE)



ILLINOIS DEPARTMENT OF LABOR EMPLOYMENT CERTIFICATE

Minor's Social Security No. _____ Date of Issue _____

VALID FOR ONE YEAR AND FOR EMPLOYER TO WHOM ORIGINALLY ISSUED

1. This certifies that I, the undersigned issuing officer, have made a careful examination of all proofs, documentary or otherwise, as required by Section 12 of the Act entitled "An Act to regulate the employment of children," approved, in force and effective June 30, 1945.

(Name of Minor) (Sex)

(Address of Minor) (City)

and find the following: that this minor was born at _____
(City) (State)

_____ on the _____ day of _____, 19____.
(County)

as shown by evidence of age _____
(Name of Document Accepted)

and I have on file a statement from employer of intention to employ said minor; statement of physical fitness, and statement of the principal of the school which the minor attends if this certificate covers employment during the school year.

2. Is liquor served? ☐ Yes ☐ No Summer work only? ☐ Yes ☐ No

3. That the employer _____
(Name)

(Street) (City)

_____, has promised the said minor present
(Nature of Industry)

employment as a _____ for _____ on school days and not more than
(Occupation) (Hours)

eight (8) hours on days when school is NOT in session, or _____

4. _____
(Signature of Minor) (Name of School/County)

5. _____
(Parent's Name) (Signature of Issuing Officer)

6. _____
(Parent's Address) (Address of Issuing School)

NOTE: Upon termination of employment of said minor, employer shall immediately return this certificate to the issuing officer.

DISTRIBUTION:

Canary - Copy to Employer Blue - Illinois Department of Labor
Green - Issuing Officer Pink - Copy to Parent/Guardian

Labor Laws Specific to 14- and 15-Year Olds

A 14 or 15 year old minor may **NOT** work:

- ❖ before 7 a.m.
- ❖ after 7 p.m. between Labor Day and June 1
- ❖ after 9 p.m. June 1 through Labor Day
- ❖ more than 8 hours on non-school days
- ❖ more than 3 hours on school days
- ❖ more than 24 hours during school weeks
- ❖ more than 48 hours during non-school weeks
- ❖ more than six days per week

Fourteen- and 15-year-olds MAY be employed to perform the following in retail, food service, and gasoline service establishments:	Fourteen- and 15-Year-Olds MAY NOT be employed in:
Office and clerical work, including operation of office machines. Cashiering, selling, modeling, art work, work in advertising departments, window trimming and comparative shopping. Price marking and tagging by hand or by machine. assembling orders, packing and shelving. bagging and carrying out customer orders. Errand and delivery work by foot, bicycle, and public transportation. Cleanup work, including the use of vacuum cleaners and floor waxers. The cleaning of kitchen equipment, including the filtering, transporting, and disposal of oil and grease, is permitted as long as the temperatures of the surfaces and the oil and grease do not exceed 100° F.	Any manufacturing occupation. Any mining occupation. Most processing occupations such as filleting of fish, dressing poultry, cracking nuts, laundering as performed by commercial laundries, bulk or mass mailings (<i>except</i> certain occupations expressly permitted in retail, food service and gasoline service establishments as discussed below). Occupations requiring the performance of any duties in workrooms or workplaces where goods are manufactured, mined or otherwise processed (<i>except</i> to the extent expressly permitted in retail, food service, or gasoline service establishments as discussed below; and as discussed in footnote 2 below). Public messenger service. Operation or tending of hoisting apparatus or of any power-driven machinery, including lawnmowers, trimmers, and w eed whackers,” but not including office machinery and those

<p>Maintenance of grounds, but not including use of power-driven mowers or cutters.</p> <p>Kitchen work and other work involved in preparing and serving food and beverages, including the operation of machines and devices used in the performance of such work, such as, but not limited to, dishwashers, toasters, dumbwaiters, popcorn poppers, milk shake blenders, coffee grinders and microwave ovens that do not have the capacity to warm above 140° F.</p> <p>Work in connection with cars and trucks if confined to the following:</p> <p>**Dispensing gasoline and oil.</p> <p>**Courtesy service on premises of gasoline service station.</p> <p>**Car cleaning, washing, and polishing.</p> <p>**Other occupations permitted by this section.</p> <p>But not including work involving the use of pits, racks or lifting apparatus or involving the inflation of any tire mounted on a rim equipped with a removable retaining ring.</p> <p>Cleaning vegetables and fruits, and wrapping, sealing, labeling, weighing, pricing, and stocking goods when performed in areas physically separate from areas where meat is prepared for sale and outside of freezers and meat coolers.</p>	<p>machines in retail, food service and gasoline service establishments that are expressly permitted and discussed below.</p> <p>The operation of motor vehicles or service as helpers on such vehicles.</p> <p>Any occupation found and declared to be hazardous by the secretary of labor.</p> <p>Occupations in connection with:</p> <p>transportation of persons or property by rail, highway, air, on water, pipeline, or other means.</p> <p>warehousing and storage.</p> <p>communications and public utilities.</p> <p>construction (including repair). <i>Except</i> office or sales work in connection with a., b., c., and d. above when not performed on transportation media or at the actual construction site.</p> <p>Fourteen- and 15-year-old employees MAY NOT be employed to perform the following in Retail, Food Service, and Gasoline Service Establishments:</p> <p>Work performed in or about boiler or engine rooms.</p> <p>Work in connection with maintenance or repair of the establishment, machines, or equipment.</p> <p>Outside window washing that involves working from windowsills, and all work requiring the use of ladders, scaffolds, or their substitutes.</p> <p>Cooking (<i>except</i> with electric or gas grilles that do not involve cooking over an open flame and with deep fat fryers that are equipped with and utilize devices that automatically lower and raise the baskets into and out of the oil or grease).</p> <p>Baking.</p>
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	<p>Occupations which involve operating, setting up, adjusting, cleaning, oiling, or repairing power-driven food slicers and grinders, food choppers and cutters, and bakery-type mixers.</p> <p>Work in freezers and meat coolers and all work in preparation of meats for sale (<i>except</i> wrapping, sealing, labeling, weighing, pricing, and stocking when performed in other areas).</p> <p>Loading and unloading goods to and from trucks, railroad cars, or conveyors.</p> <p>All occupations in warehouses <i>except</i> office and clerical work.</p>
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Work Experience and Career Exploration Programs (WECEP)

Some of the provisions of Child Labor Regulation are varied for 14- and 15-year-old participants in approved school-supervised and school-administered WECEP programs.

Enrollees in WECEP may be employed:

- ❖ During school hours.
- ❖ For as many as 3 hours on a school day, including Fridays.
- ❖ For as many as 23 hours in a school week.
- ❖ In occupations otherwise prohibited but only after a specific variance has been granted by the Administrator of the Wage and Hour Division.

The State Educational Agency must obtain approval from the Administrator of the Wage and Hour Division before operating a WECEP program. Local education agencies must have an approved funding agreement with the Illinois State Board of Education before operating WECEP.

Students are permitted to work in certain types of occupations such as:

- ❖ office and clerical work; they may operate office machines;
- ❖ cashier, selling, modeling, art work, advertising departments, window trimming, and comparative shopping;

- ❖ price marking and tagging by hand or machine, assembling orders, packing, and shelving;
- ❖ bagging and carrying out customers' orders;
- ❖ delivery work by foot, bicycle, or public transportation;
- ❖ clean-up work, including waxers and cleaners. Maintenance work, but they cannot use power equipment;
- ❖ kitchen work, including all duties and they may use equipment that is essential in performance of those duties;
- ❖ work with cars and trucks doing courtesy service, hand car washing, polishing, and cleaning; and
- ❖ cleaning vegetables and fruits, wrapping, sealing, labeling, weighing, pricing, and stocking goods.

Labor Laws Specific to 16- and 17-Year-Olds

There are certain occupations in which students who are less than 18 **CANNOT** work. These occupations have been so designated by the Secretary of the Department of Labor. The following occupations have been declared to be particularly hazardous for students who are under the age of 18:

HO 1	Manufacturing and storing of explosives.
HO 2	Motor-vehicle driving and outside helper on a motor vehicle.
HO 3	Coal mining.
HO 4	Logging and sawmilling.
HO 5*	Power-driven woodworking machines.
HO 6	Exposure to radioactive substances.
HO 7	Power-driven hoisting apparatus, including forklifts.
HO 8*	Power-driven metal-forming, punching, and shearing machines.
HO 9	Mining, other than coal mining.

HO 10*	Operating power-driven meat processing equipment, including meat slicers and other food slicers, in retail establishments (such as grocery stores, restaurants, kitchens and delis), wholesale establishments, and most occupations in meat slaughtering, packing, processing, or rendering.
HO 11	Power-driven bakery machines including vertical dough or batter mixers.
HO 12*	Power-driven paper-products machines including scrap paper balers and cardboard box compactors.
HO 13	Manufacturing bricks, tile, and kindred products.
HO 14*	Power-driven circular saws, band saws, and guillotine shears.
HO 15	Wrecking, demolition, and ship breaking operations.
HO 16*	Roofing operations and all work on or about a roof.
HO 17*	Excavation operations.

* These HOs provide limited exemptions for 16- and 17-year-olds who are bona-fide student-learners and apprentices. The exemptions are detailed at this website:

http://www.dol.gov/esa/whd/regs/compliance/childlabor101_text.htm#4

One Day Rest in Seven Act

This Act provides for employees a minimum of twenty-four (24) hours of rest in each calendar week and a meal period of 20 minutes for every 7-1/2 hour shift beginning no later than 5 hours after the start of the shift. The law allows employers to secure permits from the Department of Labor to work employees the 7th day provided that the employees have voluntarily elected to work. This Section does not apply to the following:

1. Part-time employees whose total work hours for one employer during a calendar week do not exceed 20
2. Employees needed in case of breakdown of machinery or equipment or other emergency requiring the immediate services of experienced and competent labor

to prevent injury to person, damage to property, or suspension of necessary operation

3. Employees employed in agriculture or coal mining
4. Employees engaged in the occupation of canning and processing perishable agricultural products, if such employees are employed by an employer in such occupation on a seasonal basis and for not more than 20 weeks during any calendar year or 12 month period
5. Employees employed as watchmen or security guards
6. Employees who are employed in a bonafide executive, administrative, or professional capacity or in the capacity of an outside salesman, as defined in Section 12 (a) (1) of the federal Fair Labor Standards Act, as amended, and those employed as supervisors as defined in Section 2 (11) of the National Labor Relations Act, as amended
7. Employees who are employed as crew members of any uninspected towing vessel, as defined by Section 2101(40) of Title 46 of the United States Code, operating in any navigable waters in or along the boundaries of the State of Illinois.

Wage and Hour Provisions of the Fair Labor Standards Act

All employees of certain enterprises having workers engaged in interstate commerce, producing goods for interstate commerce, or handling, selling, or otherwise working on goods or materials that have been moved in or produced for such commerce by any person are covered by the FLSA. A covered enterprise is the related activities performed through unified operation or common control by any person or persons for a common business purpose and:

1. whose annual gross volume of sales made or business done is not less than \$500,000 (exclusive of excise taxes at the retail level that are separately stated); or
2. is engaged in the operation of a hospital, an institution primarily engaged in the care of those who are physically or mentally ill or disabled or aged, and who reside on the premises, a school for children who are mentally or physically disabled or gifted, a preschool, an elementary or secondary school, or an institution of higher education (whether operated for profit or not for profit); or
3. is an activity of a public agency.

Construction and laundry/dry cleaning enterprises, which were previously covered regardless of their annual dollar volume of business, are now subject to the \$500,000 test.

Workers who are covered by the FLSA are entitled to a minimum wage of not less than \$6.55 per hour effective July 24, 2008. Overtime pay at a rate of not less than one and one-half times their regular rate of pay is required after 40 hours of work in a workweek.

Illinois has a higher minimum wage rate than the Federal Government; therefore, use this wage scale:

STATE OF ILLINOIS MINIMUM WAGE

Figure 24 State of IL Minimum Wage

Category of Employee	7/1/09 - 6/30/10	On/after 7/1/10
Adults (18 and older)	\$8.00	\$8.25
Tipped Employees	4.80	4.95
First 90 days with employer	7.50	7.75
Youths (under 18)	7.50	7.75
Tipped employees	4.50	4.65

The employment of CE students should, as nearly as possible, entail working conditions that are identical to those of any other beginning worker. Because employers of CE students are asked to provide training as well as employment, exceptions to the minimum wage can be made. Regular student-learners and handicapped learners may receive exemption from the minimum wage requirement that will allow employers to pay 75% of the minimum wage for student-learners and 50% for handicapped students. These exemptions are obtainable by filing a Wage

and Hour Form 205 for regular student-learners and the Wage and Hour Form 222 for handicapped students.

The FLSA provides for the employment of certain individuals at wage rates below the minimum wage. These individuals include student-learners, as well as full-time students employed by retail or service establishments, agriculture, or institutions of higher education. Also included are individuals whose earning or productive capacity is impaired by a physical or mental disability, including those related to age or injury, for the work to be performed.

Employment at less than the minimum wage is designed to prevent the loss of employment opportunities for these individuals. Certificates issued by the Department of Labor's Wage & Hour Division are required for this type of employment.

The youth minimum wage is authorized by the FLSA, which allows employers to pay employees under 20 years of age a lower wage for 90 calendar days after they are first employed. Any wage rate above \$4.25 an hour may be paid to eligible workers during this 90-day period.

You must file an application and obtain approval from the State in order for student-learners to be paid sub-minimum wage.

The application will NOT be approved if:

1. the job does not require a sufficient degree of skill to necessitate a substantial learning period,
2. another worker is displaced,
3. wage rates or working standards of experienced workers would be depressed,
4. the occupational needs of the community or industry do not warrant the training of students at less than the statutory minimum,
5. there are serious outstanding violations of the Fair Labor Standards Act, and

6. the number of students at certificate rates is more than a small proportion of the
7. establishment's work force.

There will be times when businesses which provide training stations are not within the jurisdiction of state or federal wage laws. All employers are covered by state or federal child labor laws, however. The coordinator should make certain that the employment is permitted under the child labor laws and ensure that the students do not become a source of inexpensive manpower for the employer. Carefully developed training plans and supervision at work sites are major means of assuring compliance in these areas.

Employment of Full-Time Students

Another possibility for employing students for less than the federal minimum wage is the full-time student exemption. Three types of employers—retail sales and service, agricultural, and private institutions of higher learning, may employ full-time students no more than 20 hours per week at 85% of the federal minimum wage rate. The employer is required to pay the full applicable minimum wage for all hours over 20 that the student works.

Employers in the three categories, who wish to employ students under this provision, must make application with the Federal Wage and Hour Office. A certificate of authorization will be issued to qualified employers. This authorization permits the employer to hire a maximum of 6 full-time students at the rate of 85% of the federal minimum rate. Employers who have large numbers of employees may not, however, hire full-time students for more than 10% of the TOTAL hours worked in the previous quarter under this provision. Neither may one employer, who owns several small establishments, hire 6 full-time students under this provision for each establishment. That employer must either hire one full-time student for each

establishment up to a maximum of 6, or limit the student hours to 10% of the total hours worked during the previous quarter. The only responsibility that a teacher-coordinator may have under this provision would be to issue a letter documenting the full-time status of the student.

Equal Access Requirements

1. The local educational agency must ensure that students participating in cooperative education, work study, placement and/or apprenticeship training have the same opportunities regardless of race, color, national origin, sex, or handicap.
 - a. the listing of jobs and referring students for job interviews must be without regard to race, color, national origin, sex, or handicap.
 - b. students placed must receive equal treatment with regard to task assignments, hours of employment, responsibility levels, and pay.
 - c. an employer's request for students of a particular sex, race, color, or nationality cannot be honored.
 - d. minority students should be informed of, and assisted in acquiring, employment and provided with appropriate follow-up support once placed.
2. Written assurances of nondiscrimination must be obtained from labor unions, businesses, industrial plants, and other employers to whom students are referred or assigned. Districts meet this requirement by including a nondiscrimination statement with all employer, union, or other sponsor agreements, such as training agreements, training plans, and contracts.

Targeted Jobs Tax Credit

Some years ago, federal legislation allowed for Targeted Jobs Tax Credit (TJTC) which provided for possible tax credits for employers hiring people with disabilities. Unfortunately, TJTC authorization was time limited, at times not reauthorized or in other situations was allowed to lapse. In 1996 the Work Opportunities Tax Credit (WOTC) authorized under the Small Business Job Protection Act, replaced TJTC. There was no legislation passed in 2006, however, the reauthorization of WOTC in the "Tax Relief and Health Care Act" made WOTC retroactive to January 1, 2006 and continued authorization until December 31, 2007.

In May 2007, Congress passed the Small Business and Work Opportunity Tax Act extending the WOTC until August 31, 2011. For Vocational Rehabilitation job candidates who are hired, an employer may take a tax credit of up to 40% of the first \$6,000 (\$2,400) in wages paid to the employee during the first year (12-month period) of hire for employees who work 400 hours or more. Employers can also claim a partial tax credit of 25% of wages paid for employees work at least 120 hours but less than 400 hours.

State of Illinois Labor and Wage Laws

Illinois guarantees a minimum wage of \$7.75 per hour (as of 7/1/08) for workers 18 years of age and older; workers under 18 may be paid \$.50 per hour less than the adult minimum wage. Credit for tips may not exceed 40% of the applicable minimum wage. Employers may apply for licenses to pay sub-minimum rates to learners and certain workers with physical and mental limitations. Overtime must be paid after 40 hour of work per week at time and one-half the regular rate. In any occupation, every employer may pay a subminimum wage to learners during their period of learning. However, under no circumstances, may an employer pay a learner a wage less than 70% of the minimum wage rate for employees 18 years of age or older.

Child labor law regulates the employment of workers under 16 years of age. The law protects children by (1) requiring employment certificates (the certificate confirms that a minor is old enough to work, physically capable to perform the job, and that the job will not interfere with the minor's education); (2) prohibiting work in hazardous occupations; and (3) limiting working hours. All work before 7 a.m. and after 7 p.m. is prohibited. However, work until 9 p.m. is allowed from June 1 through Labor Day.

Unemployment Compensation Insurance

The following employment is generally not covered: (1) self-employment; (2) certain agricultural labor and domestic service; (3) service for relatives; (4) service of patients in hospitals; (5) certain student interns; (6) certain alien farm workers; (7) certain seasonal camp workers; (8) railroad workers, who have their own unemployment program; and (9) work-study programs (CE is a work-study program).

The document, *What Every Worker Should Know about Unemployment Insurance* (<http://www.ides.state.il.us/forms/pdf/whatuno.pdf>) specifies who is eligible for compensation.

Item #5 on page 3 states that in order to qualify . . .

You must be able and available to work. Benefits are not paid for any period in which you are on vacation when your principle occupation is that of a student (you may be eligible if you are attending a training course approved by the Illinois Department of Employment Security Director, or while you engage in any other activity that makes you unavailable for work.

Another useful document is *The Guide to the Illinois Unemployment Insurance Act* (<http://www.ides.state.il.us/info/pubs/uiact-guide.pdf>).

A cooperative education student filed for unemployment insurance and was denied. The Illinois Department of Employment Security (IDES) provided this finding: —. . since the remuneration was earned in a work-study program which combines academic instruction with work experience, the payment made does not constitute wages according to the Illinois Unemployment Insurance Act and may not be used to establish benefit credit.”

Unemployment compensation can be waived for CE students; however, the training agreement must specify the period of time covered by the program. Students working during

hours not covered on the training agreement may become entitled for unemployment compensation benefits. This opinion is based on the following interpretations.

The Unemployment Insurance Act of the state of Illinois has been amended to read that the term "employment" shall include the services performed after December 31, 1977, by an individual in the employ of this State or any of its instrumentalities, or any political subdivision or municipal corporation thereof. This amendment, therefore, brought employees of public schools under the Act. Sec. 211.1 (B)

To ascertain how this amendment would affect students, the Illinois Department of Labor's legal section and school administrators reviewed the amendment, and it was determined that students in either CE or career and technical education programs would not be classified as employees because of the following two sections:

Section 220

The term "employment" shall not include service performed after December 31, 1977; As part of an unemployment work-relief or work-training program assisted or financed in whole or in part by any Federal agency or an agency of this State, or a political subdivision or municipal corporation, by an individual receiving such work-relief or work-training.

Section 227

The term "employment" shall not include service performed after 1971 by an individual who is enrolled at a non-profit or public educational institution, which normally maintains a regular facility and curriculum and normally has a regularly organized body of students in attendance at the place where its educational activities are carried on, as a student in a full-time program, taken for credit at such institution, which combines academic instruction with work experience, if such service is an integral part of such program, and such institution has so certified to the employer,

except that this section shall not apply to service performed in a program established for or on behalf of an employer or group of employers.

Additionally, exclusion from provisions of the Illinois Unemployment Insurance (UI) Act generally:

1. is limited to the term for which the student is enrolled in a bona fide program. Work performed during the school vacation period, which is unrelated to the academic program, may not be excluded from provisions of the Act.
2. students, who are covered by the Act during the summer, would become eligible for exemption from provisions of the Act when enrolled in a bona fide program at the start of the fall term providing other provisions of Section 227 are met, and (in the case of second year students) the second year training included development of additional skills.
3. students, who may be placed a few days prior to the official starting date of the term, may be excluded from UI coverage if the early starting date:
 - a. was necessary for training purposes,
 - b. if the school considered the work as part of the official program,
 - c. if the school gave at least protanto graduation credit to the student for those hours worked prior to the start of the term, and
 - d. all other provisions of 227 have been met.

NOTE: A good test for questions relating to exclusions from the UI Act's provisions is that the exclusion should be for the benefit of the student and not for the benefit of the employer.

Worker's Compensation Act

Worker's compensation is different from unemployment compensation insurance in that the purpose of the worker's compensation is to promote the general welfare of the people of the state of Illinois by providing compensation for accidental injuries or death suffered in the course of employment. Employers are required by law to cover employees against losses incurred from job related injuries, dismemberments, or death. Premiums for worker's compensation are based on a

percent of the wages paid by the employer and the worker's job classification. Age is NOT a factor in determining the amount of the premiums.

Agricultural production employers (farmers) are NOT required to provide worker's compensation unless they hire workers for more than 500 worker days per quarter during the preceding calendar year.

Liability Insurance

Liability insurance is different from worker's compensation insurance in that liability insurance covers those individuals who are not employed by the business, but who may suffer injury or death while on the premises of the business.

Sexual Harassment

Sexual harassment is a form of sex discrimination that violates Title VII of the Civil Rights Act of 1964. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitutes sexual harassment when submission to or rejection of this conduct explicitly or implicitly affects an individual's employment, unreasonably interferes with an individual's work performance or creates an intimidating, hostile or offensive work environment. Sexual harassment can occur in a variety of circumstances, including but not limited to the following:

- The victim as well as the harasser may be a woman or a man. The victim does not have to be of the opposite sex.
- The harasser can be the victim's supervisor, an agent of the employer, a supervisor in another area, a co-worker, or a non-employee.
- The victim does not have to be the person harassed but could be anyone affected by the offensive conduct.

- Unlawful sexual harassment may occur without economic injury to or discharge of the victim.
- The harasser's conduct must be unwelcome.

It is helpful for the victim to directly inform the harasser that the conduct is unwelcome and must stop. The victim should use any employer complaint mechanism or grievance system available.

When investigating allegations of sexual harassment, the Equal Employment Opportunity Commission looks at the whole record: the circumstances, such as the nature of the sexual advances, and the context in which the alleged incidents occurred. A determination on the allegations is made from the facts on a case-by-case basis.

Prevention is the best tool to eliminate sexual harassment in the workplace. Employers are encouraged to take steps necessary to prevent sexual harassment from occurring. They should clearly communicate to employees that sexual harassment will not be tolerated. They can do so by establishing an effective complaint or grievance process and taking immediate and appropriate action when an employee complains.

One must be especially vigilant of student and employer performance in CE work stations. Today, college students are older than ever before. Many are dislocated workers who are accustomed to employment in highly traditional settings. Further, student placement in nontraditional occupational areas is increasing and this development increases the potential for sexual harassment. Definitions and prohibitions against such behavior can be covered in the CE student handbook.

Legal Opinion

A practicing attorney was asked to give an opinion on the various legal concerns addressed by CE. The following is a synthesis of the ideas shared:

Concept	Definition
In Loco Parentis	In the place of a parent.
Negligence	Doing something that a reasonable, prudent person would not do under the circumstances or not doing something that a reasonable, prudent person would do under the circumstances. NOTE: Circumstances play a most critical role in the determination of negligence.
Wanton	Lack of discipline, manifesting disregard of justice or rights and safety of others. Having no just foundation or real provocation. Being without check or limitation.

Opinions Shared

1. Each problem is unique and should be decided on an individual basis.
2. Every individual is responsible for his/her own actions.
3. Before an individual can be held responsible, it must be proved the he/she wantonly and willfully placed a student in a dangerous situation.
4. One cannot be held responsible for what one cannot predict. Time and circumstances are important elements in prediction of actions.
5. When transporting students, make sure that your vehicle is adequately covered by insurance.
6. Work stations should be carefully scrutinized before placing a student.
7. Coordinators should become aware of safety records of participating firms. Check OSHA accident records.
8. If instruction is required, or determined as needed, it must be provided. Provide proof that one has taught safety in the related classroom.
9. Generally, the liabilities related to students going to and from work are the same as they are for students going to and from school.
10. It is wise to have proof that the parents are aware that their sons or daughters are in a CE program and driving to and from work.
11. One cannot sign away the rights of another.

12. The key to liability in a case rests in three words: *wanton, willful, and foreseeable*.

Licensure, Certification, and Registration Laws

Guidelines for the regulation of workers have been developed and administered, either by appropriate professional organizations or by legally constituted authorities in the respective states, as a means of safeguarding the public against unqualified and/or unscrupulous persons. Therefore, regulatory procedures such as licensure, certification, and/or registration have been established in several occupational areas, including but not limited to health science technology, cosmetology, day care, and early childhood.

In Illinois the regulatory agency for licensure is the Illinois Department of Financial and Professional Regulation (http://business.illinois.gov/licenses_by_pro.cfm)

The Illinois Department of Children and Family Services provide information to licensing standards for child care facilities of many types and the employment of students in day care facilities. (<http://www.state.il.us/dcf/index.shtml>)

The Illinois Department of Public Health's mission is to promote the health of the people of Illinois through the prevention and control of disease and injury. Several offices within the department provide guidance to occupational areas. (<http://www.idph.state.il.us/>)

G. RELATED INSTRUCTION FOR COOPERATIVE EDUCATION

It is generally thought that the most effective career and technical education training consists of a combination of laboratory and on-the-job instruction. In addition to laboratory and on-the-job training, CE includes related classroom instruction that is delivered concurrently with the on-the-job instruction.

The type and level of CE plan influences the nature of the related instruction significantly. At least 200 minutes of related instruction per week is required in Illinois for secondary CE plans. Related instruction in regular CE plans includes much information that is directly related to a particular occupation. Related instruction within such programs as Early School Leaver, WECEP, and Special Education generally includes information that all workers need to know.

Related instruction associated with CE may be classified according to two major types—general related and specific related instruction. General related instruction includes topics such as safety, human relations, labor laws, taxes and economics that are important for all workers to know in a free enterprise system. Specific related instruction includes topics that tend to make an individual more proficient in one occupational area than in all other occupational areas. For example, auto mechanic trainees would be receiving specific related instruction if they were learning about such things as front end alignment, electrical systems, power trains, brakes, and exhaust systems. They would, however, be receiving general related instruction if they were learning about such things as relationships on the job, safety, managing money, and many other topics that would be valuable for all workers to know. Specific related instruction is sometimes referred to as technical, occupational or job related instruction.

Related instruction should be correlated with on-the-job instruction and experiences and should be based on the needs of students being served, the requirements of the occupations, and the goals of the program. The instruction should be planned for the purpose of providing career education, personal and/or on-the-job instruction, and occupational development.

Planning General Related Instruction

When planning CE instruction, one of the first things that must be decided is what should be learned. General related instruction should include: orientation to CE, entering the world of work, safety on the job, understanding the business/industry where you work, developing human relation skills, developing communication skills, understanding the law, developing individual potential, coping with stress and conflict, meeting adult responsibilities, being part of a youth organization, using job-related math, understanding taxation, preparing for post-secondary education, analyzing employment possibilities, and understanding the economic system.

Curriculum Revitalization Initiative

www.ilcte.org

The Illinois State Board of Education Career and Technical Education division has worked to provide resources for teachers and student teachers through the Curriculum Revitalization Initiative (CRI). The CRI effort generated the website where all resources are deposited for easy access to CTE curriculum material. The mission of this website resource is to enhance the instructional program improvement of career and technical education programs throughout Illinois by aligning lessons with the Illinois Learning Standards, content-specific National Standards, Workplace Skills, and Occupational Skills Standards.

The purpose is to distribute lesson plans that address Illinois Learning Standards for mathematics, science, English/language arts, social studies, etc. and include Power Point slide sets, sample test items and assessments, and other reference materials to Illinois educators in the four CTE curricular areas of:

1. Business, Marketing and Computer Education
2. Family and Consumer Sciences
3. Health Science Technology
4. Technology and Engineering Education (Industrial)

SCANS

<http://wdr.doleta.gov/SCANS>

The Secretary's Commission on Achieving Necessary Skills (SCANS) was appointed by the Secretary of Labor to determine the skills young people need to succeed in the world of work. The Commission's fundamental purpose was to encourage a high-performance economy characterized by high-skill, high-wage employment. The following information should provide a blueprint for general related-instruction.

SCANS - A THREE-PART FOUNDATION

1. Basic Skills: Reads, writes, performs arithmetic and mathematical operations, listens and speaks.
 - a. Reading—locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules
 - b. Writing—communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts
 - c. Arithmetic/Mathematics—performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques

- d. Listening—receives, attends to, interprets, and responds to verbal messages and other cues
 - e. Speaking—organizes ideas and communicates orally
- 2. Thinking Skills: Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons.
 - a. Creative Thinking—generates new ideas
 - b. Decision Making—specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative
 - c. Problem Solving—recognizes problems and devises and implements plan of action
 - d. Seeing Things in the Mind's Eye—organizes, and processes symbols, pictures, graphs, objects, and other information
 - e. Knowing How to Learn—uses efficient learning techniques to acquire and apply new knowledge and skills
 - f. Reasoning—discovers a rule or principle underlying the relationship between two or objects and applies it when solving a problem
- 3. Personal Qualities: Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty.
 - a. Responsibility—exerts a high level of effort and perseveres towards goal attainment
 - b. Self-Esteem—believes in own self-worth and maintains a positive view of self
 - c. Sociability—demonstrates understanding, friendliness, adaptability, empathy, and
 - d. Self-Management—assesses self accurately, sets personal goals, monitors progress, and exhibits self-control
 - e. Integrity/Honesty—chooses ethical courses of action

SCANS - FIVE WORKPLACE COMPETENCIES

- 1. Resources: Identifies, organizes, plans, and allocates resources.
 - a. Time—selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules
 - b. Money—uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives

- c. Material and Facilities—acquires, stores, allocates, and uses materials or space efficiently
 - d. Human Resources—assesses skills and distributes work accordingly, evaluates performance and provides feedback
2. Interpersonal: Works with others.
- a. Participates as Member of a Team—contributes to group effort
 - b. Teaches Others New Skills
 - c. Serves Clients/Customers—works to satisfy customers' expectations
 - d. Exercises Leadership—communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies
 - e. Negotiates—works toward agreements involving exchange of resources, resolves divergent interests
 - f. Works with Diversity—works well with men and women from diverse backgrounds
3. Information: Acquires and uses information.
- a. Acquires and Evaluates Information
 - b. Organizes and Maintains Information
 - c. Interprets and Communicates Information
 - d. Uses Computers to Process Information
4. Systems: Understands complex inter-relationships.
- a. Understands Systems—knows how social, organizational, and technological systems work and operates effectively with them
 - b. Monitors and Corrects Performance—distinguishes trends, predicts impacts on systems operations, diagnoses deviations in systems' performance and corrects malfunctions
 - c. Improves or Designs Systems—suggests modifications to existing systems and develops new or alternative systems to improve performance
5. Technology: Works with a variety of technologies.
- a. Selects Technology—chooses procedures, tools or equipment including computers and related technologies
 - b. Applies Technology to Task—understands overall intent and proper procedures for setup and operation of equipment

- c. Maintains and Troubleshoots Equipment—prevents, identifies, or solves problems with equipment, including computers and other technologies

Planning Specific Related Instruction

Two important characteristics of specific related instruction are that it should be individualized and correlated with the on-the-job instruction. This is important because there will be many different occupations represented in the related class, and even students who are training in the same occupation will not likely be working in the same area at the same time. Specific related instruction that is delivered as close to the time when the trainee will need the information on-the-job will be more effective.

Specific related topics are identified during the time when the teacher-coordinator and training sponsor are developing the training plan. Some CE plans such as early school leaver, WECEP, and special education may not involve any curriculum development in the specific related area, but all of the related instruction in these programs will likely be general.

Obviously, an interrelated teacher-coordinator may not be knowledgeable about all occupations that are represented in their related classes. Fortunately, high quality, individualized curriculum guides have been developed for virtually all occupations. The teacher-coordinator's task is to obtain necessary specific related curriculum guides for the occupations in which students are placed. The Illinois Office of Educational Services (<http://www.ioes.org>), Springfield, Illinois, is a good place to begin this task.

Most specific related study guides for CE contain teacher's guides, programmed or individualized student booklets, a list of needed reference materials, tests, and answer keys. Teacher-coordinators normally work to develop a collection of specific related instructional materials for occupations that may be used by currently enrolled or prospective CE students. You should

realize that curriculum packages developed for a particular occupation may require the purchase of references. Frequently, the reference book used in a particular curriculum guide can be found among the resources of other career and technical education and technical teachers within the LEA.

If teacher-coordinators are successful in obtaining high quality curriculum materials from commercial publishers, locally developed materials will be required only for unusual or specialized occupations. For these occupations, teacher-coordinators are advised to work closely with professionals associated with these occupations.

Curriculum Initiative

(www.ilcte.org)

The Illinois State Board of Education's Career and Technical Education Division has worked to provide resources for teachers and student teachers through the Curriculum Revitalization Initiative (CRI). The CRI effort generated the CRI web site where all resources are deposited for easy access to CTE curriculum material. The mission of this web site resource is to enhance the instructional program improvement of career and technical education (CTE) programs throughout Illinois by aligning lessons with the Illinois Learning Standards, content-specific National Standards, Workplace Skills, and Occupational Skills Standards.

The purpose is to distribute lesson plans that address Illinois Learning Standards for mathematics, science, English/language arts, social studies, etc. and include Power Point slide sets, sample test items and assessments, and other reference materials to Illinois educators in the four CTE curricular areas of:

Business, Marketing and Computer Education

(<http://www.ilcte.org/content-areas/business-marketing-management>)

Family and Consumer Sciences

(<http://www.ilcte.org/content-areas/family-consumer-sciences>)

Health Science Technology

(<http://www.ilcte.org/content-areas/health-science-technology>)

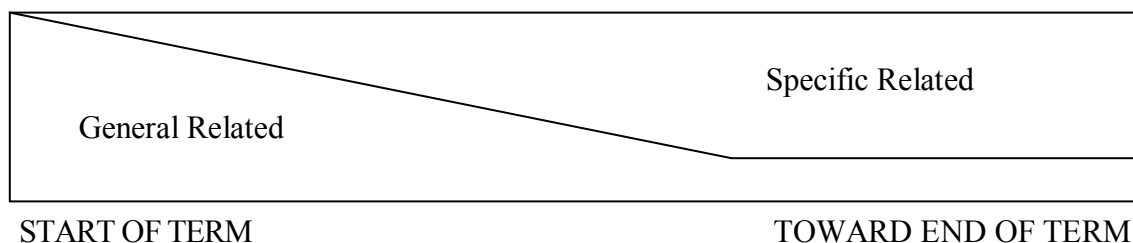
Technology and Engineering Education (Industrial)

<http://www.ilcte.org/content-areas/industrial-technology>

Organizing Related Instruction

Once the task of determining what should be learned in the related class has been completed, thought should be given to the question of when each lesson should be delivered. The following strategy for organizing general and specific related CE instruction is generally accepted by most CE practitioners.

Sequencing Strategy For CE Related Instruction



The strategy suggests that more general related information be presented at the beginning of a related class, and increasingly more specific related instruction be presented as the class progresses. Some would suggest that, after the term has been in session for a few weeks, a 1:4 ratio between general and specific related instruction respectively should be achieved.

This strategy for organizing curriculum may be of value for regular secondary CE plans; however, it does not offer much help for special CE plans. Some suggestions are to:

1. Use early class sessions for topics related to CE orientation such as special policies, expectations, forms, required reports, etc.

2. Include activities early in the term that will tend to develop esprit de corps among students.
3. Use early class sessions to assure student understanding of the function of the career and technical education student organization in related classroom instruction.
4. Strive to correlate on-the-job with classroom instruction.
5. Organize instruction to assure initial student success.
6. Include safety instruction early in the term. Maintain records of safety instruction.
7. Attempt to foster within students the ability to work independently and responsibly in the area of CE related instruction.
8. Consider immediacy of student need in structuring topics.
9. Use the following three principles in organizing instructional units:
 - a. known to unknown,
 - b. simple to complex, and
 - c. general to specific.
10. Involve students in sequencing instruction.
11. Consider the calendar in sequencing topics (It may be better to teach taxes at tax time).
12. Decide the appropriate amount of time to devote to each topic.
13. Let the answer to the following question guide your decisions in organizing curricular topics, "What will students need to know for job success at a given time?"
14. Consider student interest in sequencing curriculum.
15. Maintain flexibility in following planning sequences.
16. Understand that one sequencing strategy is not applicable to all types of CE plans.
17. Be influenced by individual student characteristics, training agreements and plans in sequencing curriculum.

The related class is important to the success of CE students. After the "what to teach" and "when to teach" decisions have been made, teacher-coordinators are ready to make the ~~how to teach~~ decisions.

Delivering Cooperative Education Related Instruction

It is not the intent of this section to repeat all instructional methods and techniques that teacher-coordinators normally learn during their regular programs of professional development. There are, however, sufficient differences between regular classes and CE related classes to warrant suggestions. The content of the related class affects, and is affected by, what students learn and do on-the-job. This job influence significantly affects the nature of the classroom instruction.

It is not unusual for each student in a CE class to be working on a different topic or project at the same time. Because of this phenomenon individualizing related instruction becomes imperative. The teacher-coordinator must truly become a classroom manager/facilitator. More than a token effort must be expended to assure a variety of methods and techniques designed to meet the individual needs of each student. The following list contains suggestions that may help teacher-coordinators in delivering CE related instruction.

1. Avoid the tendency to use the lecture method excessively.
2. Select a variety of teaching methods and techniques.
3. Utilize community resource people to present appropriate topics.
4. Use instructional techniques that foster student self-esteem, independence, and responsibility.
5. Give appropriate attention to the basics.
6. Correlate classroom instruction with on-the-job instruction.
7. Experiment with a promising new instruction method or technique.
8. Involve students in planning and delivering instruction.
9. Consider student need, on-the-job demands and CE goals in selecting appropriate methods.
10. Assure initial student success to build student confidence.
11. Let action oriented instructional objectives dictate methods and techniques.
12. Remember that a related class should help students develop:

- a. academically,
- b. career and technical educationally,
- c. career wise,
- d. personally.

Evaluating Cooperative Education Related Instruction

Teacher-coordinators are responsible for evaluating student performance in related classes and submitting grades that represent student achievement. When students are involved in lock-step programs in which all students learn the same thing at approximately the same time, evaluation is much simpler.

Cooperative education plans that include only general related topics frequently utilize the traditional evaluation model to determine where students fit under the so-called normal curve of distribution. For the great majority of CE students, however, group testing at the end of specified units will have to be replaced with individualized testing methods.

To illustrate the nature of the problem, consider that students in a regular CE related class may be devoting 80% of their time to specific related instruction (technical information that relates to a particular occupation). Seldom would any two students be involved in learning the same information at the same time. So, for 80% of a student's class time, the teacher-coordinator has little basis for comparing one student's performance on a particular unit with another student's performance.

The approach to the task of evaluation taken by many teacher-coordinators is to consider the two types of related instruction separately. General related instruction is frequently evaluated using the traditional present then test mode; whereas, the specific related instruction is judged by considering the quantity and quality of each student's work. Some teacher-coordinators develop elaborate systems

for determining the quantity and quality of work produced by each student. From this system they determine the distribution of grades.

Because all related instruction should be directed toward enabling students to achieve pre-stated objectives or standards, the basis for evaluating student performance should move from traditional systems of evaluation to assessment related objectives, standards or outcomes. Grades should be based on the objectives that students attained. Some student outcomes related to CE participation may be the development of:

1. job knowledge, skills and attitudes necessary for students to make the transition successfully from school to work,
2. the ability to work harmoniously with others,
3. the ability to respond appropriately to supervision,
4. safe working habits,
5. needed communication and computational skills,
6. the ability to secure a job and to make progress in a career,
7. desirable leadership characteristics,
8. an understanding of a citizen's rights and responsibilities, and
9. economic skills needed to participate effectively in a free enterprise system.

Evaluation of CE students should relate more to assessing student growth in meeting stated outcomes than it does to determining numbers of units completed. To achieve this ideal teacher-coordinators may have to give up some of the security inherent in using evaluation techniques that are based on well-defined probability theories and normally shaped curves of distribution.

H. MANAGING RESOURCES FOR COOPERATIVE EDUCATION

A commonly accepted definition of management is the achievement of predetermined objectives through others (<http://www.rogershr.com>). The predetermined objective of CE is to mix and match internal and external resources effectively and efficiently to develop within students the knowledge, attitudes, skills and habits necessary to transition successfully to the world-of work. Presented in this section will be information related to facilities, equipment and supplies, budgeting, managing information, and staff development.

Facilities, Equipment. and Supplies

Appropriate facilities, proper equipment, and adequate supplies are necessary for high-quality programs. The main facility required for CE is a room for the related class. Many advantages could be cited for locating this related class in a facility in which skills related to the occupational area could be taught. In an ideal situation such as this, the cooperative office education related class would be scheduled in an office practice laboratory. The health science technology occupation related occupation would be taught in a facility that contained health related equipment and the agriculture, technology and engineering education, and marketing related CE classes would be scheduled in facilities that contained equipment and supplies for teaching occupationally related skills.

For most regular CE classes occupationally related manipulative skills are taught in the courses that are a part of the sequential program, or the skills are taught on- the-job. The related class, therefore, serves the purpose of providing space for teaching only general related and technical related subject matter.

The purpose of the Area Career Centers (ACC) are to provide career and technical education in a real-world setting with experienced professionals involved in the student's learning and training. It is common for all career and technical education areas to have a program at an ACC. Throughout the State of Illinois are located Area Career Centers. These centers may be a separate building or be attached to a high school or community college. The following chart lists the Illinois Area Career Centers.

Area Career Centers In Illinois

(http://www.isbe.net/career/pdf/IL_career_centers.pdf)

BECK AREA CAREER CENTER 6137 Beck Road Red Bud IL 62278 Phone: 618/473-2222 Fax: 618/473-2292 www.schools.lth5.k12.il.us/beck	BLOOMINGTON AREA VOCATIONAL CENTER 1202 East Locust, Box 5187 Bloomington IL 61702-5187 Phone: 309/829-8671 Fax: 309/828-3546 www.bloomingtonavc.org
CAPITAL AREA CAREER CENTER 2201 Toronto Road Springfield IL 62707 Phone: 217/529-5431 Fax: 217/529-7861 www.capital.tec.il.us	COLLINSVILLE AREA VOCATIONAL CENTER 2201 S Morrison Avenue Collinsville IL 62234 Phone: 618/346-6320 ext. 7 Fax: 618/346-6242 www.kahoks.org/cavc
DECATUR AREA TECHNICAL ACADEMY 300 East Eldorado Decatur IL 62523 Phone: 217/424-3070 Fax: 217/424-3169 www.dps61.org/data	FIVE COUNTY VOCATIONAL CENTER Tamms Campus – 2 nd & Washington, PO Box 70 Tamms IL 62988 Goreville Campus – 201 S Ferne Clyffe Goreville IL 62939 Phone: 618/747-2703 Fax: 618/747-2872 debs@5co.alxndr.k12.il.us

FOX VALLEY CAREER CENTER 47W326 Keslinger Road Maple Park IL 60151 Phone: 630/365-5113 Fax: 630/365-9088 www.foxvalleycc.org	GALESBURG AREA VOCATIONAL CENTER 1135 West Fremont Galesburg IL 61401 Phone: 309/343-3733 Fax: 309/343-1305 www.gavc.org
GRUNDY AREA VOCATIONAL CENTER 1002 Union Street Morris, IL 60450 Phone: 815/942-4390 Fax: 815/942-6650 www.gavc-il.org	INDIAN VALLEY VOCATIONAL CENTER 600 Lions Road Sandwich, IL 60548 Phone: 815/786-9873 Fax: 815/786-6928 www.indianavalley.org
JO DAVIESS-CARROLL AREA VOCATIONAL CENTER 950 US 20 West, PO Box 602 Elizabeth IL 61028 Phone: 815/858-2203 Fax: 815/858-2316 www.jdcavc.org	KANKAKEE AREA CAREER CENTER 4082 N 1000W Road, PO Box 570 Bourbonnais IL 60914 Phone: 815/939-4971 Fax: 815/939-7598 www.kacc-il.org
KEC AREA VOCATIONAL CENTER Office – 901 S 4 th Street, DeKalb IL 60115 School – 315 N 6 th Street, DeKalb IL 60115 Phone: 815/754-2400 (O) 815/754-9504 (S) Fax: 815/754-2402 (O) 815/754-9289 (S) www.kecprograms.com	LAKE COUNTY H.S. TECHNOLOGY CAMPUS 19525 W Washington Grayslake IL 60030 Phone: 847/223-6681 Fax: 847/223-7363 www.techcampus.org
LASALLE-PERU AREA CAREER CENTER 542 Chartres St LaSalle IL 61301 Phone: 815/223-2454 Fax: 815/224-5066 http://www.lphs.net	LINCOLN LAND TECHNICAL EDUCATION CENTER 1000 Primm Road Lincoln IL 62656-3180 Phone: 217/732-4131 ext. 225 Fax: 217/735-3963 http://www.lchs.k12.il.us/ltec.htm
LIVINGSTON AREA VOCATIONAL CENTER 1100 East Indiana Avenue Pontiac, IL 61764 Phone: 815/842-2557 Fax: 815/842-1005 http://www.pontiac.k12.il.us/lavc/lavc.htm	MT. VERNON AREA VOCATIONAL CENTER 320 South 7 th Street Mt. Vernon IL 62864 Phone: 618/246-5602 Fax: 618/244-8049 http://www.mvths.org

OKAW AREA VOCATIONAL CENTER 1109 North 8 th Street Vandalia IL 62471 Phone: 618/283-5150 Fax: 618/283-2014 http://okaw.fayette.k12.il.us	QUINCY AREA VOCATIONAL TECHNICAL CENTER 219 Baldwin Drive Quincy IL 62301 Phone: 217/224-3775 Fax: 217/221-4800 http://www.qps.org/schools/qavtc/index.html
TECHNOLOGY CENTER OF DUPAGE 301 South Swift Road Addison IL 60101 Phone: 630/620-8770 Fax: 630/691-7592 www.tcdupage.org	UNITED TOWNSHIP AREA CAREER CENTER 1275 Avenue of the Cities East Moline IL 61244 Phone: 309/752-1691 Fax: 309/752-1692 http://209.7.176.19/acc/
WHITESIDE AREA CAREER CENTER 1608 5 th Avenue Sterling IL 61081 Phone: 815/626-5810 Fax: 815/626-1001 http://www.wacc-online.org	WILCO AREA CAREER CENTER 500 Wilco Blvd. Romeoville IL 60441 Phone: 815/838-6941 Fax: 815/838-1163 www.wilco.k12.il.us

Education for Employment Systems

http://www.isbe.net/career/pdf/EFE_directory.pdf

The Education for Employment (EFE) system's primary function is to facilitate the cooperative planning and delivery of quality career and technical education to students within the system. The EFE systems efficiently maintain continuity and accessibility of secondary Career and Technical Education (CTE) instruction as well as accountability for the use of both state and federal CTE funds. The systems work collaboratively with postsecondary institutions to create programs to enhance the skill and academic development of students and articulate transitions to post-secondary training programs, employment or both.

The Illinois State Board of Education serves as the eligible agency responsible for the administration, operation, and supervision of career and technical education programs under the

Carl D. Perkins Career and Technical Education Act of 2006. The Illinois State Board of Education distributes Perkins funds to unit and high school districts through the Illinois Education for Employment (EFE) systems.

Regional Offices of Education

<http://www.isbe.net/regionaloffices/pdf/roedirectory.pdf>

Regional Superintendents are locally elected officials who administer Regional Offices of Education (ROEs), which are grouped by county or counties throughout Illinois. The Illinois State Board of Education (ISBE) realizes the importance of effective communication and cooperation between ISBE and the ROEs. Accordingly, the Division of ROE Services functions as the liaison between the State Superintendent of Education and the various Regional Superintendents of Schools. It is the goal of the Division of ROE Services to ensure that regional superintendents receive relevant, accurate, and up-to-date information and guidance from the ISBE.

The ROE has responsibilities in six areas including educational administration, cooperation management, financial, health and life safety, public relations, and transportation. The ROE serves as a liaison among the Illinois State Board of Education, state legislators, and local school districts. One of the most important responsibilities of the ROE is to issue, register, and renew teacher certificates.

Resources available through the ROE include employment opportunities, scholarship and grant opportunities, and professional development opportunities. The ROE also assists with cooperatives, special education programs, and Career and Technical Education programs. Another important responsibility is to distribute state and federal funds to local school districts.

The ROE is responsible for responding to questions from administrations, teachers, parents, and other community members.

Office Space and Equipment

A common practice in LEA's that offer several different types of CE is to maintain one related class with different CE classes scheduled in the facility throughout the school day. The following suggestions are offered regarding desirable related classroom facilities and equipment:

1. The classroom should be located close to a building entrance to reduce the possibility of problems resulting from students and community resource people coming and going at various times throughout the day.
2. Teacher-coordinator offices should be adjacent (or in close proximity) to the related class. Many CE practitioners would even recommend that at least one of the offices have windows or a glass partition between the office and related class. This arrangement could provide a private place for student counseling while providing the teacher-coordinator with the ability to supervise the work of the related class during the counseling session.
3. The related class should have a display case visible to a main LEA corridor.
4. Adequate numbers of individual storage places should be provided. Each student will need a place or locker to store his/her related study materials, required reports, and projects between classes.
5. Adequate storage cabinets for all of the related instructional materials, references, text books, study guides, instructional aides, and resource manuals will need to be included in the related class.
6. Magazine racks for publications related to the occupations represented in the classes need to be considered.
7. Trapezoid tables for students provide maximum flexibility for setting up the classroom to meet individual, small group and large group learning activities.
8. The room should contain a teacher's desk, whiteboard, video screen, and a smart board; proper lighting and ventilation is assumed.
9. If the agency has a career and technical education wing that houses all career related programs, the CE related classroom should be located there.

10. Where possible, model stores, offices, shops, laboratories, and other simulated work stations are highly desirable.
11. Attractive and functional facilities have a positive psychological effect on students.
12. Adequate career development materials should be maintained in the related class.

Second only to the related class is the need for teacher-coordinators to be provided with adequate office space. There are many duties associated with the coordinator's job that are not common to most other teaching positions; therefore, it is necessary for the teacher-coordinator to have adequate facilities and equipment to fulfill numerous administrative and counseling responsibilities. In addition to the usual reports and records, the coordinator has responsibility for participating in the selection of students, supervising on-the-job training, making periodic follow-up studies, and sponsoring a student organization. Sometimes the office is used for conferences with employers or parents, or both; it is frequently used to discuss confidential matters with students and staff members.

Teacher-coordinators should have offices that adjoin the related classroom with phone service, computer capability, filing cabinets, and desks. The offices should be large enough to meet with several individuals at one time. The many uses of the coordinator's office suggest the following considerations:

- adequate space to insure comfortable seating and good communication for three or four people,
- room for a conference table,
- provisions for maintaining the privacy of confidential matters with visibility of the classroom,
- a telephone,
- ample filing equipment,
- appropriate desk space with networked computer, and

- storage space for equipment and book shelves as needed.

In addition to these considerations, the CE office should ideally have a secretary. The size and scope of the CE effort will determine the secretarial services needed. An agency serving several hundred CE students through several types of CE classes will have far greater need for a secretary than agencies with limited CE offerings. Regardless of size there is much secretarial work required in the delivery of CE. Agencies that fail to provide secretarial services for CE contribute to ineffective and inefficient operations because well-paid professionals spend too much of their time performing secretarial duties.

Budgeting

Without knowing the level, type and location of the CE plan, it is difficult to prescribe facilities and equipment and to project budget requirements and items. The following budget items are offered for consideration. The amount of dollars needed in each area will depend on the size and scope of CE.

- ★ Instructional Materials - individualized study guides, student manuals, and other student related study materials.
- ★ Secretary Salary
- ★ Resource Materials - supplementary textbooks for study guides, magazines, newspapers, and guidance materials.
- ★ Extra Pay for Teacher-Coordinator - LEA's operating on nine-month contracts should employ teacher-coordinators on a ten-month contract to assure that students are placed at training stations near the beginning of the school year. Many LEA's that operate on an 11- or 12-month basis hire their coordinators on a 12-month basis. Teacher-coordinators will need to be hired several months in advance in LEA's that are starting a new CE class.
- ★ Equipment - inventories of existing equipment with required maintenance schedules should be maintained. In addition, needed equipment should be identified, and a prioritized acquisition list should be maintained.
- ★ Telephone

- ★ Coordinator Travel - Most LEA's use one of the following three methods for covering the cost of CE travel: (a) reimburse at state rates the use of teacher-coordinator's private vehicles, (b) one specified amount is allocated to cover the cost of teacher-coordinator travel, or (c) the LEA may provide an agency vehicle for teacher-coordinators to use.
- ★ Supplies - for stationery, stamps, envelopes, duplicating paper, card files, computer accessories, the printing of forms and brochures, and such items.
- ★ Meeting Expenses - expenses associated with staff development, student activities, advisory council meetings, etc.

It should be obvious from this list that while CE is one the most efficient methods for providing career and technical education training there are several types of expenses that are not required of regular classes.

Managing Cooperative Education Information

It is necessary for teacher-coordinators to be able to manage large amounts of information and to have the information readily available for decision-making. It is important for teacher-coordinators to have the information they need at the appropriate time, in order to make informed decisions. All decisions should be based on timely and accurate information; however, some of the more important decisions are going to require a more extensive information system. Consider the information needed to decide such things as:

- ★ Who is admitted to CE;
- ★ What types of training stations are available for student placement;
- ★ What types of instructional materials are available in the LEA;
- ★ What is the placement and follow-up record of CE completers;
- ★ What tasks have been learned by each CE student;
- ★ What is needed in the public relations plan;
- ★ What jobs are available for program completers;
- ★ What is the progress of each student in the CE related class and on the job;
- ★ What supplies and equipment will be needed to operate CE; and

★ How do employees, teachers, students, administrators, counselors, and parents rate CE?

The preceding list of decisions is by no means comprehensive. It was presented simply to illustrate the magnitude of the job of managing information in an on-going CE class. The size of the CE effort will influence significantly the type of management information system developed and used by an LEA. All systems, however, should at least accomplish the following:

1. Provide for collecting, storing, and retrieving needed information in a timely and efficient manner.
2. Analyze the information possible for required reports and to assist in answering questions regarding the data.
3. Provide selected data for communicating with different publics/audiences.
4. Store and retrieve all documents, form letters, brochures, program reports, advisory council reports, program policies and procedures, inventories, monthly reports, etc.
5. Analyze all data associated with the CE evaluation system.

The steps in establishing a management information system are:

1. Project your possible needs for information by analyzing all tasks associated with an operational CE program.
2. Prioritize those identified needs in terms of the following three classifications: –A” information that is absolutely essential for operation, –B” information that is needed for growth and development of CE, and –C” information that would be good to know but is not absolutely necessary for operation, growth or development.
3. Go through all "A" prioritized informational needs and determine on a chronological basis what information you will need. After completing this process for "A" prioritized informational needs, repeat the process for "B" and "C" prioritized informational needs.
4. Starting with Number 1 in the "A" prioritized category, determine where the information may be obtained and determine the most effective and efficient method of collecting, storing, and retrieving the information.
5. Develop a program to collect, store, and retrieve needed data.

Staff Development

The teacher-coordinator is the one resource that has the greatest effect on program quality. It is important for teacher-coordinators to keep abreast of developments in CE. One of the best ways to keep up-to-date professionally is to join the professional associations related to career and technical education. The professional associations work to garner support for the important mission of developing productive citizens for today and tomorrow.

Every teacher-coordinator should be a member of the Illinois Association for Career and Technical Education (IACTE). This organization brings to career and technical education the strengths in numbers that is so important in getting desirable things accomplished. It is affiliated with the Association for Career and Technical Education Association (ACTE). This affiliation has been instrumental in gaining national support for career and technical education. Every teacher-coordinator should join the appropriate IACTE affiliate. Affiliates are listed below.

Illinois Association of Vocational Education Special Needs Personnel (http://www.ilavesnp.net)
Illinois Association of Vocational Agriculture Teachers (http://www.iavat.org/default.asp)
Illinois Business Education Association (http://www.ibea.org)
Illinois Career Coordinators Association (http://www.iacte.org/affiliates-icca.htm)
Illinois Career and Technical Administrators (http://www.illinoisicta.org)
Illinois Family and Consumer Science Teachers' Association (http://www.ifacsta.com)
Illinois Health Occupations Association (http://www.iacte.org/affiliates-ihoa.htm)
Illinois New and Related Services (http://www.iacte.org/affiliates-inrs.htm)
Technology Education Association of Illinois (http://www.teai.net)

In addition to participating in professional association activities, there are other professional development activities that the teacher-coordinator should consider. Some of these activities are:

- ★ taking advanced courses, workshops, and seminars offered by higher education institutions;
- ★ completing a planned program of professional reading;
- ★ attending workshops, seminars and conferences sponsored by the Illinois State Board of Education;
- ★ participating in LEA sponsored workshops and staff development seminars;
- ★ maintaining recent work experience

A fact that many professionals do not realize is that it is just as difficult to maintain professional expertise in light of rapidly changing developments in today's world as it was to prepare for the position of teacher-coordinator originally. Teacher-coordinators work with business leaders who are at the front when it comes to innovative change and development. To maintain credibility with the employers, and more importantly, to be able to serve CE students better, teacher-coordinators need to pursue actively their professional development. It is only through development that we increase our value to ourselves and to others.

I. EVALUATING COOPERATIVE EDUCATION

How well is CE achieving the purposes for which it was established? Teacher-coordinators must be able to answer this accountability question for themselves, for those being served by CE, for those who support CE, for those who are responsible for CE, and for the public in general. The question, however, cannot be answered without accurate information regarding every aspect of CE operation. To obtain this accurate information it is necessary to maintain a continuous process of evaluation.

In addition to what is expected of teacher-coordinators, students, training sponsors, advisory council members, parents, and LEA personnel, there are levels of outcomes (standards) expected. These standards exist in the CE areas of student recruitment, related instruction, training station operation, training plans and agreements, career and technical education student organizations, advisory council activity, public relations, student placement and follow up, LEA support, and community support. Presented in this section is information about a system for evaluating CE.

Planning and Developing an Evaluation System for Cooperative Education

Maintaining quality in CE requires attention to the following major activities:

Step 1:	Establish performance standards our outcome statements related to the area being evaluated.
Step 2:	Develop an evaluation system that will provide accurate and timely information regarding achievement of the standards or outcomes.
Step 3:	Implement and maintain the system developed in Step 2.
Step 4:	Make operation adjustments if a difference between expected standards or outcomes and actual performance is found.

Before forging ahead with the development of a system of CE evaluation, teacher-coordinators must realize that there are a number of important issues that should be considered. Initially, the teacher-coordinator must determine how the CE evaluation system fits in with the local and state system of evaluation.

A career and technical education administrator may be assigned the responsibility for managing the total career and technical education program, and evaluation is one of the functions that the director performs. It will be necessary for teacher-coordinators to discuss with their appropriate administrator(s) needs that they have for data in certain areas of CE operation and their plans for obtaining the needed information. The intent of this meeting is to assure that:

- ★ the evaluation activities will be approved and supported by the LEA and/or region,
- ★ the evaluation activities will not duplicate current efforts,
- ★ the CE evaluation system will provide data at the right time that may be needed for reports required of the LEA or region,
- ★ there will be a general fit between the LEA's and/or region's evaluation system and the CE evaluation system.

There also may be evaluation requirements that are established by regional accrediting associations, professional associations, and state and federal agencies with which the evaluation system may need to conform. There are documents that frequently control or set forth standards of operation for the LEA or regional system. These documents, such as regional plans, accreditation papers, self studies, joint agreements, contracts for services, etc., may contain expectations that will have a significant effect on the nature of the evaluation system implemented.

Follow-Up Studies

Two types of follow-up studies that are commonly conducted as part of a total CE evaluation system are student follow-ups and employer follow-ups. It is important to include in the

student follow-up those students who have completed the CE experience as well as students who may not have completed the CE experience. Student follow-ups are usually conducted annually as well at 3- and 5-year intervals. Because follow-up data is usually required by state, federal, and accrediting associations, it may be well for the teacher-coordinator to make certain that the evaluation is not already being conducted by the LEA or region, and the follow-up will provide the right information at the right time to meet the demands of external agencies.

The following samples are provided for consideration. The samples were developed by considering several documents and forms. It should be understood that the samples may not meet a particular LEA's or region's needs without considerable modifications.

COVER LETTER FOR STUDENT FOLLOW-UP

Figure 25 Cover Letter for Student Follow-Up

Dear (Use first name):

(Name of LEA or regional system) is conducting a follow-up study of people who attended (name of CE class). You will find a form enclosed that should take only a few minutes of your time to complete. The information that you provide may help (Name of LEA or regional system) improve CE for future generations of students. Your response will be held in the strictest confidence.

Thanks for completing the enclosed form and for returning it in the enclosed self-addressed envelope. Please return the form by (include date).

Sincerely,

(Coordinator or Administrator)

STUDENT FOLLOW-UP INSTRUMENT

Figure 26 Student Follow-Up Instrument

(CE Name Here)

BACKGROUND INFORMATION

Name (LEA or the system should type name here before printing)

Street _____

City State Zip Code _____

Telephone Number _____

Person who will always know your address

Name _____

Street _____

City State Zip Code _____

Employment status (Check one)

- ☐ working in my area of training
- ☐ working in an area related to my area of training
- ☐ working and looking for a different job in my area of training
- ☐ working and looking for a job in a new line of work
- ☐ not working and not looking for work
- ☐ not working and looking for work
- ☐ other _____

Employment expectations (Please check one) I plan to:

- ☐ remain in present job
- ☐ remain in present occupation but change employers
- ☐ change lines of work
- ☐ discontinue working
- ☐ return to working as soon as I can
- ☐ other (Please specify) _____

EDUCATIONAL PLANS

I am now attending or plan to attend (please check all that apply):

- ☐ trade school
- ☐ technical institute
- ☐ community college
- ☐ four year college
- ☐ military
- ☐ adult classes
- ☐ other (Please specify) _____

Relevance of training; Please circle the response at the end of each statement that best describes your opinion of the statement. Key:
SA= strongly agree, A=agree, N=neither agree nor disagree, D=disagree, SD= strongly disagree

STATEMENT	YOUR RESPONSE				
CE helped me get a job.	SA	A	N	D	SD
Getting a job was easy.	SA	A	N	D	SD
My job skills were good enough to start.	SA	A	N	D	SD
The CE related class was valuable.	SA	A	N	D	SD
I learned more in the related class than I did on the job.	SA	A	N	D	SD
What I learned in the related class, I am now using.	SA	A	N	D	SD
CE experiences should have started earlier.	SA	A	N	D	SD
I never learned much at the training station.	SA	A	N	D	SD
Information relating to my job was more valuable than general topics.	SA	A	N	D	SD
CE helped me to mature.	SA	A	N	D	SD
CE helped my decision making ability.	SA	A	N	D	SD

The most valuable feature of CE was _____

The one best way to improve CE would be to _____

STUDENT FOLLOW-UP REMINDER LETTER

Figure 27 Student Follow-Up Reminder Letter

Dear:

(LEA or System Name) recently mailed a survey form seeking your valuable assistance in improving the CE experience for students. Because the form has not been returned to us, we were concerned that it may have been incorrectly sent or misplaced. Please complete the enclosed form and return it at your earliest convenience. Your effort will be appreciated.

Sincerely,

(Teacher-Coordinator)

Perceptions of the employers are important to successful CE experiences, and one way that these perceptions are gained is through an employer follow-up. The following sample letters and instrument may be helpful in developing and implementing an employer follow-up.

EMPLOYER FOLLOW-UP COVER LETTER

Figure 28 Employer Follow-Up Cover Letter

Dear:

(Name of LEA or System) is conducting a survey of employers who have been involved with the agency's cooperative education effort in times past. We would like someone who is familiar with the performance of (Graduate's Name) to devote the few minutes that it would take to complete the enclosed form, and return it to us in the envelope provided. Please be assured that responses will be held in confidence. Your input is extremely important if (Name of LEA or System) is to improve the quality of its CE operation. Thanks for your valuable time.

Sincerely,

(Teacher-Coordinator)

CE EMPLOYER FOLLOW-UP

Figure 29 CE Employer Follow-Up

Name of Employer _____

Name of Supervisor _____

Company Name _____

Name of CE student _____

What is your job title? _____

What is this employee's job title? _____

Employee Characteristics: (Circle the response which best describes your opinion.)

SA= strongly agree, A=agree, N=neither agree nor disagree, D=disagree, SD= strongly disagree

STATEMENT	YOUR RESPONSE				
This employee is/was:					
Punctual	SA	A	N	D	SD
Reliable and dependable	SA	A	N	D	SD
Eager to get along with others	SA	A	N	D	SD
Well mannered	SA	A	N	D	SD
Thorough and accurate	SA	A	N	D	SD
Doing high quality work	SA	A	N	D	SD
Competent with planning and mental tasks	SA	A	N	D	SD
Competent with manual tasks	SA	A	N	D	SD
Willing to be supervised	SA	A	N	D	SD
Likely to get ahead	SA	A	N	D	SD
Adaptable	SA	A	N	D	SD
Able to make good judgments	SA	A	N	D	SD
Likely to be promoted in average time	SA	A	N	D	SD

Likely to benefit from education/training	SA	A	N	D	SD
Safety conscious	SA	A	N	D	SD
Able to communicate effectively	SA	A	N	D	SD
Able to perform mathematically	SA	A	N	D	SD

The one outstanding strength of this employee when he/she came to work here was: _____

The one outstanding weakness of the employee when he/she came to work here was:

The two skills or personal qualities which I value most in new employees are:

EMPLOYER REMINDER LETTER

Figure 30 Employer Reminder Letter

Dear:

(Name of LEA or System) is anxious to summarize results of the survey of those employers who have participated in Cooperative Education (CE). It is our feeling that your input will be extremely valuable as we attempt to improve the CE effort at (Name of LEA or System). We hope that someone who is familiar with (Name of Student) performance will complete the enclosed form and mail it in the enclosed envelope prior to week's end. We extend to you our gratitude for taking time from your busy schedule to give attention to this most important matter.

Sincerely,

(Teacher-Coordinator)

Important considerations for both student and employer follow-ups include:

- ★ determining information needed from both publics;
- ★ limiting questions to what is actually needed;
- ★ keeping the entire survey as simple, short, and convenient as possible;
- ★ deciding which type of survey—mail, face to face, or telephone;
- ★ designing the survey instrument to assure (a) that the data will be manageable and aggregatable, (b) ease in completion, and (c) validity and reliability of the data.

Using Evaluation Results for Program Change

CE improvement is made by taking the appropriate action to maintain strengths and alleviate identified weaknesses. The basis for this action, however, is provided by the information collected through the evaluation system.

The action for improvement taken by a teacher-coordinator should be based on survey results. Advisory council members, administrators, and colleagues should be involved in concluding what are the weaknesses and strengths, and in recommending a plan of action for change. The process involved in maintaining CE quality consists of:

- ★ Determining evaluation needs
- ★ Establishing expected outcomes or standards
- ★ Developing and implementing a system of evaluation that measures CE operation against stated outcomes
- ★ Interpreting information collected in the evaluation system regarding relative strengths and weaknesses
- ★ Developing and implementing action plans for alleviating weaknesses
- ★ Re-evaluating

It is extremely important in determining a course of action to obtain the perceptions of as many people as possible. There are innumerable ways to alleviate each weakness uncovered by

an evaluation system. If teacher-coordinators limit themselves to their own perceptions, there is no assurance that the best remedy for a particular situation will be chosen. There may also be value in having support for changes that need to be made in the operation of CE. Those involved in the process can help provide that support.

Doing things the way that they have always been done is one way to assure that CE will fail to meet the needs of career and technical education and technical education students in the 21st century and beyond. Much has been done in CE in times past that is worthy of continuing; much has been done that is in need of change. The evaluation system should provide the information needed to make desirable change in CE operation in the light of present day needs.

CHAPTER 2 - POST-SECONDARY COOPERATIVE EDUCATION

All of the community colleges in the State offer some type of CE/Internship. These programs meet all of the criteria associated with Illinois State Board of Education approved CE, i.e., students are placed in occupations related to their career goal, students receive pay, the cooperative plan is coordinated by a qualified coordinator, training plans and agreements are utilized, related instruction is provided, and the experience is planned and supervised by the college. The Illinois Community College Board (ICCB) oversees community colleges' cooperative education and internship programs.

The majority of CE plans that are offered at the community college level are referred to as internships. Frequently, the differences among CE, internship, and apprentice are so small that they are indistinguishable. CE is a structured method of combining classroom-based education with practical work experience. An intern is one who works in a temporary position with an emphasis on on-the-job training rather than merely employment. Apprenticeship is a system of training a new generation of practitioners of a skill. When appropriate, internship students enroll in a related class (seminar) for one semester or quarter while they are enrolled in the internship.

The following table lists community college in Illinois.

Illinois Community Colleges

Black Hawk College (http://www.bhc.edu)	College of DuPage (http://www.cod.edu)
College of Lake County (http://www.clcillinois.edu)	Daley College, Richard J. (http://daley.ccc.edu)

Danville Area Community College (http://www.dacc.cc.il.us)	Elgin Community College (http://www.elgin.edu)
Frontier Community College (http://www.iecc.edu)	Harper College, William Rainey (http://www.harpercollege.edu)
Heartland Community College (http://www.heartland.edu)	Highland Community College (http://www.highlandcc.edu)
Illinois Central College (http://www.icc.edu)	Illinois Valley Community College (http://www.ivcc.edu)
Joliet Junior College (http://www.jjc.edu)	Kankakee Community College (http://www.kcc.edu)
Kaskaskia College (http://www.kaskaskia.edu)	Kennedy-King College (http://kennedyking.ccc.edu)
Kishwaukee College (http://www.kishwaukeecollege.edu)	Lake Land Community College (http://www.lakeland.cc.fl.us)
Lewis and Clark Community College (http://www.lc.edu)	Lincoln Land Community College (http://www.llcc.edu)
Lincoln Trail College (http://www.iecc.edu/ltc)	Logan College, John A. (http://www.jal.cc.il.us)
Malcolm X College (http://malcolmx.ccc.edu)	McHenry County College (http://www.mchenry.edu)
Moraine Valley Community College (http://www.morainevalley.edu)	Morton College (http://www.morton.edu)
Oakton Community College (http://www.oakton.edu)	Olive-Harvey College (http://oliveharvey.ccc.edu)
Olney Central College (http://www.iecc.edu/occ)	Parkland College (http://www.parkland.edu)
Prairie State College (http://www.prairiestate.edu)	Rend Lake College (http://www.rlc.edu)

Richland Community College (http://www.richland.edu)	Rock Valley College (http://www.rockvalleycollege.edu)
Sandburg College, Carl (http://www.sandburg.edu)	Sauk Valley Community College (http://www.svcc.cc.il.us)
Shawnee Community College (http://www.shawneecc.edu)	South Suburban College of Cook County (http://www.southsuburbancollege.edu)
Southeastern Illinois College (http://www.sic.cc.il.us)	Southwestern Illinois College (http://www.swic.edu)
Spoon River College (http://www.src.edu)	Triton College (http://www.triton.edu)
Truman College, Harry S. (http://www.trumancollege.cc/index.php)	Wabash Valley College (http://www.iecc.edu/wvc)
Washington College, Harold (http://hwashington.ccc.edu)	Waubonsee Community College (http://www.waubonsee.edu)
Wood Community College, John (http://www.jwcc.edu)	Wright College, Wilbur (http://wright.ccc.edu)

A. ILLINOIS COMMUNITY COLLEGE BOARD GUIDELINES AND RULES FOR COOPERATIVE EDUCATION/INTERNSHIPS

Administrative rules of the Illinois Community College Board provide definitions and criteria for internships, practicum, and laboratory courses. These guidelines provide direction for CE, internships, and coordinators.

An "internship/practicum" is a course of planned and supervised training which allows the application of theory to actual practice and prepares a student for working independently in a specific career. The internship/practicum generally occurs after the student has completed 12 credit hours. It takes place at a regular worksite and instruction/supervision is shared by a college instructor/supervisor and a qualified

employee at the worksite. Clinical practicums take place in a hospital or other medical/health facility and require close supervision/instruction/monitoring by a qualified college instructor.

Students who participate in nonclinical internship, practicum, or on-the-job supervised instruction shall receive one semester credit hour or equivalent for each 75-149 contact hours per semester or equivalent and students who participate in clinical practicums shall receive one semester credit hour or equivalent for each 30-60 contact hours per semester or equivalent. It is assumed that one hour of outside study time will be invested from each two clinical practicum contact hours.

A "laboratory" is a course of planned and supervised training in which students learn new methods or principles through experimentation, observation, and/or practice. A lab class can occur at the beginning, middle, or end of a particular course of study and may be a specially equipped room designed for experimentation, observation, and/or practice on the college campus or at the worksite.

Preparation of Professional Staff

Professional staff shall be educated and prepared in accordance with generally accepted standards and practices for teaching, supervising, counseling and administering the curriculum or supporting system to which they are assigned. Such preparation may include collegiate study and professional experience. Graduate work through the master's degree in the assigned field or area of responsibility is expected, except in such areas in which the work experience and related training is the principal learning medium.

Apprenticeships and Internships

A college which participates in apprenticeships coordinated by the Bureau of Apprenticeship Training, U.S. Department of Labor and/or other programs related to business, industrial, or trade groups or organizations shall meet applicable federal, state, and local governmental rules, regulations, and guidelines. An internship experience for credit that is designed to provide the student an opportunity to put into practice the theories and techniques learned in the classroom/laboratory shall be applicable to an associate degree or certificate, provided at least 12 semester credit hours or equivalent in the corresponding curriculum are completed by the student prior to, or are taken by the student concurrently with, such experience.

Partnership for College and Career Success

The partnership for college and career success is an educational initiative to prepare students for highly skilled and high-wage careers. It is a seamless program of study that begins in high school and continues at post-secondary education levels.

The program includes the following components: (1) Career awareness, assessment, exploration and planning. Students choose their careers based on their own interests, aptitude, motivation and values. (2) A 2+2+2 sequence of occupational and academic courses. Students start with two years in high school earning college articulated credit, transitioning on to complete a two-year community college degree, and then another two years for an optional baccalaureate degree at a four-year college or university. In many cases, the community college has transfer arrangements to the college or university in the chosen career path. (3) Relevant internship experiences in the chosen career path. This provides avenues for students to earn

money, scholarships or employer-sponsored tuition to fund the costs to complete a four-year degree.

NOTE: The following sections are similar to cooperative education at the secondary level. However, repetition is necessary for those who will only read/review this section. In some instances, the reader is referred to the appropriate section regarding CE at the secondary level.

Special or Contractual Cooperative Education

Since 1969 the state of Illinois has supported special programs to serve persons who ordinarily would not receive CE experiences. The early school leaver program, which provides CE experiences for early school leavers, was developed to fill the needs of high school dropouts who were unsuccessful in finding employment except for dead-end, low paying jobs. Most programs are located at, or associated with, community colleges. A few programs, however, may be found at high schools and at Area Career Centers. For the most part, early school leavers tend to relate better to community college students than to high school students. Some districts have conducted the related instruction on campus while others have held the class off campus. In addition to being involved in on-the-job, students receive career information and have opportunities to increase their competencies through remedial education and employment survival skills. Local agencies interested in establishing a contract for early school leavers should contact personnel in the Illinois State Board Of Education.

Other Plans

It is important to note that what has been described in this section are major CE plans that are operating in Illinois. The cooperative method is restricted primarily by the needs of the

students served and the resources available in the employing community. Innovative programs are encouraged to meet unmet school-to-career needs of students.

Job Description

Coordinators are responsible for planning, developing, implementing, operating, evaluating, and adjusting CE plans. The coordinator is responsible for describing and interpreting CE to administrators, faculty, students, staff, and the community.

In the operation of CE coordinators manage a system of student admission; prepare, deliver, and evaluate related instruction when appropriate; locate, evaluate, establish, place students at, and maintain training stations; develop training plans and agreements to guide the training of each CE student; assist training sponsors with on-the-job instruction; work with advisory councils; manage a system of public relations that creates and maintains a desirable public image; use follow-up and other types of data to make operational adjustments; keep up-to-date with their profession; involve faculty, administrators, and other LEA personnel in the operation of the CE plan to assure continued support; and maintain a system for evaluating all aspects of the cooperative plan.

In summary, CE coordinators work to coordinate the efforts of others to assure that CE efficiently develops within each student the knowledge, attitudes, skills, and habits needed to make the transition from college to career.

Coordinator Qualifications

Qualifications for post-secondary coordinators are currently under review by the Illinois State Board Of Education. Presently, post-secondary coordinators are required to: have completed six (6) semester hours of specialized CE preparatory courses, have at least 2,000 hours of

employment experience, and comply with legal, governmental and professional requirements for those occupations in which employment or preparation is regulated by law or licensure.

Cooperative Education Coordinator Characteristics

It is difficult to discuss characteristics of successful coordinators, for characteristics must be defined so that they do not discriminate against professionals who may not possess a particular trait but who are capable of successfully managing CE. In general it seems that successful coordinators exhibit particular leadership traits that set them apart from mediocre performers. Coordinators need to be:

- dependable and reliable,
- proficient in establishing good human relations,
- student advocates,
- good organizers of time,
- good managers of resources,
- good communicators,
- innovative and creative,
- good at making judgments,
- good decision makers,
- responsible and self-disciplined, and
- continually growing as professionals.

In summary, CE coordinators must be able to coordinate the efforts of several kinds of people in several settings. Accomplishing this enormous task requires demonstrated leadership ability (the ability to influence others to achieve desired CE goals).

B. PLANNING AND DEVELOPING COOPERATIVE EDUCATION

Quality CE does not materialize spontaneously. The decision to pursue the offering of CE is one based on needs identified from various constituencies. The work of planning, developing, and implementing CE must be completed to address either programmatic weaknesses or to strengthen LEA offerings. Usually, there are specific circumstances that point to the need for development of CE. Some of those circumstances may include the following:

1. Students and/or employers request an experiential component to a program.
2. Results from program completer follow-up studies indicate that graduates lack appropriate technical skills.
3. Program completer follow-up studies that indicate low numbers of graduates who are employed in their fields of study.
4. Inordinate numbers of part-time students are working because of financial need.
5. Employers utilize higher technology than the institution can provide. (Generally, the more technical the program, the more desirable CE becomes.)
6. Advisory committees identify and request the need for CE.
7. Employer follow-up studies indicate that program completer skills are below their expectations, especially in terms of technical and human-relations skills.
8. Colleges recognize that graduates have difficulty penetrating the employment community.

To be approved CE plans must be included with the community college plans for education for employment and submitted to the ICCB. There is, however, substantial planning that must precede the decision to include the cooperative method as part of a system's regular program or to include CE programs such as Early School Leaver as part of the Plan.

Illinois' regular program development process requires utilization of valid labor market information as well as student interest data. This labor market and student interest information

provides LEAs with information needed to determine appropriate programs and services.

Appoint Steering Committee

The decision to offer CE is typically a programmatic matter at the post-secondary level, and the formal steering committee may be replaced by an expanded advisory committee. As most advisory committees have representation from the LEA, faculty, feeder schools, and employers, the addition of students might be of value in the search for information substantiating the need for CE. Each of these constituencies should be asked to provide input on how the existence of CE would or would not affect the educational outcomes of program completers. Some of the points of discussion may include:

1. Determination of Need - What needs would the existence of CE address?
 - a. Employers
 - b. Students
2. Determination of Support - To what extent would the various constituencies support CE?
 - a. Employers
 1. Availability of quality placements Training
 2. Safety
 3. Financially willingness to compensate students
 - b. Students
 1. Impact on other aspects of their studies and lives
 - c. Feeder school representatives
 1. In light of current offerings
 2. As further enticement to enroll transferring students
 - d. Transferring institutions
 1. Willingness to articulate
 - e. LEA administrators
 1. Availability of material and financial resources

3. Appropriate on-campus facilities for CE personnel and administrative operations
4. Willingness to award credit for CE work/study
5. Commitment to pursue CE recognition with Illinois Board of Higher Education and the Illinois Community College Board.

Another common method for determining feasibility of CE is to visit other campuses offering CE in similar programs. Coordinators at other campuses typically welcome such inquiries from their colleagues at other institutions. Inquiries during these visits may include:

- How is CE scheduled--parallel, alternating, or both?
- How has CE enhanced the program?
- How large is the staff?
- What type of administrative difficulties are created?
- What type of extra paperwork is created and how is it handled?
- How is CE administratively aligned? Why?
- How does your faculty feel about CE? Have they remained supportive?
- What are some of the constraints you have encountered? How did you overcome them?

These visits often prove very valuable in ascertaining how CE is practiced, the pitfalls to be expected, and how effective planning can prevent problems. It should be stressed, also, that CE success in one institution does not necessarily assure success in another institution.

Another valuable source of information that will assist in making the go/no go decision is the effective use of relevant conferences. Organizations such as the Cooperative Education & Internship Association(<http://www.ceiainc.org>) and the Midwest Cooperative Education and Internship Association (<http://www.mceia.org>) hold excellent conferences that result in outstanding networking opportunities for those considering the use of CE.

With research completed and levels of support determined, the decision should now be made to either begin planning, organizing, and implementing CE, or to not pursue CE further.

The decision to "go" must be made in light of the potentially positive impacts CE will have on students, as well as appropriate employment opportunities. The negative decision, as well, should be made with the best interests of the students in mind. In either case people participating in the initial planning process should be advised of the decision, the rationale for the decision, and what steps will be taken next. Additionally, all participants should be commended for their assistance and offered the gratitude for their investment of valuable time and energy.

Consider Current Operational Cooperative Education Programs in the Region

The main question to answer in this step is, "Will the proposed CE plans supplement, complement, or compete with operational CE plans already offered in the region?" By completing these steps, CE planners should be able to ascertain the need for CE in the LEA and to determine the type and delivery mode of the cooperative plan needed. An important point to make is that CE is a method that has an excellent record of serving in exemplary fashion the career development needs of all levels and types of students. The types of CE plans included in an agency should be based on student need and the resources of the employing community.

Match Student Need With Cooperative Education Plan

The type of CE plan implemented depends on the needs of the students served. Data collected from community and student surveys and from staff and steering committee members should provide a basis for decisions regarding types of CE plans to implement. Answers to at least these three questions should be known at this point:

1. What occupational areas provide the greatest opportunity for student employment in the region?
2. What occupations seem to be of greatest interest to the students?
3. What type of CE will best serve agency students?

Decisions regarding the type of CE to implement is based on student educational need and community resources. It may be unwise to consider only CE plans that were described previously in the Secondary CE information, because identified student need may dictate the development of an entirely new type of CE for the college.

Formulating CE Policy

Well-defined policies reduce or eliminate many problems related to the day-to-day operation. State level policies will be presented first, then suggested locally developed policy will be presented.

Cooperative Education at the Community College

1. Applications for approval and funding of CE in regular programs of career and technical education shall be incorporated in the LEA plan.
2. Application for approval and funding of Special Cooperative Education Programs shall be submitted to the Illinois State Board of Education in the form of a proposed funding agreement in accordance with Illinois State Board of Education specified procedures.
3. CE shall be supervised by one or more qualified coordinators.
4. The number of students supervised by a coordinator of an Early School Leaver Program shall be limited to a minimum of 25 and a maximum of 35 students for a full- time coordinator.
5. Eligibility for student participation in the Early School Leaver Program shall be limited to unemployed or under-employed high school dropouts 16-21 years of age.
6. When appropriate and feasible, CE shall include periods of related classroom instruction taught by a qualified coordinator and provided to each student enrolled.
7. CE shall include on-the-job training in periods of regular employment:
 - a. for which credit is awarded;
 - b. which is related to existing career opportunities with potential for advancement;
 - c. which is permissible employment for individuals of the particular age at which the student is employed under federal and state law;

- d. which compensates student learners in conformity with federal, state, and local laws and regulations and in a manner not resulting in exploitation of the student learner for private gain;
 - e. which does not displace other workers who ordinarily perform such work; and
 - f. which, under terms of a written training agreement between the eligible recipient and the employer, incorporates a training plan which has been developed for each student learner.
- 8. Procedures for cooperation with employment agencies, labor groups, employers, and other community agencies in identifying suitable training stations for persons enrolled in CE shall be established.
- 9. The CE plan shall require a proof of age certificate for each student who is 16 through 20 years of age, and who is employed under such plans.
- 10. The eligible recipient administering an Early School Leaver program shall maintain the following records:
 - a. a proof-of-age certificate or work permit when required by law, and individual training agreements incorporating a training plan for each student employed,
 - b. records of the follow-up of students who have completed or left the program,
 - c. class records of the related course provided as a part of the program, and
 - d. fiscal records supporting any claim for reimbursement, including vouchers indicating payment of bills for expenses incurred under the terms of any funding agreement.

Locally Developed Policy

Policies guiding CE operation should be developed in every area in which problems are likely to occur. Each community college is responsible for developing policies that serve the unique needs associated with its particular cooperative plan. Following are suggested policies and practices that could be considered for adoption. These policies could be altered to fit individual situations, and additional policies may need to be developed.

- 1. In the admission of students the CE coordinator will work closely with college guidance personnel and faculty.

2. Students will receive credit upon successful completion of the CE class.
3. Students changing from one job to another without the consent of the coordinator are subject to being dropped from CE.
4. Students may be dropped from CE if they lose a job as a result of unfavorable circumstances or events in which they were involved if they were at fault.
5. Students are expected to follow the calendar of the training station rather than the LEA with regard to working days and vacation periods.
6. Each semester the CE coordinator will file a progress report with his/her immediate supervisor.
7. Travel should be reimbursed for the coordinator at the regular rate provided by the board of control.
8. An active advisory council should serve in an advisory capacity for CE.
9. On-the-job grades for CE students will be assigned by the CE coordinator.
10. The CE coordinator, or other qualified LEA representative, will visit each training station at least once each semester.
11. Students are expected to follow the policies and guidelines of the training station.
12. Students must have completed at least 12 semester hours with at least a "C" average prior to enrolling in the internship program.
13. The CE coordinator should develop or approve all training stations utilized for internship experience.
14. The coordinator shall maintain adequate records of activities performed.
15. CE coordinators shall meet with each internship student a minimum of two times per semester for information sharing.

This list was meant to be illustrative of the types of policy statements that have been developed by CE practitioners. The list is not complete. CE planners may be well advised to consider each aspect of CE operation (marketing, student admission, student placement, related instruction, etc.) in the policy development process.

C. ESTABLISHING AND MAINTAINING DESIRABLE PUBLIC RELATIONS

The reader is referred to *Section C: Establishing and Maintaining Desirable Public Relations* in Secondary CE.

D. COORDINATING THE PROGRAM

Several activities need to be completed at the start of each term. Students who have expressed interest in CE need to be placed at appropriate training stations. Students who have not been placed should be discouraged from registering for CE credit until placement occurs.

One decision coordinators must make, in conjunction with admissions personnel, is whether to permit CE registration throughout the semester. Registration restricted to the start of each semester permits more organized coordination activities including placement, site visitation, coordination, and evaluation. An open registration process, in which students may register for CE credit any time during the semester, offers greater flexibility for accommodating the needs of employers. Positions that could offer valuable learning experiences for students arise throughout the year. Business will seldom operate in tandem with academic calendars.

CE practitioners have found that a booklet containing guidelines for the operation of the program is extremely valuable. The booklet is usually given to each student who enrolls. The content of the booklet may vary considerably among LEAs; however, among topics normally included are:

- ✓ a catalog description of CE;
- ✓ the objectives of CE;
- ✓ requirements of the course;
- ✓ responsibilities of the student, coordinator, and training sponsor or on-the-job supervisor;
- ✓ copies of the training agreement;
- ✓ steps required to complete the course;
- ✓ a learning objective worksheet;
- ✓ copies of a log to be maintained by the student;
- ✓ form for student evaluation of CE; and

- ✓ evaluation form for training sponsor.

Contained in this section is information relating to enrolling and orienting students, establishing and maintaining training stations, training agreements, learning objectives, related instruction, and resources and concerns.

Registering Cooperative Education Students

Requiring CE as an integral part of a program occasionally causes problems if suitable placement cannot be found for a particular student. The decision to require CE is one that should be based on academic need and job availability. Alternative courses should be made available in the event that suitable employment cannot be found.

The number of credit hours awarded for the work site portion is usually variable and ranges from 2-8 semester hours. The following ICCB policy should be considered before establishing local policy regarding this area.

1. At least 12 semester hours in the student's major shall have been taken prior to the CE experience or taken concurrently with such experience.
2. Credit received for CE must be part of an associate degree or certificate program approved by the ICCB.
3. A minimum of 75 hours shall be worked for each hour CE credit awarded.

CE experience for which reimbursement is sought from the Illinois State Board of Education requires related instruction. This related instruction is to be provided by the LEA while students are enrolled in CE. Community colleges and technical schools are affected most by this requirement and often fulfill the related instruction obligation by requiring students who register for CE to also register for a one semester hour seminar during the same semester.

It is important for coordinators to know as soon as possible who is enrolled in CE. Two methods that are commonly used to assure that coordinators are informed are to require students

who apply for CE to fill out an application that is given to the coordinator or to require approval of the coordinator before the student can enroll. The second method is by far preferable.

The following sample application form on the following page shows some of the information that is helpful for coordinators to know if they are to plan a valuable experience for the student. Some of the things one needs to know are:

1. how to locate/contact the student,
2. if they are qualified for CE,
3. the placement effort required by the CE office, and
4. the student's career and educational plans.

COMMUNITY COLLEGE APPLICATION FORM

Figure 31 Community College Application Form

Name _____

Phone (Home) _____ (Work) _____

Present Address _____

Major _____ Hours Completed _____

Advisor _____

When do you plan to graduate? Term _____ Year _____

What are your future educational plans? _____

Are you at least 18 years of age? ☐ Yes ☐ No

Are you receiving financial aid? ☐ Yes ☐ No

If yes, what type? _____

What type of work would you like to be doing in five years? _____

Are you presently working? ☐ Yes ☐ No

If yes, where? _____

Address _____

What kind of work do you do? _____

Will you require placement by the CE Office? ☐ Yes ☐ No

When could you start? Date _____

What hours would you be able to work during next semester? ☐ A.M. ☐ P.M.

Are you available for summer work? ☐ Yes ☐ No

Work between terms? ☐ Yes ☐ No

Other information that you think is important to share with the CE Coordinator

Please call (Name of Coordinator) at (phone) to set up an appointment, or make an appointment at (Building Room). Send completed application to: (address of CE Office).

Coordinators normally meet with prospective students prior to the start of the semester in which they are registered, or at the time of placement, for an orientation session. It is helpful to have the student's application and academic transcript available prior to the orientation interview. Some CE programs require additional information from applicants such as: (1) recommendations from teachers in the student's major and (2) a recommendation from the student's advisor or counselor.

The Interview Process

The application, transcripts, and recommendations should provide enough initial information to guide the interview process. The interview may be thought of as a structured system of two-way information sharing. The coordinator learns about the student, and the student learns about CE. Several principles should be considered to assure that a proper environment is established to maximize the free-flow of two-way communication. First, the coordinator should attempt to create a pleasant, relaxed atmosphere, and an attempt should be made to encourage active participation of the interviewee. Rather than writing during the interview, the coordinator may want to develop a list of items to discuss with the applicant. The list may include such things as the:

- ✓ purpose of CE.
- ✓ program policies and procedures.
- ✓ items contained in the program guideline booklet.
- ✓ student's career and educational aspirations.
- ✓ present and past work history.

Training Agreements, Plans, and Learning Objectives

Work at the training station is guided by use of a training agreement. The purpose of a training agreement is to delineate responsibilities of all parties involved with CE—the teacher-

coordinator, employer, the student, and the LEA. The training agreement is not a legal contract; however, it is a business-like way of agreeing on the student's, coordinator's (representing the LEA), and employer's responsibilities. Most training agreements address the following areas.

- ✓ Statement of purpose or major program area.
- ✓ Occupational area or job title.
- ✓ Duration of the training period.
- ✓ Time period covered by the agreement and hours to be worked.
- ✓ Wages to be paid, if appropriate.

COMMUNITY COLLEGE TRAINING AGREEMENT

Figure 32 Community College Training Agreement

Cooperative Education/Internship Program

(Name of Community College)

STUDENT INFORMATION

Name _____

Phone _____

Address _____

Street/City/Zip _____

Birthdate _____

Major: _____

EMPLOYER INFORMATION

Company _____

Phone _____

Address _____

Street/City/Zip _____

Supervisor _____ Title _____

Student Training Job Title _____

Period: From _____ To _____

Beginning Wage \$_____ Per (hour/day/)

Course Abbreviation & Number _____

All parties should read and agree to the following responsibilities:

(The CE Student) I agree to perform all duties as assigned to the best of my ability; to satisfactorily meet all requirements of the employer, my academic department and the Office of CE; abide by the rules, regulations, and policies of the employer and the College; and to pay all applicable College fees while on assignment. Should I unjustifiably fail to meet these requirements, I may be withdrawn from the cooperative assignment and forfeit any academic credit provided through participation in CE.

Student Signature _____ Date _____

(The CE Employer) I agree to coordinate the student's assigned duties so that the work will be closely related to the student's academic degree program and/or career objectives; supervise the student; evaluate the student's performance at the end of every work assignment utilizing forms provided by the College or the employer; provide the student the same consideration of health, safety, and working conditions accorded other full-time employees; and not to discriminate on the basis of race, color, national origin, sex, or handicap.

Employer Signature _____ Date _____

(The CE Office) The coordinator, representing the educational agency, agrees to maintain communication with the employer and the student in an effort to answer questions, resolve potential problems, and otherwise endeavor to make the CE experience as productive and rewarding as possible for both the employer and the student.

CE Coordinator Signature _____ Date _____

The one document which elevates CE above work experience for credit is the training agreement. Occasionally, LEAs develop agreements that reflect unique policies and characteristics of their CE plans. More often, however, they adopt (or adapt) existing agreements.

In addition to training agreements, training plans or learning objectives are used to guide on-the-job learning experiences. The training plan is a step-by-step procedure listing what the student is to study in school and on-the-job. Some coordinators feel that training plans are an essential component of a quality CE course. The purpose of training plans are to identify desirable student experiences on-the-job that correlate with learning experiences gained at the LEA. The coordinator, the employer, the training sponsor, and the student cooperatively determine the learning experiences which will be provided at the training station. The student's major or career objective, and a thorough knowledge of the competencies needed for the occupation are necessary to develop a training plan for an individual student. An example of a training plan follows (http://coe.unt.edu/DrD/4520/module9/docs/training_eval_plan_sales.pdf).

COOPERATIVE EDUCATION TRAINING PLAN

SALES POSITION

Student _____ Training Period: From _____ To _____

Please check the Training Column as training is provided for each item. At the end of the training period, evaluate each item by placing a check mark in the appropriate Evaluation Column. Use the following codes for evaluation:

1=Unsatisfactory

2=Below Average

3=Average

4=Excellent

OPERATIONS	Training Evaluation				
		1	2	3	4
Cash Register					
Making Change					
Handling Checks					
Writing Sales Tickets					
Handling Credit Cards					
Open/Close Procedures					
Wrapping & Sacking					
Shoplifting Prevention					
Store Policies					
Other(s)					

SELLING	Training Evaluation				
		1	2	3	4
Opening the Sale					
Buying Motives					
Product Knowledge					
Demonstrating					
Feature/Benefit Selling					
Handling Objections					
Closing the Sale					
Suggestion Selling					
Customer Reassurance					
Telephone Orders					
Mail Orders					
Other(s)					

MERCHANDISING	Training Evaluation				
		1	2	3	4
Ordering					
Receiving/Checking					
Hand Marking					
Machine Marking					
Markup Pricing					
Markdown Pricing					
Stocking					
Inventory Records					
Taking Inventory					
Housekeeping					
Other(s)					

SALES PROMOTION	Training Evaluation				
		1	2	3	4
Window Display					
Interior Display					
Exterior Display					
Hand Showcard					
Machine Showcard					
Newspaper Advertising					
Radio Advertising					
Other(s)					

Several factors such as the diversity of occupations in which students are placed has created diminished use of training plans at post-secondary institutions. It is important though that early training station experiences provide opportunities for students to experience a sense of achievement and growth.

The majority of post-secondary CE plans use learning objectives to influence and guide what is learned on the job. These learning objectives are developed and agreed to by the student, coordinator, and employer. A job-related learning objective is a measurable statement that indicates what one will accomplish at the training station. The learning objective should be stated in terms of intended results. The following three items should be included:

What?	Briefly state what one plans to achieve on-the-job; be specific
By What Date?	Objectives should be completed throughout the semester.
How Measured?	Objectives should be developed that will permit the supervisor to accurately measure student progress.

Cooperative Education Learning Objectives

Each semester that you enroll in CE it is necessary to develop new learning objectives that are specific, measurable, and accomplishable. The objectives must be formulated by the student and reviewed and approved by both the employer and coordinator at the beginning of the semester.

1. At semester's end, the employer will complete an evaluation form provided by the College.
2. From term assignments and the evaluation, the coordinator will determine the grade you will receive for the work experience.
3. We agree with the learning objectives listed above.

4. The employer and the College agree to provide the necessary supervision and counseling to insure that the student/ employer receives appropriate educational benefit from this work experience.
5. It is understood that the employer will provide adequate protection for the student/employee through Worker's Compensation and/or Liability insurance as required by law.

The Training Station

The training station is the term used to identify the place where CE students work and learn. The training station has been referred to as the community laboratory for CE. Training sponsors, therefore, may be thought of as community teachers. The value of the CE experience for students depends greatly on appropriate training stations. The following checklist identifies characteristics of desirable training stations, and provides a method for evaluating their suitability as CE laboratories.

Training Station Criteria: this (potential) training station:		Yes	No	Unknown
1.	has the potential to provide training that would be challenging and worthy of the student's learning time and effort,			
2.	will provide training that relates to student's career goals or major,			
3.	has a reputation that is acceptable within the community and among other members of the same occupation,			
4.	follows ethical business practices,			
5.	has employees who would serve as good adult role models,			
6.	has personnel who are in agreement with the objectives of CE,			
7.	will provide a working environment that will not endanger the health, safety, welfare, or morals of the student learner,			
8.	has personnel who would be able and willing to provide adequate supervision and training,			
9.	has facilities and equipment that are up-to-date and typical of the equipment found throughout the occupation, would provide an opportunity for students to rotate through the various aspects of the job,			
10.	will be able to provide employment throughout the term,			
11.	will reimburse student-learners commensurate with other beginning workers,			
12.	is accessible to student learners,			
13.	has personnel who will evaluate student progress,			
14.	honors union agreements (where applicable)			
15.	would provide an opportunity for students to rotate through the various aspects of the job,			
16.	has hiring, promotion, and dismissal practices that are consistent with CE policy,			
17.	will follow provisions contained in training agreements,			
18.	will offer an adequate variety of learning experiences for the student-learner,			

19.	meets equal employment opportunity guidelines and follows other legal mandates for employers,			
20.	will provide working hours that are within the CE employment policy constraints,			
21.	will provide work that will not displace other workers,			
22.	will provide time for periodic conferences with the coordinator, and			
23.	will evaluate student performance and provide feedback to the coordinator and to the student.			

In CE good training stations are important. Student experiences on-the-job provide for the development of desirable work skills, habits, and attitudes that will likely fashion each student's future success or failure in the world-of-work. Because CE's "laboratories" consist of jobs in the workplace, establishing and developing good training stations is a major task associated with the coordinator's job. Training stations should provide appropriate career-oriented experiences for CE students.

Because of the importance of training stations to student success, the coordinator should share responsibility for their establishment. Frequently, students are encouraged (and sometimes required) to obtain their own jobs as a condition for admittance in CE. Even though this practice is allowed at the post-secondary level, the coordinator maintains responsibility for assuring the appropriateness of student generated CE jobs as approved training stations. From the initial contact with prospective training sponsors, the training function is fostered. The coordinator should be able to sell the concept to prospective CE employers that training over the long haul increases the bottom line of increased productivity.

CE coordinators should use a variety of resources to identify potential training stations. Students and community surveys, normally conducted during the initial CE planning process, will be extremely useful. In addition to survey data, other sources for identifying suitable training stations include:

1. advisory committee members,
2. the student placement services office of the LEA,
3. trade or business associations,
4. the Chamber of Commerce,
5. previous CE reports,

6. local employment security offices,
7. lists of present employers of LEA students,
8. the yellow pages,
9. the classified section of the local newspaper,
10. word of mouth from associates, and
11. other coordinators in the region.

The types of training stations to be developed depends on the career goals of the students who applied. A list of these occupations should be made along with a list of students who are in need of placement. This list, along with an accurate map of the employment region, will aid coordinators in planning their training station recruitment travel plans.

Establishing initial training stations for CE is an important task that should be well planned. Training station development becomes easier, however, after a CE plan has been in operation for a sometime. Extended contact is necessary for the development of a quality training station.

Prior to starting the training station recruitment trip, it is well for coordinators to know the types of information that should be shared with prospective employers. Some of the points that should be shared are:

1. the objective of CE,
2. the relationship between training and productivity,
3. the employer's (training sponsor's) role in CE,
4. the hours of work required,
5. that the student's work should relate to his/her career choice or major,
6. that the coordinator will be working with the employer throughout the term,
7. that the wage paid should be similar to other employees at the same level of employment and training,
8. that the college would award credit for successful completion of the work experience, and

9. that the employer would evaluate student performance, and that the LEA would award a grade based on this evaluation.

The more you know about a business prior to making a visit, the better the chances to meet with success in getting a CE student placed. It would be helpful if coordinators knew in advance such things as: (1) who is responsible for hiring, (2) with whom the initial contact should be made, (3) the major products or services of the business, (4) the past involvement of the business with CE, and (5) how long the business has been in operation.

During these recruitment visits, the coordinator has at least two objectives. First, the business is being judged against the criteria for effective training stations. Second, if the business is acceptable, the coordinator is attempting to gain the employer's willingness to participate in CE.

Most coordinators maintain an employment profile system which maintains (for future reference) the results of all promotional visits made to prospective CE employers. Generally, the system should contain the following information: (1) occupation or job title, (2) address of business, (3) name of contact person, (4) phone number of contact person, and (5) a section titled "special notes about business."

A well-developed employment profile system can make the training station development job much easier. For example, if a coordinator had five computer technology students to place, he/she could input the occupation and obtain a printout of all computer jobs in the area along with the name and number of the contact person at each business.

In this initial attempt to obtain and/or qualify suitable training stations, coordinators will need to:

1. establish an appointment with each prospective employer,
2. arrive at the meeting on time,
3. clearly state the purpose of the visit,
4. address employer concerns,
5. share items previously discussed in this section,
6. when appropriate, obtain willingness of employer to interview students, and
7. follow up initial meeting with a note of thanks and a statement of appreciation.

The student's career goal or major should be the key factor in determining placement at the training stations. The following guidelines for student placement have been developed by CE practitioners:

1. Avoid placing students in seasonal jobs, or in jobs likely to have seasonal lay-offs.
2. Place students in training stations where the hours to be worked will not be detrimental to their educational development. Many CE professionals recommend that a major portion of the student's work time be when the coordinator is available to visit.
3. Place students in training stations at which they will be able to obtain a variety of valuable learning experiences.
4. Avoid placing too many students at one training station. This placement practice could give the impression that the program existed for the benefit of one particular employer.
5. Coordinators should obtain from employers the method that they want to use in interviewing and employing CE students.
6. Because of laws governing privacy and because employers are not bona fide LEA employees, coordinators should be careful not to share information protected by the privacy act.
7. Employers should be given the names of the students who will be applying for a particular job.
8. When possible, more than one student should be sent to interview at each potential training station. This practice makes the interview process more representative of what happens in the actual world-of-work by providing more than one prospective employee. There is a tendency for employers to think about "The student that I chose rather than the student whom you sent." This attitude seems to be important should employers have to deal with student-related job problems later.

9. Final selection of student learners should be made by the employer.
10. Students should be prepared for the job interview and informed of such things as:
 - a. arranging the interview,
 - b. becoming knowledgeable about prospective employers,
 - c. filling out job applications properly,
 - d. dressing appropriately for the occasion,
 - e. arriving for the interview on time,
 - f. arriving without companion (or relatives) at the interview site,
 - g. applying interview communication techniques, and
 - h. asking questions.

One of the most common errors made in this area of student job interviews is to assume that students already know how to interview for a job. Because many students never get past the job interview, coordinators should work with CE applicants prior to sending them out to prepare them for this important step.

Initially, some training stations may be less effective in providing training than is desired. For this reason coordinators strive to increase the effectiveness of some, and maintain the effectiveness of other, training stations. Much of this development comes about during times when coordinators are visiting training stations. Several principles should guide training station visitation:

1. Visits should be made at times which are convenient to training sponsors and, preferably, when students are working. Obviously, such times may be other than when an LEA is in session.
2. During the first few visits to a given training station, the teacher-coordinator should strive to develop a relationship. Obviously, this ideal cannot be achieved for all training stations. Appointments will need to be made for every visit at training stations.
3. Training stations should be visited one, or more, times each term. Visits are necessary for:
 - a. developing effective working relationships with employing agencies, and

- b. assuring the primacy of the training function.
- 4. Written records should be kept of all training station visits. Recording all coordinator activities is important for maintaining accountability, providing program continuity should the coordinator leave the position, and for communicating important CE developments to administrators.
- 5. Training station visits should be for specific purposes. Some of these purposes may include the following:
 - a. become familiar with duties and responsibilities assigned to the CE student,
 - b. become better acquainted with the training sponsor,
 - c. assess student progress,
 - d. determine training sponsor's assessment of student competencies and objectives,
 - e. assess adherence to the training agreement,
 - f. evaluate the training station,
 - g. resolve problems,
 - h. improve working relationships between the LEA and the training sponsor,
 - i. encourage job rotation,
 - j. examine the working environment,
 - k. improve the training partnership,
 - l. discuss hours of work,
 - m. review state and federal laws and regulations, and
 - n. observe student performance.
- 6. Upon arriving at the training station, the coordinator should promptly state the purpose of the visit. A professional, businesslike manner can do much to help personnel at training stations establish positive training attitudes.
- 7. During the visit, the coordinator should minimize interference with the normal duties of the student.

Many sources list "dos" and don'ts" of training station visitation. The following is a potpourri of such suggestions.

DO'S

- 1. Explain the purpose of the visit.
- 2. Be alert. Observe practices and procedures without appearing to snoop.

3. Be friendly without appearing to fraternize.
4. Show active interest in the work being performed.
5. Maintain records of what transpired during the visit.
6. Be sensitive to nonverbal clues which signal that a training sponsor desires to terminate a conference.
7. Maintain a professional and businesslike manner.
8. Meet with the student-trainee at the training station.
9. Show appreciation for the efforts of the employer.

DON'TS

1. Call errors, bad practices, or unsafe conditions to the attention of the trainee--these should be discussed tactfully with the training sponsor.
2. Attempt to demonstrate a procedure for the student or pose as an expert or authority on the activity being performed at the training station.
3. Make excessive demands on the training sponsor's time.
4. Interrupt the student-trainee's assigned duties.
5. Waste the trainee's (or trainer's) time on unimportant issues.

Visits to training stations are necessary. Visits should be made to develop and maintain good working relationships among the LEA, the employer, and the student and to assure primacy of the training function. The coordinator may not always be able to visit CE students working far from campus, however. In these instances, coordinators should make frequent telephone contacts with both the employer and the student to ensure an academically sound and productive work experience.

Training Sponsor Development

Training a CE student may be a new experience for many training sponsors. Even though training sponsors are carefully selected because of their potential ability, they may be more effective in their roles if they are given instruction on how to train students.

In firms where there are several training sponsors, or in communities where it is feasible to have training sponsors meet as a group, a luncheon meeting is a good way to foster group enthusiasm for the training role. Training sponsors take pride in their responsibility when the coordinator gives this type of public recognition for their contributions.

Some individuals, who are competent in their occupational field, have difficulty teaching others. They tend to assume that the learner can perform a task after being told and shown once how it should be done. Time taken to educate training sponsors on the step-by-step method of training someone to do something will result in better learning experiences for students.

The coordinator also will be making a contribution to the training efficiency of a firm by enabling training supervisors to become better instructors, and the training sponsors will derive satisfaction from being able to teach effectively. With employment opportunities now being opened to many formerly excluded groups, coordinators who have students with special needs should also offer guidance to training sponsors on how to develop teaching strategies effective for these individuals.

The training sessions can usually be conducted at one of the training stations or at some convenient meeting place such as the LEA or local Chamber of Commerce meeting room. An effective training sponsor's development program is a good method for maintaining the support of employers and training sponsors from firms that are already providing good training as well as developing marginal or inadequate training stations.

E. LEGAL ASPECTS

The reader is referred to *Section F: Legal Aspects* in Secondary CE.

F. RELATED INSTRUCTION

When appropriate, post-secondary institutions may require students to enroll for at least one semester hour of related instruction during the term when they are participating in CE. This is most commonly found to be the case in special CE programs such as early school leaver programs, but may also be important if the institution is seeking reimbursement from the Illinois State Board of Education for hours generated in the technical programs because of the related instruction requirements.

Related instruction associated with CE is generally classified according to two major types—general related and specific related or technical related instruction. General related instruction includes topics such as safety, human relations, labor laws, taxes, and economics that are important for all workers to know in a free enterprise system; whereas, specific related instruction includes topics that tend to make an individual more proficient in one occupational area than in all other occupational areas. For example, auto mechanic trainees would be receiving specific related instruction if they were learning about such things as front end alignment, electrical systems, power trains, brakes, and exhaust systems. They would, however, be receiving general related instruction if they were learning about such things as relationships on the job, safety, managing money, and many other topics that would be valuable for all workers to know. Specific related instruction is sometimes referred to as technical, occupational, or job related instruction. At the post-secondary level, most technical related instruction is presented within the laboratories of the respective programs.

Planning General Related Instruction

In planning CE related instruction, one of the first things that must be decided is what should be learned. The primary question that should guide planning in this area is, "What do students need to know to assure a successful CE experience?" Because most CE students register for only one semester hour of related seminar, there typically would be about sixteen, 50 minute periods with which students and the coordinator would be working together (about 14 hours of instruction). Many coordinators prefer to schedule two or three extended sessions (6 or 7 hours each) for the related instruction seminar rather than meeting with students 50 minutes each week for 16 weeks. The first session is frequently scheduled at the beginning, or just before, the start of the term. During that session, such topics as the following are covered.

1. Orientation to CE (policies and expectations).
2. On-the-job learning objectives.
3. CE reports required.
4. Training agreements.
5. Workplace safety.
6. Understanding business.
7. Human relations in the workplace.
8. Legal aspects of work.

Should a three session format be used, the second session usually addresses such topics as the following.

1. Reports on accomplishment of learning objectives.
2. Dealing with stress and conflict.
3. Progress reports from students.

The final session of the related instruction is usually reserved for the following topics.

1. Final reports (written and oral) from all students.
2. Future career planning.
3. Adapting to change.
4. Student and program evaluation.

CE coordinators can serve an important function in the technical related instructional area. From visits and evaluations, the areas in which students excel, as well as areas of deficiency, become evident. Information regarding student strengths and weaknesses should be shared with instructors for use in possible program adjustment.

It is not uncommon to utilize instructors in technology areas to visit the training stations of students from their program. Personnel assigned to coordinate CE activities should be qualified. Should regular classroom teachers not be qualified as CE coordinators, it is desirable to invite them to accompany the coordinator when students from their program are being visited.

Delivering Cooperative Education Related Instruction

Someone other than the coordinator who placed the students at the training station may deliver the related instruction seminar; however, that seminar instructor must be a qualified CE coordinator. Should the LEA use other instructors to deliver the related instruction, it is important for the CE coordinator to work closely with the seminar instructor.

It is not the intent of this section to repeat all instructional methods and techniques that coordinators normally learn during their regular programs of professional development. There are, however, sufficient differences between regular classes and CE related classes to warrant

suggestions. The content of the related class affects, and is affected by, what students learn and do on-the-job. This job influence significantly affects the nature of the classroom instruction.

It is not unusual for each student in a CE class to be working in a different occupational area. Because of this phenomenon, individualizing related instruction frequently becomes necessary. The coordinator must truly become a classroom manager/facilitator. More than a token effort must be expended to assure a variety of methods and techniques designed to meet the individual needs of each student.

The following list contains suggestions that may help practicing and prospective coordinators in delivering CE related instruction:

1. Avoid the tendency to use the lecture method excessively.
2. Select a variety of teaching methods and techniques.
3. Utilize community resource people to present appropriate topics.
4. Use instructional techniques that foster student self-esteem, independence, and responsibility.
5. Experiment with a promising new instruction method or technique.
6. Involve students in planning and delivering instruction.
7. Consider student need, on-the-job demands, and CE goals in selecting appropriate methods.
8. Assure initial student success to build student confidence.

Planning Specific Related Instruction

Two important characteristics of related instruction are that it should be individualized and correlated with the on-the-job instruction. This is important because there will be many different occupations represented in the related class, and even students who are training in the same occupation will not likely be working in the same area at the same time. Specific related instruction

that is delivered as close to the time when the trainee will need the information on- the-job will be most effective.

Specific related topics are identified during the time when the teacher-coordinator and training sponsor are developing the training plan. Some CE plans such as early school leaver and special education may not involve any curriculum development in the specific related area, but all of the related instruction in these programs will likely be general.

Most specific related study guides for CE contain teacher's guides, programmed or individualized student booklets, a list of needed reference materials, tests, and answer keys. Teacher-coordinators normally work to develop a collection of specific related instructional materials for occupations that may be used by currently enrolled or prospective CE students. You should realize that curriculum packages developed for a particular occupation may require the purchase of references. Frequently, the reference book used in a particular curriculum guide can be found among the resources of other career and technical education and technical teachers within the LEA.

If teacher-coordinators are successful in obtaining high quality curriculum materials from commercial publishers, locally developed materials will be required only for unusual or specialized occupations. For these occupations, teacher-coordinators are advised to work closely with professionals associated with these occupations.

Evaluating Cooperative Education Related Instruction

Coordinators are responsible for evaluating student performance in related classes and submitting grades that represent student achievement. When students are involved in lock-step programs, in which all students learn the same thing at approximately the same time, evaluation is much simpler.

CE plans that include only general topics frequently utilize the traditional evaluation mode to determine where students fit under the so-called normal curve of distribution. For some CE students, however, group testing at the end of specified units may not be appropriate. CE related instruction would be more compatible with a pass/fail grading system than a letter grade system.

Since all related instruction should be directed toward enabling students to achieve pre-stated objectives or standards, the basis for evaluating student performance should move from traditional systems of evaluation to evaluation linked to objectives, standards, or outcomes. Student outcomes related to CE participation should include the following:

1. job knowledge, skills, and attitudes necessary to make the transition successfully from college to work;
2. ability to work harmoniously with others;
3. ability to respond appropriately to supervision;
4. safe working habits;
5. communication and computational skills;
6. the ability to secure a job and make progress in a career;
7. desirable leadership characteristics;
8. an understanding of a citizen's rights and responsibilities; and
9. economic skills needed to participate effectively in a free enterprise system.

Evaluation of CE students should relate to assessing student growth in meeting stated outcomes. To achieve this ideal, coordinators may have to give up some of the security inherent in using evaluation techniques that are based on well defined probability theories and normally shaped curves of distribution.

G. MANAGING RESOURCES FOR COOPERATIVE EDUCATION

A commonly accepted definition of management is the achievement of predetermined objectives through others (<http://www.rogershr.com>). The predetermined objective of CE is to mix and match internal and external resources effectively and efficiently to develop within students the knowledge, attitudes, skills, and habits necessary to transition successfully to the world-of-work. Presented in this section is information related to facilities, equipment and supplies, budgeting, managing information, and staff development.

Program Management

Instructors who become CE coordinators frequently feel that they need to know more about management than they did before. The fact is that most instructors have been involved in management for most of their professional lives. They have managed their classrooms, and they have managed their own affairs. Management functions do, however, seem more critical because the CE coordinators are required to coordinate the efforts of several different types of persons to achieve the objectives.

A good- sized library or two would be needed to hold all that has been written about management. It is the intent of this section to present to prospective coordinators only a summary view of what the management process involves.

To assure a common base of understanding, the following definitions will be assumed:

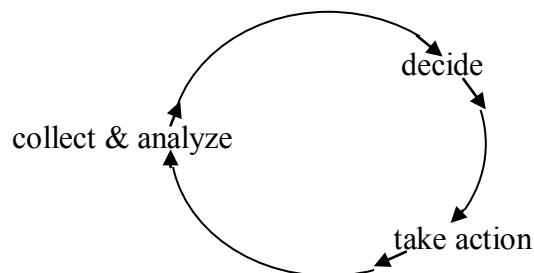
Term	Definition
Management	achieving predetermined objectives through others
Supervision	controlling and directing resources according to a plan
Resources	labor, money, machines, material, methods
Leadership	the ability to influence someone to take a particular action

Administration	the process of effectively and efficiently organizing things
Effectiveness	doing the right thing at the right time
Efficiency	doing the right thing at the right time in the correct manner
Coordination	the process of influencing the efforts of diverse groups toward the achievement of common objectives

The coordinator is responsible for providing desirable leadership in CE. To achieve this leadership function, one must continually make decisions. Situations needing decisions are innumerable, but leadership situations generally relate to the five questions:

1. What needs to be done?
2. When should the task be completed?
3. Where should the task be completed?
4. How should the task be completed?
5. Who is best suited to complete the task?

Decisions regarding each of these questions may come easily. It is important to note, however, that coordinators are responsible for the decisions that they make, and they may be required to justify each and every decision. To help assure that the "why" question related to a decision can be answered satisfactorily, coordinators should understand that decisions are only as good as the information on which they were based. The decision process represented below shows three continuous functions that are important in decision making: (1) collecting and analyzing information, (2) deciding, and (3) taking appropriate action.



In addition to the continuous function of decision making, CE managers will be involved in the following sequential functions of management: planning, organizing, staffing, directing, and controlling.

Examples of Activities Performed in Each Function

Planning:

collecting information, setting goals and objectives, determining strategies, developing curriculum, developing budgets, developing policies, and developing action plans and time-lines

Organizing:

establishing structure, defining relationships, describing responsibilities, providing structure for the advisory council, providing structure for the related class, establishing a system of evaluation, and establishing a system of training station visitation

Staffing:

select, orient, train, and develop. (This staffing function is applicable to students, training sponsors, advisory council members, and others.)

Directing:

delegate, stimulate, coordinate, manage differences, and insure desirable change.

Controlling:

describe desirable performance standards, establish a system of evaluation, ensure actual performance against performance standards, determine adjustments needed, make adjustments, and recognize and reward satisfactory performance.

The continuous and sequential functions identify what managers do. The next section examines some of the resources needed in CE.

Facilities. Equipment. and Supplies

Appropriate facilities, proper equipment, and adequate supplies are necessary for high-quality programs. The main facility required for CE is a room for the related class and office space.

For most CE classes, technically related manipulative skills are taught in the courses that are part of the sequential program, or the skills are taught on-the- job. The related class, therefore, serves the purpose of providing space for teaching only general related and technical related subject matter. A common practice in LEA's that offer several different types of CE is to maintain one related class with different CE classes scheduled in the facility throughout the day.

Second only to the related class is the need for coordinators to be provided with adequate office space. There are many duties associated with the coordinator's job that are not common to most other teaching positions; therefore, it is necessary for the coordinator to have adequate facilities and equipment to fulfill numerous administrative and counseling responsibilities. In addition to the usual reports and records, the coordinator has responsibility for participating in the selection and orientation of students, supervising the on-the-job training, making periodic follow-up studies, and developing reports and proposals. Sometimes the office is used for conferences with employers or students. The coordinator should have an office with a telephone, computer printer, filing cabinets, and desks. The office should be large enough to meet with several individuals at one time.

Another consideration is the location of the CE offices on campus. Some institutions affiliate their CE practices with areas such as student services and financial aid. A particularly helpful configuration practiced more recently is to place the CE office adjacent to the placement service area. Many jobs that would make excellent CE training stations can be gleaned from requests made to the placement office. Cooperative education staff can, conversely, provide placement staff with additional support and assistance with students and employers.

Cooperative education practitioners' offices within a specific program may be located immediately adjacent to the offices of the program faculty/classrooms. This affords CE personnel quick access to students, and the supporting opinions and references of program faculty. This configuration is most common when the CE staff are also practicing faculty members within the program.

In addition to these considerations, the CE office should ideally have a secretary. The size and scope of the CE effort will determine the secretarial services needed. An agency serving several hundred CE students through several types of CE experiences will have far greater need for a secretary than agencies with limited CE offerings. Regardless of size, a great deal of secretarial work is required in the delivery of CE.

Budgeting

Without knowing the level, type and location of the CE plan, it is difficult to prescribe facilities and equipment and to project budget requirements and items. The following budget items are offered for consideration. The amount of dollars needed in each area will depend on the size and scope of CE.

Instructional Materials - materials to be used in the related class; secretary salary or wages and benefits

Coordinator Pay Reimbursement - many LEA's employ their coordinators on a 12-month basis. Coordinators will need to be hired several months in advance in LEA's that are starting a new CE class.

Equipment - inventories of existing equipment with required maintenance schedules should be maintained. In addition, needed equipment should be identified, and a prioritized acquisition list should be maintained.

Coordinator Travel - Most LEA's use one of the following two methods for covering the cost of CE travel: (a) reimburse at state rates the use of coordinator's private vehicles, or (b) the LEA may provide an agency vehicle for coordinators to use.

Supplies - for stationery, stamps, envelopes, paper, card files, and computer printer cartridge for the printing of forms and brochures, and such items.

Meeting Expenses - expenses associated with staff development, student activities, advisory council meetings, etc.

Advertising - An advertising budget may be necessary to promote CE at the LEA. Allowances may be needed for brochure development and printing, film and photo developing, and imprinted novelties such as pens, paper clip holders, coffee mugs, etc.

It should be obvious from this list that, while CE is one the most efficient instructional methods, it incurs expenses not normally associated with other classroom offerings.

Financial Support for Cooperative Education

Support for CE comes from the local, state and federal levels. At the local or regional level, taxes and student tuition support programs that are offered by two year agencies such as community colleges and technical institutions. Most four-year public institutions are supported by funds coming directly from the State and student tuition.

A common source of financial support for post-secondary CE is through grant projects. Contemporary CE practitioners are increasingly identifying grant sources and developing

proposals. External funding from grants is frequently used to obtain needed computer and communications equipment, staff development resources, and other assets to expand CE on college campuses. CE coordinators who are inexperienced in grant-writing should cultivate working relationships with campus personnel involved with resource development and gain expertise in this critical area.

Federal support for CE is available primarily through the U.S. Department of Education's Office of Post-Secondary Education. Information can be found at:

U.S. Department of Education Office of Postsecondary Education 1990 K Street, N.W. Washington, DC 20006 (202) 502-7500 or fipse@ed.gov (http://www.ed.gov/about/offices/list/ope/index.html)

State support for CE is also available. One program being funded through the Illinois Board of Higher Education is the Illinois Cooperative Work-Study program. This program funds projects that create CE employment for students in majors in which placement has been difficult historically. The Cooperative Work-Study program has proven to be of great value in developing working relationships with local elementary schools, hospitals, and clinics. For more information about the Illinois Cooperative Work Study program, please contact:

Mr. Rich Jachino, Associate Director Grant Administration 217.557.7339 http://www.ibhe.state.il.us/Grants/default.htm

Sources of external funding are rapidly changing. CE coordinators need to monitor new and evolving sources of grant funding. Block grants and other state and federal programs may offer new and potentially rewarding projects that could enhance CE. Some suggestions for

staying up-to-date on grant projects include working closely with your campus resource developer. This person is normally the professional grant writer on most campuses and should be contacted. If you obtain a grant with the assistance of the resource developer, publicly acknowledge that assistance. This working relationship must be cultivated, with success shared and commended.

Learn to use the various Request for Proposal (RFP) directories, such as:

The Federal Register (<http://www.gpoaccess.gov/fr>)

The Chronicle of Higher Education Federal Grants and Contracts Weekly Catalog of Federal Domestic Assistance (<http://chronicle.com>)

The Guide to Federal Assistance
(http://studentaid.ed.gov/students/publications/student_guide/index.html)

Grantsmanship News (<http://grants.library.wisc.edu/organizations/newsletters.html>)

Illinois State Board of Education Grants and Programs
(<http://www.isbe.state.il.us/grants/Default.htm>)

Affiliate with CE organizations such as the Cooperative Education Association, Midwest Cooperative Education Association, and the Illinois Association of Cooperative Education and Internships. Many members of these organizations know CE grantsmanship. Consider such memberships as investments in your program.

Look beyond public sector funding. Philanthropic foundations and large corporations frequently offer funding through grant projects. Again, consult with your resource developer when you start to seek out potential contributors. Get on the Internet. Access opens your door to the world. Great RFP's are made available, and projects actually submitted, through the Internet.

Managing Cooperative Education Information

The present age is often referred to as the information age. It is necessary for CE coordinators to be able to manage large amounts of information and to have the information readily available for decision-making. What once was the domain of index cards and multiple drawer filing systems has become the domain of the computer and the information super highway.

It is important for coordinators to have the information they need at the appropriate time in order to make enlightened decisions. All decisions should be based on timely and accurate information; however, some of the more important decisions require a more extensive information system. Consider the information needed to determine:

- Who is admitted to CE;
- What types of training stations are available for student placement;
- What is the placement and follow-up record of CE completers;
- What tasks have been learned by each CE student;
- What is needed in the public relations plan;
- What jobs are available for program completers;
- What is the progress of each student in the CE related class and on the job;
- What supplies and equipment will be needed to operate CE; and
- How do employees, faculty, students, administrators, and counselors, rate CE?

The preceding list is by no means comprehensive. It was presented simply to illustrate the magnitude of the job of managing information in an on-going CE program. The size of the CE effort will influence significantly the type of management information system developed and used. All systems, however, should at least accomplish the following:

1. Collecting, storing, and retrieving needed information in a timely and efficient manner;
2. Make aggregation and analysis of the information possible for required reports and to assist in answering questions regarding the data;
3. Provide selected bits of data that can be efficiently drawn from the main data bank for communicating with different publics;
4. Store and retrieve all documents, form letters, brochures, program reports, advisory council reports, program policies and procedures, inventories, monthly reports, etc.; and
5. Store, aggregate, and analyze all data associated with the CE evaluation system.

H. EVALUATING COOPERATIVE EDUCATION

How well is CE achieving the purposes for which it was established? The question cannot be answered without accurate information regarding every aspect of the CE operation. To obtain this accurate information, it is necessary to maintain a continuous process of evaluation. Presented in this section will be information regarding a system of evaluation for CE, an overall evaluation of CE, follow-up of CE students and employers, on-the-job evaluation, employer evaluation, and adjusting CE operations as a result of evaluation findings.

Planning and Developing an Evaluation System for Cooperative Education

Maintaining quality in CE requires attention to the following major activities:

Step 1:	Establish performance standards or outcome statements related to the area being evaluated.
Step 2:	Develop an evaluation system that will provide accurate and timely information regarding achievement of the standard or outcome.
Step 3	Implement and maintain the system developed in Step 2.
Step 4	Make operational adjustments if a difference between expected standards or outcomes and actual performance is found.

Before forging ahead with the development of a system of CE evaluation, coordinators must realize that there are a number of important matters that should be considered. Initially, the coordinator must determine how the CE evaluation system fits in with the LEA and state systems of evaluation.

A local administrator in the LEA will likely have been assigned responsibility for managing career programs, and evaluation is one of the functions that the director performs. It will be necessary for coordinators to discuss, with appropriate administrators, needs that they

have for data in certain areas of CE operation and their plans for obtaining the needed information. The intent of this meeting is to assure:

- that the evaluation activities are approved and supported by the LEA,
- that the evaluation activities do not duplicate current efforts,
- that the CE evaluation system will provide the necessary data for LEA reports, and
- that there is a general fit between the LEA's evaluation system and the CE evaluation system.

There may be evaluation requirements that are established by regional accrediting associations, professional associations, and state and federal agencies with which the evaluation system may need to conform. Frequently, there are documents that control or set forth standards of operation for the LEA. These documents (regional plans, accreditation papers, self studies, joint agreements, contracts for services, etc.) may contain expectations that will have a significant effect on the nature of the evaluation system implemented.

Because of the possibility of one being unable to see all aspects of CE that should be included in an evaluation system, it is a good idea to seek the perceptions of others. An ad hoc task force made up of practicing coordinators, advisory council members, an administrator, faculty, and counselors may be assembled to provide insight in the development process. This task force would be beneficial in:

1. identifying CE elements in need of evaluation,
2. developing statements of expectations or standards for each element identified,
3. inspecting sample instruments that may be used in each element of the evaluation system,
4. identifying CE evaluation activities needed by the LEA,
5. adapting, adopting or developing instruments to be used to collect needed data,
6. identifying resources needed to implement the evaluation activities identified, and

7. planning a calendar of evaluation events to assure that evaluation data is available at appropriate times.

The coordinator and task force members should consider each of the following areas in determining CE evaluation need.

1. Student enrollment and admission.
2. Related instruction.
3. Student placement process.
4. Training agreements, plans, and work related educational objectives.
5. On-the-job supervision.
6. Evaluation of student progress.
7. Advisory council utilization.
8. Public relations.
9. Follow-up of program completers.
10. Coordinator development.
11. Administrative support.
12. Program acceptance.

Assessing Student Progress On-the-Job

The task of assessing student progress on-the-job is monumental but not impossible. There are a number of principles to be considered in assessing student's performance at the training stations. Among these principles are:

1. the coordinator is responsible for assigning a grade for the on-the-job portion of CE,
2. input from training sponsors and employers is valuable in determining the grade,
3. credit must be awarded for the on-the-job portion of CE,
4. in nearly all jobs workplace skills are as important to job success as the development of manipulative skills,
5. coordinators should assist training sponsors in providing evaluation input,
6. coordinators are walking evaluation instruments; they are continually receiving information that may be helpful in evaluating students' progress at the training stations,

7. evaluation forms and processes should be thoroughly discussed with training sponsors prior to the evaluation,
8. coordinators should discuss with each student his/her performance evaluation, and
9. evaluation reports should be maintained by coordinators,

The evaluation should determine the extent to which expectations or job-related objectives have been met by students. Performance based evaluations normally depend on the following three elements: (1) the task to be learned, (2) the acceptable level of performance, and (3) the element of time (how long did it take to complete the task at the acceptable level?).

There are many factors that impact on the type of job related performance evaluation system to implement in an LEA. These factors include: type of occupation being learned, objectives of the particular CE class, level of the CE student, and requirements imposed by local, state, and national agencies and by accrediting or certifying bodies.

Most coordinators prefer some sort of student communications with which to gain the information needed to appropriately evaluate the learning that occurred during the CE experience. Reflection journals kept by the CE student during the work experience are particularly helpful in this evaluation. Oral and written reports may also be helpful. As part of the oral report, students may share their work experiences with other CE students. This approach is particularly helpful when a group of students conclude their experiences simultaneously. Individual oral reports are also acceptable. Have students report on good experiences and weaknesses at the training station.

The written report is perhaps the most popular method. Written reports are usually most helpful when students conclude their experiences at various times throughout a semester.

Written reports should be based on a journal kept during the work experience, and should include details regarding work and achievement of objectives.

Follow-Up Studies

Two types of follow-up studies that are commonly conducted as part of a total CE evaluation system are student and employer follow-ups. Student follow-ups are usually conducted annually as well as at 3- and 5-year intervals. Follow-up data is generally required by state, federal, and accrediting associations, however, the coordinator should make certain that (1) the evaluation has not already been conducted by the LEA, and (2) the follow-up will provide the right information at the right time to meet the demands of external agencies.

Efficiency and effectiveness considerations mandate that the data and system be computerized to the maximum extent in light of LEA computer resources.

The following samples are provided for consideration. The samples were developed by considering several documents and forms: It should be understood that the samples may not meet a particular LEA's needs without considerable modifications. Letters may be computer generated.

COVER LETTER FOR STUDENT FOLLOW-UP

Figure 33 Cover Letter for Student Follow-Up

Dear (Use first name if possible):

(Name of LEA) is conducting a follow-up study of people who completed (name of CE class). You will find a form enclosed that should take only a few minutes of your time to complete. The information that you provide may help (Name of LEA) improve CE for future students. Your response will be held in the strictest confidence.

Thanks for completing the enclosed form and for returning it in the enclosed self-addressed envelope.

Sincerely,

(Coordinator or Administrator)

STUDENT FOLLOW-UP INSTRUMENT

Figure 34 Student Follow-Up Instrument

(CE Name Here)

BACKGROUND INFORMATION

Name (LEA should type name here before printing)

Address _____

City/ State/ Zip _____

Telephone Number _____

Person who will always know your address _____

Address _____

City/ State/ Zip _____

Telephone Number _____

Military Status: ☐ single ☐ active ☐ reserve ☐ veteran ☐ does not apply

Employment status (Check one)

- ☐ working in my area of training
- ☐ working in an area related to my area of training
- ☐ working and looking for a different job in my area of training
- ☐ working and looking for a job in a new line of work
- ☐ not working and not looking for work
- ☐ not working and looking for work

Employment history (complete appropriate blanks)

Hourly or Monthly Pay _____

Employer _____

Job Title _____

Employment expectations (Please check one) I plan to:

- ☐ remain in present job
- ☐ remain in present occupation but change employers
- ☐ change careers
- ☐ discontinue working
- ☐ return to working as soon as I can
- ☐ other (Please specify) _____

EDUCATIONAL PLANS

I am now attending or plan to attend: ☐ trade school ☐ community college

☐ university ☐ military school ☐ other _____

Relevance of training. Please circle the response at the end of each statement that best describes your opinion of the statement. Key:

SA= Strongly Agree, A=Agree, N=Neither Agree Nor Disagree, D=Disagree, SD=Strongly Disagree

STATEMENT	YOUR RESPONSE				
CE helped me get a job.	SA	A	N	D	SD
Getting a job was easy.	SA	A	N	D	SD
My job skills were good enough to start.	SA	A	N	D	SD
The CE related class was valuable.	SA	A	N	D	SD
I learned more in the related class than I did on the job.	SA	A	N	D	SD
What I learned in the related class, I am now using.	SA	A	N	D	SD
CE experiences should have started earlier.	SA	A	N	D	SD
I never learned much at the training station.	SA	A	N	D	SD
Information relating to my job was more valuable than general topics.	SA	A	N	D	SD
CE helped me to mature.	SA	A	N	D	SD
CE helped my decision making ability.	SA	A	N	D	SD

STUDENT FOLLOW-UP REMINDER LETTER

Figure 35 Student Follow-Up Reminder Letter

Dear

(LEA Name) recently mailed a survey form seeking your valuable assistance in improving the CE experience. Because the form has not been returned to us, we were concerned that it may have been incorrectly sent or misplaced. Please complete the enclosed form and return it at your earliest convenience. Your effort will be appreciated.

Sincerely, (Coordinator)

Perceptions of the employers are important to successful CE experiences. And one way that these perceptions are gained is through an employer follow-up. The following sample letters and instrument may be helpful in developing and implementing an employer follow-up.

EMPLOYER FOLLOW-UP COVER LETTER

Figure 36 Employer Follow-Up Cover Letter

Dear

(Name of LEA) is conducting a survey of employers who have been involved with the agency's cooperative education effort in times past. We would like someone who is familiar with the performance of (Graduate's Name) to devote the few minutes that it would take to complete the enclosed form, and return it to us in the envelope provided. Please be assured that responses will be held in confidence. Your input is extremely important if (Name of LEA) is to improve the quality of its CE operation.

Thanks for your valuable time.

Sincerely,

(Coordinator)

CE EMPLOYER FOLLOW-UP

Figure 37 CE Employer Follow-Up

Name of employer or supervisor _____

Name of establishment _____

Name of employee _____

What is your job title? _____

What is this employee's job title? _____

Employee Characteristics: (Circle the response which best describes opinion.)

Key: SA=Strongly Agree, A=Agree, N=Neither disagree or agree, D=Disagree, SD=Strongly Disagree

STATEMENT	YOUR RESPONSE				
This employee is/was:					
Punctual	SA	A	N	D	SD
Reliable and dependable	SA	A	N	D	SD
Eager to get along with others	SA	A	N	D	SD
Well mannered	SA	A	N	D	SD
Thorough and accurate	SA	A	N	D	SD
Doing high quality work	SA	A	N	D	SD
Competent with planning and mental tasks	SA	A	N	D	SD
Competent with manual tasks	SA	A	N	D	SD
Willing to be supervised	SA	A	N	D	SD
Likely to get ahead	SA	A	N	D	SD
Adaptable	SA	A	N	D	SD
Able to make good judgments	SA	A	N	D	SD
Likely to be promoted in average time	SA	A	N	D	SD
Likely to benefit from education/training	SA	A	N	D	SD

Safety conscious	SA	A	N	D	SD
Able to communicate effectively	SA	A	N	D	SD
Able to perform mathematically	SA	A	N	D	SD

The one outstanding strength of this employee when he/she came to work here was:

The one outstanding weakness of the employee when he/she came to work here was:

The two skills or personal qualities which I value most in new employees are:

EMPLOYER REMINDER LETTER

Figure 38 Employer Reminder Letter

Dear

(Name of LEA) is anxious to summarize results of the survey of those employers who have participated in Cooperative Education (CE). It is our feeling that your input will be extremely valuable as we attempt to improve the CE effort at (Name of LEA). We hope that someone who is familiar with (Name of Student) performance will complete the enclosed form and mail it in the enclosed envelope prior to week's end. We extend to you our gratitude for taking time from your busy schedule to give attention to this most important matter.

Sincerely,

(Coordinator)

Important considerations for both student and employer follow-ups include:

1. determining the information needs from both publics;
2. limiting the questions to what is actually needed;
3. keeping the entire system as simple, short, and convenient as possible;
4. deciding which type of survey (mail, face to face, or telephone) would be best;
5. designing the survey instrument to assure a) that the data will be manageable and agreeable, b) ease in completing, and c) validity and reliability.

LEWIS AND CLARK COMMUNITY COLLEGE COOPERATIVE EDUCATION/INTERNSHIP/PRACTICUM AGREEMENT

The purpose of a cooperative education (co-op)/internship experience is to provide students enrolled in career programs at Lewis and Clark Community College (LCCC) an opportunity to participate in a ~~hands-on~~,” workplace experience prior to graduation and entering the workforce.

Students who participate in the co-op/internship will:

1. Have successfully completed sufficient coursework at LCCC to benefit from the co-op/internship experience.
2. Have the permission of the Program Coordinator.
3. Abide by the participating workplace policies and procedures.
4. Work under the direct supervision of an employee at the workplace.
5. Perform all assigned duties to the best of their ability.
6. Develop their occupational skills and SCANS workplace skills.
7. Comply with the following policies:
 - a. Report for work in accordance with the workplace’s business hours.
 - b. Notify the workplace of any absences, with an explanation, prior to the expected arrival time.
 - c. Give the workplace an explanation for all tardies.
 - d. Be appropriately attired for each co-op/internship experience. Students will comply with all required dress or grooming policies of the workplace.

The Co-op/Internship Workplace will:

1. Interview applicants for acceptance into the co-op/internship.
2. Provide facilities and learning opportunities for students accepted to participate in a co-op/internship at the workplace.
3. Coordinate students' assigned duties so that their work experiences relate to the objectives identified below.
4. Orient students to the workplace's policies and procedures.
5. Periodically meet with Program Coordinator to discuss students' performance.
6. Complete students' evaluation/grade forms.
7. Provide students the same consideration of health, safety and working conditions accorded other employees. It is understood that the College is a public institution and the workplace agrees to indemnify and hold harmless the College, its Board of Trustees and employees from any loss or damage and any attorney fees, court costs and expenses incurred as a result of any claim of wrongful dismissal or any claim of deprivation of any instruction or legal right, regardless of whether such claims are groundless or fact.

The College will:

1. Be responsible for and directly control the educational program while using the facilities of the workplace.
2. Determine the objectives of the co-op/internship experiences, with input from the workplace, and make these objectives available to the workplace and students.
3. Provide instructors who will visit/contact the workplace on a regular basis during the students' co-op/internship experiences. Monitor the students' performance and progress based on direct observation and/or consultation with the workplace. Maintain open channels of communication to insure optimal educational experiences for the students.
4. Apply the following regulations for all co-op/internship experiences:
 - a. Students will be given the opportunity to perform the various duties necessary to complete the objectives assigned for their co-op/internship experiences. Students will not be used as substitutes for other employees, unless the activity fulfills one of the students' objectives.
 - b. All activities performed by students will conform with all local, state and federal laws and regulations.
 - c. All local, state and federal safety rules and regulations shall be observed by students during each co-op/internship experience.
 - d. The agreement shall continue in effect until terminated by either the workplace or the College upon six months written notice. If needed, the College can utilize the workplace until the students have completed the objectives for their

coop/internship experiences initially established. However, this agreement may be terminated at any time by mutual consent of the workplace and the College.

5. Jointly determine with the workplace if a student should be withdrawn from the workplace and reassigned to another co-op/internship experience. This action may be initiated by the workplace or the College.

Co-op/Internship applicant's name: _____

Co-op/Internship applicant's College ID Number or Social Security Number:

Co-op/Internship applicant's signature: _____

Date of application: _____

Workplace: _____

Address: _____

Phone Number: (____) _____

Fax Number: (____) _____

Co-op/Internship request: ☐ Accepted ☐ Denied

Reason(s) for denial (if applicable): _____

Wage (if applicable): \$ _____ per _____

Signatures:

Workplace Supervisor: _____

(Please Print Name) _____

Program Coordinator: _____

Co-op/Internship Objectives approved: ☐ Yes ☐ No

Student's Program: _____

Course Title and Number: _____

Co-op/Internship Objectives (Measurable objectives are to be jointly developed by the Program Coordinator, Workplace Coordinator and the student.)

Upon successful completion, the student should be able to:

- 1.
- 2.
- 3.
- 4.
- 5.

If more objectives are to be achieved, please attach an additional page.

Starting date of co-op/internship: _____

Ending date of co-op/internship: _____

Starting time of each co-op/internship session: _____ AM or PM

Ending time of each co-op/internship session: _____ AM or PM

Total number of hours for co-op/internship:

_____ hours/day x _____ days/week x _____ weeks = _____ Total Hours

Credit Hours: _____

Student's Name _____

LEWIS AND CLARK COMMUNITY COLLEGE
EMPLOYER FINAL EVALUATION

Figure 39 Employer Final Evaluation

Instructions: Please evaluate the student objectively, comparing him/her with other students of comparable academic level, with other personnel assigned the same or similarly classified jobs, or with individual standards. Check one under each heading which best describes the student.

Student's Name _____

Attitude—Application to Work	Maturity—Poise	Relations with Others
<input type="checkbox"/> Outstanding in enthusiasm <input type="checkbox"/> Very interested and industrious <input type="checkbox"/> Average in diligence and interest <input type="checkbox"/> Somewhat indifferent <input type="checkbox"/> Definitely not interested <input type="checkbox"/> Unable to evaluate	<input type="checkbox"/> Quite poised and confident <input type="checkbox"/> Has good self-assurance <input type="checkbox"/> Average maturity and poise <input type="checkbox"/> Seldom asserts himself/herself <input type="checkbox"/> Timid <input type="checkbox"/> Brash <input type="checkbox"/> Unable to evaluate	<input type="checkbox"/> Exceptionally well accepted <input type="checkbox"/> Works well with others <input type="checkbox"/> Gets along satisfactorily <input type="checkbox"/> Has difficulty working with others <input type="checkbox"/> Works very poorly with others <input type="checkbox"/> Unable to evaluate
Initiative	Leadership	Judgment
<input type="checkbox"/> Proceeds well on his/her own <input type="checkbox"/> Goes ahead independently at times <input type="checkbox"/> Does all assigned work <input type="checkbox"/> Hesitates <input type="checkbox"/> Must be pushed frequently <input type="checkbox"/> Unable to evaluate	<input type="checkbox"/> Extremely influential on others <input type="checkbox"/> Influences others <input type="checkbox"/> Does not influence others <input type="checkbox"/> Can be influenced by others <input type="checkbox"/> Easily influenced by others <input type="checkbox"/> Unable to evaluate	<input type="checkbox"/> Exceptionally mature in judgment <input type="checkbox"/> Above average in making decisions <input type="checkbox"/> Usually makes the right decisions <input type="checkbox"/> Often uses poor judgment <input type="checkbox"/> Consistently uses bad judgment <input type="checkbox"/> Unable to evaluate
Ability to Learn	Quality of Work	Personal Appearance
<input type="checkbox"/> Learned work exceptionally well <input type="checkbox"/> Learned work easily <input type="checkbox"/> Average in understanding work	<input type="checkbox"/> Excellent <input type="checkbox"/> Very Good <input type="checkbox"/> Average	<input type="checkbox"/> Extremely well groomed <input type="checkbox"/> Well groomed

<input type="checkbox"/> Rather slow in learning <input type="checkbox"/> Very slow to learn <input type="checkbox"/> Unable to evaluate	<input type="checkbox"/> Below Average <input type="checkbox"/> Very Poor <input type="checkbox"/> Unable to evaluate	<input type="checkbox"/> Appropriately groomed <input type="checkbox"/> Should improve <input type="checkbox"/> Poorly groomed <input type="checkbox"/> Unable to evaluate												
Dependability	Quantity of Work	Ability to Communicate												
<input type="checkbox"/> Completely dependable <input type="checkbox"/> Above average in dependability <input type="checkbox"/> Usually dependable <input type="checkbox"/> Sometimes neglect/careless <input type="checkbox"/> Unreliable <input type="checkbox"/> Unable to evaluate	<input type="checkbox"/> Unusually high output <input type="checkbox"/> More than average <input type="checkbox"/> Normal amount <input type="checkbox"/> Below average <input type="checkbox"/> Low output, slow <input type="checkbox"/> Unable to evaluate	<table border="0"> <tr> <td>Written</td> <td>Oral</td> </tr> <tr> <td><input type="checkbox"/> Exceptional</td> <td><input type="checkbox"/> Exceptional</td> </tr> <tr> <td><input type="checkbox"/> Good</td> <td><input type="checkbox"/> Good</td> </tr> <tr> <td><input type="checkbox"/> Average</td> <td><input type="checkbox"/> Average</td> </tr> <tr> <td><input type="checkbox"/> Poor</td> <td><input type="checkbox"/> Poor</td> </tr> <tr> <td><input type="checkbox"/> Unable to evaluate</td> <td></td> </tr> </table>	Written	Oral	<input type="checkbox"/> Exceptional	<input type="checkbox"/> Exceptional	<input type="checkbox"/> Good	<input type="checkbox"/> Good	<input type="checkbox"/> Average	<input type="checkbox"/> Average	<input type="checkbox"/> Poor	<input type="checkbox"/> Poor	<input type="checkbox"/> Unable to evaluate	
Written	Oral													
<input type="checkbox"/> Exceptional	<input type="checkbox"/> Exceptional													
<input type="checkbox"/> Good	<input type="checkbox"/> Good													
<input type="checkbox"/> Average	<input type="checkbox"/> Average													
<input type="checkbox"/> Poor	<input type="checkbox"/> Poor													
<input type="checkbox"/> Unable to evaluate														

Comments on student's employability skills/work habits:

If you were asked to assign a grade to this student's employability skills/work habits, what grade would you recommend: (please circle grade)

A (superior performance) B (good performance) C (average performance) D (poor performance) F (failing the course)

SOUTHWESTERN ILLINOIS COLLEGE
EMPLOYER'S FINAL PROGRESS REPORT

Figure 40 Employer's Final Progress Report

Employer: _____ Date: _____

Student's name: _____

Number of hours student has worked to date: _____

Please rate student according to the following criteria. After completing, sign and return the form in the addressed, postage-paid envelope provided by the student.

Item	Below	Poor	Average	Good	Superior
Attitude Toward Work					
Attitude Toward Superiors					
Quantity of work Accomplished					
Quality of Work					
Improvement on the Job					
Ability to Get Along With Others					
Enthusiasm					
Self Confidence					
Ability to Think and Act Independently					
Willingness to Learn					
Personal Appearance					
Ability to Communicate					
Tact, Poise, Courtesy					
Dependability					
Conformance to Rules and Regulations					
Maturity					

Attendance					
------------	--	--	--	--	--

1. Have you discussed the student's progress with him/her? ☐ Yes ☐ No

2. Would you have this student as an intern again? ☐ Yes ☐ No

3. Would you hire this student as a full-time employee? ☐ Yes ☐ No

4. Please identify any improvement the student has made since the previous reports:

5. Please indicate the strengths and weaknesses this student possesses at the conclusion of this project:

6. Please offer suggestions that would help the student to be successful in his/her career.

7. Other comments: _____

8. Your evaluation of this student will be a strong determinant of his/her final grade for the internship. Please indicate the grade that you feel this student has earned. Please include in the grade considerations such as growth on the job and the learning that has occurred.

(A=Superior, B=Good, C=Average, D=Poor, F=Failing, I=Incomplete)

Signature of Employer: _____

Organization: _____

Please return this evaluation by _____ to: _____

SOUTH WESTERN ILLINOIS COLLEGE STUDENT ASSESSMENT OF INTERNSHIP

Figure 41 Student Assessment of Internship

Prepare a document that addresses the following topics as they relate to your internship. For most students, this is a 3-5 page, double-spaced document with good sentence structure in typical college format.

Student Assessment of Employer

1. List the duties and responsibilities assigned to you by your employer.
2. What new skills or knowledge did you learn on the job?
3. How did your job fit into the overall activities of the department or organization?
4. What general impressions do you have of your employer?
5. In what ways did your supervisor assist you?
6. What could your supervisor have done to make this learning experience more worthwhile?
7. Were you able to gain a better understanding of your future vocation? Explain any differences between what you perceived the vocation to be and what you found in the work environment.
8. Were you able to learn from your association with more experienced individuals? If so, how did you benefit from this?
9. Have you gained a realistic view of the work environment and the responsibilities, problems, and rewards associated with it? Explain.
10. Did you enjoy a comfortable working relationship with your immediate supervisor(s)? Were you able to talk to them with ease?
11. Did you feel accepted by your co-workers?
12. What additional comments would you care to make about your employment experiences?

Self-Assessment

13. What difficulties or problems did you encounter on the job? How did you resolve them?
14. As a result of your experience, have your career goals changed or been

reinforced? Explain.

15. Have you gained experience in cooperating with others to attain mutual objectives?
16. To what extent have you gained self-confidence through your work experience?
17. What additional comments would you care to make about your self-evaluation?

Assessment of College

18. What did you learn in your classes at SWIC that you applied on the job? Explain.
19. Did your work experience clarify material you studied in college? Explain.
20. In what skill or subject area do you still need help to perform your job better?
21. What kind of projects or group discussions do you think would be beneficial?
22. In what ways could your Internship Coordinator be of better service to you?
23. What changes would you make to the Internship program?
24. What additional comments would you care to make about the Internship?

STUDENT FOLLOW-UP LETTER

Figure 42 Student Follow-Up Letter

(Letterhead)

Dear Graduate:

As a graduate of (Name of Community College), you are one of the most valuable sources for suggestions on improving cooperative education. Information about your employment experiences and ideas for improving cooperative education can be of great assistance in our efforts to do a better job of serving future CE students.

Would you please help us in these efforts by taking a few minutes of your time to complete and return the enclosed questionnaire. We hope to receive all replies by (Date) and have enclosed a stamped, self-addressed envelope for your convenience.

The information you provide will be kept in confidence and used only as one bit of data with the other responses. Your cooperation in this effort is most appreciated.

Sincerely,

(Signature) Enclosure

STUDENT FOLLOW-UP SURVEY

PERSONAL INFORMATION

Figure 43 Student Follow-Up Survey

Name _____

Address _____

City/State/Zip _____

Phone (____) _____

EMPLOYMENT INFORMATION

Are you in the military service full-time? ☐ Yes ☐ No

If you answered "yes," STOP HERE. Do not fill out the remaining survey, but mail this part back today.

If you answered "no," please continue with the survey by indicating your employment status.

- ☐ Employed full-time (35 hours or more/week)
- ☐ Employed part-time (less than 35 hours/week)
- ☐ Unemployed
- ☐ Unavailable for employment (you cannot accept a job for one of the following reasons)
- ☐ Receiving further education or training
- ☐ Illness
- ☐ Other _____

If you are presently employed, please indicate the relationship of your job to the occupational training you received while in school. I am employed in an occupation:

- ☐ for which I receive training
- ☐ which is related to my training
- ☐ which is not related to my training

Please indicate below your present employer's name, address, etc.

Employer's name _____

Address of employer _____

Your present job title _____

Name of immediate supervisor _____

Please indicate below your first employer after leaving school. If the employer is the same as above, skip this section.

Name of first employer _____

Address of first employer _____

Your job title _____

Name of immediate supervisor _____

Supervisor's job title _____

Why did you leave this job? _____

CONTINUATION OF EDUCATION AND TRAINING

If you are in school now, are you:

- ☐ in school full-time
- ☐ in school part-time

If you are in school now, please check. I am enrolled in a program:

- ☐ in which I received previous training
- ☐ which is related to my previous training
- ☐ which is not related to my previous training

If you are not in school now, are you interested in further occupational training?

- ☐ Yes
- ☐ No

If you checked "yes," please indicate the kind of training in which you are interested.

Improvement of Cooperative Education (CE). Directions: Please share your honest opinion on each of the following questions by placing an ~~X~~ in either the ~~yes~~ or ~~no~~ column.

YES	NO	STATEMENT
		Do you feel Cooperative Education (CE) provided you with the technical and related information necessary for employment?
		Were you provided with instruction on the laws and regulations pertaining to your chosen occupation?
		Did your classroom instruction followed a logical sequence?
		Were magazines or pamphlets for your occupation available for use?
		Did you get along well with fellow-employers?
		Did you receive training in the occupation of your choice?
		Did you think you had a chance to succeed in the career you chose?
		Were your classroom assignments interesting?
		Would you recommend your training station as a good place to train future CE students?
		Did your idea of employment change since completing CE?
		Did the coordinator try to help you meet your employment goals?
		Were you employed at least 20 hours a week?
		Did the coordinator visit you at the training station?
		Were you periodically rotated to other tasks at the training station?
		Was a training plan used for your on-the-job experiences?
		Did you belong to a career and technical education student organization?
		Did you attend the employer-appreciation banquet?

		Was the training sponsor's evaluation used for your improvement?
		Did the teacher-coordinator help you to understand your position at the training station?
		Were you in any extracurricular activities other than the career and technical education student organization?
		Do you feel you received adequate training through CE?
		Do you know the important facts to keep in mind when applying for employment?
		Do you know the important facts to keep in mind when being interviewed?
		Do you think you know what to do to advance within a company?
		After completing the CE experience, were you hired at your training station?
		Did you have any major problems at the training station?
		If you did have problems at the training station, did you inform your teacher-coordinator as soon as possible?

If you were to change anything about cooperative education, what would you change? Please list: _____

Please list CE's strengths: _____

Please list CE's weaknesses: _____

EMPLOYER COVER LETTER AND FOLLOW-UP SURVEY

Figure 44 Employer Cover Letter and Follow-Up Survey

Dear

As an employer of a community college student, you are in a unique position to give (name of community college) valuable input that can be used to improve the training of future employees. Would you please have to immediate supervisor of (student) take a few minutes to complete the enclosed survey and return it in the stamped, self-addressed envelope.

Thanks for helping (Name of LEA) do a better job of preparing students for the future.

Sincerely,

Directions: Please share your honest opinion on each of the following questions.

YES	NO	STATEMENT
		Did we provide you with an opportunity to teach a student-learner desirable work habits, job ethics, loyalty, and encourage initiative and honesty?
		Were new students adequately screened by the instructor before being sent to you for an interview?
		Was the student-learner motivated and interested in the position at your company?
		Did you as an employer understand your role in the training of the student learner?
		Did the teacher-coordinator inform you of necessary labor laws?
		To develop proficiency, was maximum use made of the learning experiences at the training station by periodically, rotating the student to other tasks?
		Did the student-learner readily adjust to the employment environment in a positive manner?
		Do you feel your student-learner had the desire to do the job well?

		Do you feel you student-learner had the ability to do the job well?
		Did the school instruct the student with correct technical information related to the job?
		Are there materials or facilities which the school should have available which would make the student's training more meaningful?
		Was there evidence that the school provided instruction in basic safety practices?
		Did other employees act favorably to the program after they learned of its purpose?
		Would you like to have another student-learner in the future?
		Did CE help the student-learner develop positive relations with other workers?
		Did the student-learner accept supervision?
		Did the coordinator try to help you with any problems which might have arisen at the training station?
		Were the coordinator's visits adequate?
		Do you feel your periodic written evaluations of the student-learner were utilized by the coordinator to bring about improvements in the student?
		Did you feel the student learned to see things from the employer's point of view as well as the employee's?
		Did the student acquire a realistic ideal of his/her ability for the chosen occupation?
		Did the learning experiences at the training station realistically help the student-learner to enter productive employment?
		Did the student learn a saleable skill?
		Did the student learn to accept responsibility?

		Was CE of value to you in developing the type of employee you desired?
		Did you attend an employer-appreciation banquet?
		Was the training plan flexible enough to serve your needs?
		Did you have a signed training plan on file?
		Did the coordinator help in setting up a realistic training plan for the student?
		Did the coordinator correlate the student's classroom instruction with the learning experiences at the training station?
		Were the student-learner's hours agreeable to you?
		Was your student-learner employed at least 20 hours a week?

Did you have any major problems with your student- learner? If yes, please list them:

You, as an employer, have become a partner with the school in educating students to become effective employees. Are there areas we should try to improve? If yes, please list them:

My student-learner was supervised by: _____

Name of Training Sponsor _____

Thank you for assisting us in maintaining and improving cooperative education by completing this evaluation.

COLLEGE OF DUPAGE CE AND INTERNSHIP INFORMATION

Figure 45 CE and Internship Information

(<http://www.cod.edu/Service1/CECS/CoopEdu/RevisedFacultyAdviserHandb.pdf>)

Cooperative education and internships are supervised, work-based learning experiences in which qualified students earn credit toward their degree or certificate. Academic co-op/internship experiences are possible in most programs of study as elective or required courses. Students should be pursuing a program of study at the college, have completed 12 semester hours (3-4 classes) related to a field of study or career, and have a cumulative GPA of 2.0/4.0 or better. Co-op and internship jobs may last a minimum of 15-16 weeks (one semester) or a maximum time agreed upon by the student and employer. Generally, co-op is a paid experience and internships are unpaid.

Student Eligibility Requirements

- Completion of 12 semester hours (3-4 courses) related to a field of study or career-related course work.
- Written permission of the Cooperative Education/Internship Program staff
- Validation of the student's ability and permission to participate is at the discretion of the faculty adviser based on enrollment in a program of study.
- Maintain a cumulative GPA 2.0/4.0 or higher. If a student's GPA drops below a 2.0 after receiving and accepting a job offer, but before registration, special approval by the faculty adviser and a college counselor is required. The student will meet with a counselor to draft a success agreement.

Cooperative education and internship credit is based on the number of clock hours

the student works during the 15-16 weeks (one semester) of employment

1 credit	75 hours	(5 hours/week)
2 credits	150 hours	(10 hours/week)
3 credits	225 hours	(15 hours/week)
4 credits	300 hours	(20+ hours/week)

A maximum of 8 credits may be applied toward completion of an associate degree in most cases.

Ideas for Learning Goals

- Analyze quantitative data, statistical data or human and social situations.
- Appraise or evaluate programs, services or performance of individuals.
- Arrange social functions, events or meetings between people.
- Classify by sorting information into categories.
- Compile statistical data, facts, or information.
- Complete in-house training courses, correspondence studies or special projects assigned by supervisor.
- Coordinate events involving groups of people, quantities of information, or events in time sequence.
- Conduct special meeting and/or training sessions, etc.
- Create new systems or processes.
- Make decisions about use of money, resources, safety, or alternatives within a certain situation.
- Demonstrate the ability to perform certain job functions previously unknown.
- Design new systems, forms, plans, processes and/or methods of operation.
- Develop a working knowledge of various job processes and/or duties and responsibilities.

- Administer written tests or informational sessions.
- Explain by justifying one's actions or making obscure ideas clear to others.
- Find and research information from various sources or people that can be helpful.
- Imagine new ways of dealing with old problems, theoretical relationships, artistic ideas or perspectives and present those ideas in measurable terms.
- Implement new plans, procedures, or ideas within the business organization.
- Improve technical skills; e.g. typing, computer applications, equipment operation.
- Increase level output, number of contacts, amount of sales, etc.
- Initiate personal contacts or new ideas and ways of doing things.
- Interpret other languages or meaning of statistical data.
- Interview to obtain information, or evaluate applicants to an organization.
- Investigate by seeking the underlying causes of a problem.
- Learn the techniques of operating new equipment, new procedures or methods at the job site.
- Manage the work of others or the processing of information.
- Memorize data, lists, etc that may be necessary on the job.
- Organize by bringing people together for certain tasks and gathering needed information and resources.
- Persuade by influencing others to see your point of view.
- Plan by generating support for ideas and/or using strategies to influence policy.
- Question to obtain information or clarification.
- Read and/or review company or product information.
- Research by collecting information from libraries, archives, people, etc.
- Review by assessing the effects of a plan, program, or individual or group performance.
- Revise present policies, procedures, or methods of operation.

SOUTHWESTERN ILLINOIS COLLEGE INTERNSHIP EXPLANATION

The Office Administration and Technology Internship is a work-study program sponsored by Southwestern Illinois College, Belleville, Illinois, in cooperation with local business firms that have the appropriate facilities. It is designed to provide advanced students in the Office Administration and Technology program with relevant on-location experience. The students will receive instruction in the classroom that will complement this on-the-job experience. Each student will be required to spend a total of 160 hours at the work site.

The participating business firms are afforded an opportunity to assist the college in exposing the student to the business world. They will also have access to some of the brightest and most qualified graduates entering the job market.

The student will be expected to complete a training plan specifically tailored to the organization. The plan will involve observation, production experience, and corporate guidance. The student's performance of productive work for the firm should compensate for the support required on the part of the supervising employer.

The Internship will provide a closer working relationship between the business firm and the college. It is the desire of the college to provide a high quality graduate for the business community. Cooperative efforts such as the Internship increase the likelihood that the college will produce competent, highly trained professionals for the employer.

The internship benefits the students by allowing them to gain knowledge in the field while completing their Associate in Applied Science Degree. Additionally, the work experience

provides the student with valuable career information, which may be used to determine future career choices.

A student who is preparing to be a successful employee should have mastered the basic skills of the occupation and the related industry and technical knowledge. The Internship should enable the student to better understand the functions of organizations and employee relations as they relate to the work environment.

CHAPTER 3 - REGISTERED APPRENTICESHIPS

The Bureau of Apprenticeship & Training (BAT <http://www.doleta.gov/OA/bat.cfm>) is the Federal agency responsible for the administration of the National Apprenticeship System in the United States. The Bureau of Apprenticeship & Training was established by the National Apprenticeship Act of 1937, as amended, Public Law 75-308, commonly known as the Fitzgerald Act. This legislation was enacted to secure apprentices' benefits and safeguard the apprentices' welfare,, and government plays a supportive role. The BAT is a program office of the Office of Apprenticeship Training and Employer and Labor Services (ATELS) located in the Employment and Training Administration of the United States Department of Labor.

A. THE BUREAU OF APPRENTICESHIP AND TRAINING

The Bureau of Apprenticeship and Training is a service agency that promotes and provides technical assistance to potential and current sponsors in establishing and maintaining registered apprenticeship programs. The Bureau also provides technical assistance to current sponsors. The Bureau also has the responsibility for promoting equality of opportunity in apprenticeship programs registered w/BAT as requirements under Federal Register Title 29 CFR Part 30. The Bureau coordinates with the United States Department of Education, Office of Adult Vocational Education on the related theoretical instruction aspect of apprenticeship programs.

The Bureau of Apprenticeship & Training provides registered apprenticeship services in all the States and is the registration authority for training programs and apprentices in 23 states.

It delegates this registration authority through its Federal-State partnership with State Apprenticeship Councils/Agencies in 27 States, the District of Columbia, Puerto Rico and the Virgin Islands. The National Office is located in Washington, D.C., and includes the Division of Standards and National Industry Promotion, and BAT's field structure which includes Regional, State, and local offices. For those unfamiliar with the apprenticeship system, the following Q and A section should help.

QUESTION	ANSWER
What is registered apprenticeship?	Registered apprenticeship is a training system that produces highly skilled workers to meet the demands of employers competing in a global economy. A proven strategy, registered apprenticeship ensures quality training by combining on-the-job training with theoretical and practical classroom instruction to prepare exceptional workers for American industry. The process of apprenticeship program registration with Federal and State government agencies is standards-based. It is a process designed to ensure that working apprentices, program sponsors, and the general public can gain a clear understanding of the training content and the measures that are in place to ensure ongoing quality.
Who does registered apprenticeship serve?	In the U.S. today, some 37,000 program sponsors, representing over a quarter million employers, industries and companies, offer registered apprenticeship training to approximately 440,000 apprentices. these training programs serve a diverse population which includes minorities, women, youth, ,and dislocated workers.
What industries currently participate in registered apprenticeship?	Construction, manufacturing, telecommunications, information technology/networking, service and retail industries, health care, the military, public utilities, and the public sector.
What are the benefits of registered apprenticeship	Employer benefits include: (a) skilled workers trained to industry specifications to produce quality results, (b) returned turnover, (c) pipeline for new skilled workers, and (d) reduced worker

programs?	<p>compensation costs due to an emphasis on safety training.</p> <p>For apprentices and journey workers, benefits include: (a) jobs that usually pay higher wages, (b) higher quality of life and skills versatility, (c) portable credentials recognized nationally and often globally, and (d) opportunity for college credit and future degrees.</p> <p>For the nation benefits include: (a) highly skilled workforce, (b) increased competitive edge in global economy, (c) system to contribute to and sustain economic growth, and (d) lessened need to import skilled workers.</p>
Who operates and pays for registered apprenticeship training?	<p>Registered apprenticeship programs are operated by both the private and public sectors. Sponsors include employers, employer associations, and joint labor/management organizations. Program sponsors pay most of the training costs while simultaneously increasing the wages of the apprentices as their skill levels increase. Registered apprenticeship training can be competency based or time based with training generally ranging from one to six years depending on the needs of the program sponsor. Because the training content is driven by industry need, the end results of apprenticeship programs is extremely well trained workers whose skills are in high demand.</p>
What role does government play in registered apprenticeship?	<p>The National Apprenticeship Act authorized the Federal government, in cooperation with the States, to oversee the national's apprenticeship system. The U.S. Department of Labor's Office of Apprenticeship Training, Employer and Labor Services/ Bureau of Apprentice and Training and individual State Apprenticeship Agencies are responsible for: (a) registering apprenticeship programs that meet Federal and State standards, (b) protecting the safety and welfare of apprentices, (c) issuing nationally recognized and portable Certificates of Completing to apprentices, (d) promoting the development of new programs through marketing and technical assistance, (e) assuring that all programs provide high quality training, and (f) assuring that all programs produce skilled, competent workers.</p>
How much does government spend on apprenticeship?	<p>As of 1996, the Federal government invested approximately \$16 million for administration of the apprenticeship system, with States contributing roughly another \$20 million. Thus, the total public investment amounts to an estimated \$36 million, or about \$110 per apprenticeship.</p>

What is the return on investment for this public expenditure?	Because apprentices pay income taxes on their wages, it is estimated that every \$1 the Federal government invests yields more than \$50 in revenues. If all 440,000 apprentices earn an average annual income of \$15,000 (which is a low average), this generates nearly \$1 billion in Federal tax revenues along, a significant return on Federal and State investments. The government's return on investment in registered apprenticeship clearly outperforms other types of government-sponsored job training programs.
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Apprenticeship training is a system of training that:

- ❖ is voluntary; small amounts of public dollars are involved in apprenticeship.
- ❖ combines classroom related instruction with structured on-the-job training; apprentices attend classes (or their equivalent) and are taught skills on the job.
- ❖ utilizes a skilled technician or craftsperson to help instruct apprentice(s); this instruction is generally accomplished as part of the on-the-job training, and this person is referred to as a journeyperson.
- ❖ requires the trainee to be employed by an employer who has a direct need for workers in the occupation for which training is being given.
- ❖ must be sponsored by an employer, group of employers, or employer-associated entity.
- ❖ may be jointly sponsored by a union and an employer(s) or just by an employer(s); these are called joint and non-joint programs.
- ❖ is run and administered by the sponsor (employer(s) or like entity); there are certain minimum requirements and standards to which an apprenticeship program must adhere, but the program is run by the sponsor. One of the biggest misconceptions about apprenticeship is that it must be a union-oriented training program. Employers determine the structure and organization of their companies; then, apprenticeships may be tailored to match the structure and organization.
- ❖ is established for the highly-skilled technician, craftsperson, or mechanic. It is for occupations that do not require a college degree, but do require both considerable skill and knowledge.

Facts About Apprenticeship

(<http://www.careervoyages.gov/apprenticeship-fastfacts.cfm>)

Apprentices and Participation Trends

- In FY 2007, more than 212,000 individuals entered the apprenticeship system.
- Nationwide, there are more than 468,000 apprentices currently obtaining the skills they need to succeed while earning the wages they need to build financial security.
- In FY 2007, nearly 35,300 graduated from the apprenticeship system.

Apprenticeship Sponsors and Trends

- There are approximately 28,000 registered apprenticeship programs across the nation.
- In FY 2007, 3,253 new apprenticeship programs were established nationwide. Building on the foundation set by traditional partner industries such as Construction and Manufacturing, 716 of these programs were for other in-demand occupations.

Public-Private Investment and Partnerships

- The federal government invests \$21 million annually in the apprenticeship system.
- Apprenticeship sponsors pay most of the training costs. Apprentices' wages increase as their skill and productivity levels increase.
- The Construction industry contributes an estimated \$250 million annually to support apprenticeship in the industry.
- In recent years, new apprenticeship partnerships have been formed with companies such as UPS which registered over 18,700 new apprentices during FY 2007.
- Currently, there are hundreds of academic partnerships with two- and four-year colleges that offer Associate's and Bachelor's degrees in conjunction with apprenticeship certificates.

Operation

- Apprenticeship programs are operated by both the public and private sectors. Apprenticeship sponsors, who are employers, employer associations and labor-management organizations, register programs with federal and state government

agencies. Sponsors provide on-the-job learning and academic instruction to apprentices according to their industry standards and licensing requirements.

Program Dividends

- Because apprentices pay income taxes on their wages, it is estimated that every dollar the federal government invests in apprenticeship yields more than \$100 in revenues.

Office of Apprenticeship

The Office of Apprenticeship (<http://www.doleta.gov/jobseekers/Apprent.cfm>), is responsible for developing materials and conducting a program of public awareness to secure the adoption of training in skilled occupations and related training policies and practices used by employers, unions, and other organizations; developing policies and plans to enhance opportunities for minority and female participation in skilled training; and coordinating the effective use of Federal, labor, and resources to create a clear training-to-employment corridor for customers of the workforce development system. The Office of Apprenticeship engages in partnership activities, ensuring quality service and customer satisfaction.

Under the modern apprenticeship system, the apprentice and sponsor develop a written contract that details the conditions under which the apprenticeship is to be served. Apprentices are considered to be regular employees and are paid wages that progressively increase as their skill level increases. Apprenticeship continues to supply American business and industry with many highly skilled workers and has the potential to provide many more. Employers or groups of employers and unions design, organize, manage, and finance registered apprenticeship programs under a set of apprenticeship standards, which include an on-the-job training outline, related classroom instruction curriculum and the apprenticeship operating procedures. These

standards are then registered with the OA or an OA recognized State Apprenticeship Agency (<http://www.doleta.gov/OA/stateagencies.cfm>). The OA provides apprenticeship services in all States, and registers programs and apprentices in the 25 States where there is no State Apprenticeship Agency. Illinois does not have a State Apprenticeship Agency.

The National Association of State and Territorial Apprenticeship Directors (NASTAD, <http://www.doleta.gov/OA/nastad.cfm>) was established to promote and achieve an effective national apprenticeship system. The association accomplishes this by providing a forum for states and territories who each have their own state apprenticeship law with which to govern Registered Apprenticeship training programs within their respective jurisdictions. Since its inception, NASTAD has served its goal well in providing information, sharing ideas and providing support in problem solving to its members. The NASTAD represents the majority of Registered Apprenticeships in the United States. It has willingly accepted its rightful place close to the pulse of apprenticeship nationwide and has sought to serve well its member states and territories. NASTAD provides the support and assistance necessary in the execution of successful state managed apprenticeship.

Registered apprenticeship program sponsors identify the minimum qualifications to apply into their apprenticeship program. The eligible starting age can be no less than 16 years of age; however, individuals must usually be 18 to be an apprentice in hazardous occupations. Program sponsors may also identify additional minimum qualifications and credentials to apply, e.g., education, ability to physically perform the essential functions of the occupation, proof of age.

All applicants are required to meet the minimum qualifications. Based on the selection method utilized by the sponsor, additional qualification standards, such as aptitude tests and interviews, school grades, and previous work experience may be identified. Only those program sponsors having five or more apprentices must adopt a written Affirmative Action Plan and Selection Procedures which is registered with the Registration Agency. The program sponsor identifies one of four selection methods available under Title 29, CFR Part 30.

Planning the Apprenticeship

There are two factors that determine whether or not an Apprenticeship Program should be included as part of an LEA's school-to-career program. The first is that there should be sufficient numbers of students who could benefit from the experience and who would be willing to participate. Second, the employment community should be able to provide students with appropriate training stations. Many of the following steps necessary for effective planning of apprenticeships are outlined here.

1. Analyzing the labor market
2. Choosing a steering committee
3. Securing a commitment from schools and local industry
4. Overall direction of the program
5. Making a recommendation

Analyzing the Labor Market

The purpose of analyzing the labor market is to target occupations with favorable employment outlooks. Training for jobs with good futures is the best way to promote youth

apprenticeship and gain student and community support. You should communicate with local entities such as career and technical education program advisory committees, cooperative education, placement coordinators, trade associations, the Chamber of Commerce, the Illinois, the Private Industry Council of Illinois, Illinois Manufacturer's Association, and others should be contacted to identify local needs and any analyses that have already been accomplished. Do not reinvent the wheel. It is possible that a local market analysis has already been completed and is available. A variety of other sources of labor market information exists which may be examined for job opportunities and related information. Probably the most extensive sources are the

Occupational Outlook Handbook (<http://www.bls.gov/OCO>),

Occupational Projections and Training Data (<http://www.bls.gov/emp/optd>), and the

Career Guide to Industries (<http://www.bls.gov/oco/cg>). These are prepared by the Bureau of Labor Statistics, U.S. Department of Labor.

Important factors to investigate are:

1. The key demand issue - What is the level of annual average openings?
2. How big is the occupation?
3. Is it expanding or declining?
4. How many people are already being trained and completing relevant programs?
5. Are enrollments in programs increasing or decreasing?
6. To what extent are graduates of existing programs finding training-related jobs?

Answers to these questions are important for effective planning. Apprenticeships require jobs to be available in occupations for which students are to be trained. It is necessary to

complete a thorough market analysis or study local market analyses already completed before proceeding further.

Choosing a Steering Committee

If the labor market analysis is favorable, the formation of a steering committee can help open communication, secure commitments from necessary parties, and provide other advice as needed. Members of the committee should have a vested interest in apprenticeship and should include representatives of the community, industry, labor, education, both secondary schools and the community college, and the Department of Labor's Bureau of Apprenticeship and Training.

Business groups such as the Chamber of Commerce are also vital since apprenticeship is mainly employer driven. Apprenticeship staff, career and technical education directors, placement personnel, and CE coordinators may also be considered.

The committee should develop plans to contact employers in the occupational areas to be addressed. The committee should also develop strategies to target, implement, and market youth apprenticeships to businesses, industries, schools, students, parents, and the community; and should include methods for reaching culturally diverse populations.

Securing Commitment From Schools and Local Industry

LEA's may be responsible for:

1. overall program administration,
2. the staff who actually provide the instruction,
3. accounting/recordkeeping services,
4. scheduling and logistical support, storage and classroom space, and
5. equipment.

LEA's should consider the number of students interested in apprenticeship and the compatibility between the apprenticeship system and the schools' policy regarding student employment. LEA's should be willing to enter into an agreement that defines their involvement and commitment.

Labor market analysis should be used to determine the feasibility of an apprenticeship system in terms of occupations, programs, and industries. A thorough analysis should be completed to determine if local industry will be able and willing to provide the necessary components.

Overall direction of the program

Jobs for apprentices will continue beyond high school graduation; therefore, apprenticeships should not be a means to hire high school students at minimal costs. The supervisors that work with trainees should monitor their performance according to apprenticeship standards. Performance expectations regarding the quality, discipline, and work culture requirements should mirror journey-person employees. There must be members of oversight committees, boards of directors, or governing councils for the program. Financial support for the program is necessary to provide wages for the apprentice in addition to equipment and supplies at the workplace.

Workplace training and orientation, may include tours, in-school presentations, practice interviews, simulated training, simulated work processes, opportunities for mentoring or job shadowing, and actual on-the-job experiences. There must be sufficient staff to work on program needs and activities. A positive result of apprenticeship programs is expanded contracts within

the greater community. Expertise, particularly in the areas of curriculum development, instructor training and work orientation, employment projections, and program planning should result. There must be a commitment to train the apprentice. Finally, employers in the community can be identified through the local Chamber of Commerce, the Bureau of Apprenticeship and Training, the yellow pages, CE coordinators, and statewide associations.

Making a Recommendation

The steering committee should make a recommendation to the organizers of the apprenticeship system based upon the results of the analysis of the labor market, the commitment of the schools, and the number of employers interested and willing to make a commitment. The recommendation should be made after letters of commitment have been signed by all applicable parties. Sample letters of commitment are available along with all necessary forms from the local Bureau of Apprenticeship and Training representative.

The Bureau of Apprenticeship and Training representative should be contacted at this time. The representative is the expert and can provide invaluable information concerning procedures and applicable paperwork. This step will save a lot of unnecessary research.

Organizing Apprenticeship Programs

After the planning process is complete and a favorable recommendation has been made, the apprenticeship program may be organized. Steps include: (1) forming an oversight committee, (2) setting attainable goals, (3) linking the partners, and (4) promoting the apprenticeship program.

Forming an Oversight Committee

Forming an oversight committee is a key element to success when organizing an apprenticeship program. The oversight committee will help with public relations, address barriers, open and maintain communication between the partners, and generally set the tone.

An oversight committee must have clearly defined responsibilities and be aware of its limitations. Effectiveness will depend on the capabilities of individual committee members and the level of influence members have within the community. Members of the oversight committee should include representatives from the following, and could include members from the steering committee that was established during the planning phase:

- ❖ business and industry
- ❖ labor
- ❖ trade associations
- ❖ Bureau of Apprenticeship and Training
- ❖ skills centers/secondary education/intermediate school districts
- ❖ community colleges
- ❖ counselors
- ❖ CE and placement coordinators

Optional members could include representatives from the:

- ❖ Private Industry Council
- ❖ Chamber of Commerce
- ❖ State Department of Education
- ❖ United Way
- ❖ Urban League

- ❖ Office of the Mayor
- ❖ Economic Development Council

The oversight committee helps to expand the realm of contacts, helps access funds or resources, refers jobs and/or applicants to the programs, encourages industry and educators to work together as goals are developed, and promotes programs for underserved individuals. Responsibilities of the oversight committee may include:

- targeting the occupational areas to be addressed in the initial phase of the program
- serving as liaisons to individuals and organizations which could be helpful to the project
- obtaining jobs for students. making presentations in selected classrooms
- offering industry growth projections
- arranging supporting recruitment activities

To avoid possible communication problems, the oversight committee should be limited to between 10-15 members.

Setting Goals

Goal setting is necessary to establish the expectations of the program and to provide direction and criteria for evaluation. Goals should be written to evaluate program success (summative evaluation) and to identify adjustments that may be needed along the way (formative evaluation).

Quantifiable goals, such as the number of apprentices enrolled or the number of placements made, set the pace for project activities and serve as benchmarks to measure progress. There are also non-quantifiable goals that are equally important. An example might be to enhance relationships between schools and local employers. This achieved enhancement may be difficult to

measure, but it may be as important as meeting an apprenticeship registration quota. The following are some suggested goals for apprenticeship programs:

1. To register LEA students into apprenticeship programs.
2. To provide students a link between LEA instruction and skill training in the workplace.
3. To provide on-the-job work experiences for students in apprenticeable occupations.
4. To coordinate existing services within LEAs to assist appropriate students to become involved in apprenticeship programs.
5. To increase participation of CE and technical program students in youth apprenticeship programs.
6. To work with school staff to assess the interests, abilities, and skills of students.
7. To work with school staff to recruit, enroll, and place qualified students with employers/sponsors.
8. To identify community businesses interested in, and eligible for, establishing apprenticeship programs.
9. To promote the opportunities in the community through youth apprenticeships.

Linking the Partners

For an apprenticeship program to be successful, business, industry, LEAs, and the Bureau of Apprenticeship and Training must work closely together. Each partner should be willing to commit to and enter into an agreement that defines their role. LEA's should agree to:

1. Establish a course of study that will articulate the LEA's curricula with the educational portion of the apprenticeship.
2. Provide placement for the on-the-job segment of the apprenticeship. The work segment should be at least 15 hours a week and include required job competencies.
3. Provide an administrator who is responsible for recording/reporting information, completing forms and other paperwork, and coordinating related instruction with on-the-job training.

4. Make contact with the business community to expand apprenticeship opportunities for students.
5. Assist students in establishing career goals.
6. Establish relationship with the area representative of the Bureau of Apprenticeship and Training.
7. Establish criteria for selecting students for the apprenticeship program.
8. Articulate the curricula of the secondary schools and community colleges with the educational portion of the apprenticeship program.
9. Record and monitor students' progress throughout training.
10. Develop articulation agreements between apprenticeable secondary and post-secondary occupational programs.
11. Recommend individuals for on-the-job training slots.
12. Develop a relationship with the oversight committee.

The Bureau of Apprenticeship and Training identifies the minimum standards for the apprenticeship and registers the program. These standards are designed to ensure:

1. quality, standardized training,
2. a written apprenticeship agreement,
3. a progressively increasing wage scale,
4. reasonable probationary periods for apprentices,
5. appropriate credit for prior work experiences and training,
6. journeyman/apprenticeship ratios suitable for training,
7. nondiscrimination,
8. adequate recordkeeping, and
9. recognition of completion.

The Bureau of Apprenticeship and Training is required to:

1. Organize the apprenticeship oversight committee;

2. Provide information on apprenticeship requirements;
3. Provide formal approval of the competency list and related schedules that are validated by the oversight committee;
4. Promote equal opportunities for women and minorities in apprenticeships;
5. Register apprentices with the Bureau of Apprenticeship and Training, U.S. Department of Labor;
6. Maintain the apprentices' records and coordinate changes, cancellations, reinstatements, and completions for the apprentices; and
7. Award certificates of completion to the persons who finish the apprenticeship.
8. As stated earlier, it is important to contact the Bureau of Apprenticeship and Training representative as early in the process as possible. They are the experts and can assure that the apprenticeship program stays on track.
9. Apprenticeship is an employer operated and driven system that works closely with organized labor in business and industry where a labor agreement exists. Employers who choose to participate should agree to:
10. Write a letter stating their intention to develop the apprenticeship program with the assistance of appropriate parties (trade associations, unions, Bureau of Apprenticeship and Training, etc.);
11. Furnish any progress or special reports that may be required within the time period specified;
12. Recruit, select, employ, and train apprentices without discrimination;
13. Have a signed training agreement on file;
14. Provide Workers' Compensation to apprentices, and
15. Ensure that no workers are displaced because of youth apprentices in the apprentice program.

Promoting Apprenticeship Programs

Apprenticeship programs must be promoted if they are to be successful. Promotional activities should include the following:

1. Informing school counselors of the apprenticeship program and its advantages to students.

2. Preparing placement and CE coordinators so they support the system as they work with employers and develop jobs.
3. Working with career and technical education instructors so they recommend students for the apprenticeship system.
4. Making presentations to parent-teacher organizations, business and labor organizations, community-based organizations, and others.
5. Developing and distributing information on the apprenticeship system to various media organizations.

Promotional activities should include advantages of the apprenticeship system. The following are advantages, or selling points, that should be shared:

Advantages for the Student include:

- ❖ improved transition from school to continued training and employment, receiving nationally recognized achievement and credentials,
- ❖ financial benefits,
- ❖ greater career opportunities,
- ❖ participating in hands-on learning, and
- ❖ recognition for meeting stringent criteria for entering and continuing in the apprenticeship.

Advantages for the Employer include:

- ❖ reduced training and recordkeeping costs,
- ❖ reduced employer turnover,
- ❖ qualified and motivated employees,
- ❖ free professional assistance with employee training,
- ❖ a direct return on the tax dollar,
- ❖ recognition for community service,
- ❖ free access to extensive and varied training resources, and
- ❖ strengthened business and industry involvement with LEAs.

Advantages for Education include:

- ❖ expanded curriculum and increased learning facilities,
- ❖ increased educational options for students,
- ❖ increased student interest and reduced student dropouts, and
- ❖ strengthened ties to the business community.

Advantages for the Community include:

- ❖ encourages students to remain in the community,
- ❖ attracts new business and industry, and
- ❖ strengthens business/education partnerships.

B. CONDUCTING APPRENTICESHIP PROGRAMS

The following is a list of major tasks to be accomplished while conducting apprenticeship programs. This list is not inclusive, but provides a good starting point.

- ❖ Recruiting students
- ❖ Developing jobs
- ❖ Coordinating roles and responsibilities
- ❖ Monitoring the Youth Apprenticeship System
- ❖ Coordinating related instruction

Recruiting Students

An important recruitment strategy is to make presentations to student groups. This can be accomplished at LEA orientation sessions, career fairs, open houses, etc. Anywhere a group of eligible students congregates is an opportunity to get out the word.

Steps for an effective presentation include:

1. Distributing a list of apprenticeable occupations which can be obtained from the Bureau of Apprenticeship and Training representative in the local area.
 - a. Discuss diversity and number of occupations.
 - b. Encourage questions about different occupations.
 - c. Encourage inquiries regarding how to participate.
 - d. Discuss admission requirements (grades, attendance, recommendations).
2. Discussing apprenticeship process.
 - a. Explain how to submit an application form.
 - b. Discuss interview process.
 - c. Discuss the employer interview and hiring process.
 - d. Discuss student monitoring and grading procedures.

- e. Discuss the apprenticeship program after graduation.
 - f. Discuss enrollment in the community college after graduation.
3. Discussing apprenticeship standards.
- a. Discuss types of skill training involved.
 - a. Discuss related instruction at the community college and the possibility of articulated credit for secondary school learning.
 - b. Indicate that there are federal standards and 22 requirements that each employer must uphold.

Students complete the following activities to participate in the apprenticeship program. The applicant must complete an application for apprenticeship and complete an assessment process for basic skills, aptitudes, etc. The applicant works with the apprenticeship coordinator to select an occupation and company best suited to the applicant's needs. The applicant schedules a date for interview with school staff. The interview board consists of at least three staff members and the interview usually lasts between 20 and 30 minutes. Based on the student's academic and attendance records and results of the interview, the board recommends whether the student should be accepted or not. The student should be notified of the results within two weeks and an interview with the employer should be scheduled. The applicant is then interviewed by the employer who has the sole responsibility to make the decision as to whether the student is hired. The apprentice then completes an Apprenticeship Training Agreement and/or Employment Training Agreement that outlines the specific duties of each of the educational providers, the company, and the participant. Once the agreements have been approved by the Bureau of Apprenticeship and Training, they must be signed by: (1) Bureau of Apprenticeship and Training, Department of Labor, (2) the

LEA, (3) employer, and (4) student apprentice. The student is considered a registered apprentice when this process is complete.

Developing Jobs

Job development requires employers to become aware of the advantages of participating in the apprenticeship system. Employers who participate have the advantage of a free employment referral service and an opportunity to build their own skilled labor pool by becoming personally responsible for the training of young entrants into their organization. Suggested strategies include:

- ❖ Contacting employers who are registered with the Bureau of Apprenticeship and Training.
- ❖ Contacting local business, labor, and trade organizations.
- ❖ Working with community college placement offices.
- ❖ Making calls to local employers.
- ❖ Working with local employment organizations.
- ❖ Contacting small employers who have not had previous experience with apprenticeship programs.

Once a list of prospective employers is constructed, the following steps may be helpful in securing a commitment:

1. Discuss relationship of the apprenticeship program and CE.
2. Inform the employer they must have a Registered Apprenticeship Program before participating in the program.
3. Explain the progression from high school to the full-time Registered Apprenticeship upon graduation. Include the probationary period during which time the apprentice can be asked to leave the program without cause.
4. Indicate that apprenticeship standards are federally approved and review the 22 points to which the employer must agree. (<http://illinois-apprenticeship-information.illinois.aidpage.com>)

5. Indicate that standards can be customized to suit the employer.

During the program registration process, information is given to a representative of the Bureau of Apprenticeship and Training, and a meeting is set up between the employer and the Bureau of Apprenticeship and Training. At this point adjustments can be made to the standards to accommodate the employer. The employer must sign the agreement and a letter of intent to hire, and the Bureau of Apprenticeship and Training then submits the necessary papers for approval and the program is registered.

There may be instances where an employer will be asked to give credit for previous experiences the apprentice has completed at another employer. When meeting with the employer, it should be remembered that time is critical to the employer, materials need to be well organized, and the employer must be convinced of the benefits of participation in the program.

Coordinating Roles and Responsibilities

Staffing is a crucial issue. There should be a single point of contact. However, shared responsibility can work well if communication occurs freely. Leadership can come from existing positions such as CE coordinators, placement coordinators, etc. But for optimal results, a staff member dedicated to the apprenticeship system is recommended. The responsibilities of the apprenticeship coordinator are to:

1. establish contact with local businesses to expand apprenticeship opportunities.
2. maintain contact with other schools to encourage participation.
3. promote equal opportunities for minorities and women.

4. establish relationship with the Bureau of Apprenticeship and Training representative.
5. recruit students.
6. assist students with the application.
7. set up and conduct student interviews.
8. assist with registration of programs.
9. monitor students.

Monitoring the Youth Apprenticeship System

Effective monitoring ensures that apprentices are receiving the education defined in the Apprenticeship Standards. Monitoring requires that accurate records be kept to ensure accountability of the apprenticeship system.

Visits to the work site should occur at least twice each semester and should include the following activities:

1. Determine adherence to the training plan for each apprentice (make adjustments as needed).
2. Evaluate apprentice's progress on the job.
3. Ensure training methods are being used properly.
4. Provide assistance to the employer concerning the apprentice's assessment of progress.
5. Determine appropriateness of the apprentice's dress and grooming on the job.
6. Note any difficulties the apprentice may be having.
7. Restate training objectives to training personnel so everybody is on the same track.

The goals identified for the apprenticeship system should be specific enough to allow for both a summative and formative evaluation system. From a summative perspective, goals will include number of student, including minorities and women to be served, number of enrollees,

number of employers contacted, and progress and accomplishments. If the goals are clear, the monitoring system should be self-explanatory. From a formative perspective, evaluation is needed so that improvement to the system can be made as apprentices move through their training. A good way to accomplish this is through interviews of both employers and apprentices.

With an effective monitoring system in place that is based on the goals described in the planning stage, problems and concerns can be minimized. Complete records should be kept by the apprenticeship coordinator. Following items should be included in the records: progress towards earlier stated goals and objectives, contribution of agencies to the performance of the apprentices, placement and retention rates, cost effectiveness, and coordinating related instruction.

Related Instruction

The Federal Committee on Apprenticeship recommends a minimum of 144 hours per year of related instruction. This is based on a formula of two hours per session, two days a week, for 36 weeks. Each apprentice is to enroll and attend classes for related instruction as outlined in the apprenticeship standards for each trade.

The apprentice should complete the core secondary school curriculum and related instruction including instruction in occupational specifics, employability skills, and/or applied academics. Coordination of this curriculum is essential to success. A formal articulation agreement should be established between the secondary schools and the community college which details the enrollment process and the articulation credits allowed.

C. LEGAL ASPECTS

The reader is referred to *Section F: Legal Aspects* in Secondary CE.

D. SAMPLE CURRICULUM FOR SELECTED APPRENTICESHIPS

Machinist Apprentice Training Program

(<http://www.workforcedevelopment.com/machinery/machinist.html>)

Designed specifically to meet the standards established by the Bureau of Apprenticeship and Training, the Machinist Apprentice Training program provides employees with comprehensive skills training for qualification as a professional machinist.

The curriculum begins with a review of pre-technical and basic industrial skills—a benefit to novices and more experienced employees. Students learn all about safety, tool handling, and metalworking. With on-the-job training they'll build the foundation they. Optional courseware in tool and die making is available for more ambitious students who looking for supplementary training in a related skill.

Successful program graduates will be able to:

- ❖ **Select** the proper metal alloy.
- ❖ **Calculate** the proper speeds and feeds for different materials.
- ❖ **Describe** the sequence of operations to complete a job.
- ❖ **Discuss** the hardening and tempering of steel.
- ❖ **Describe** the setup and operation of standard machine tools such as the lathe, grinder, milling machine, and drill press; also broaches, boring mills, and planers.
- ❖ **Select** the proper speeds and feeds for cutting metal.
- ❖ **Explain** the various shapes of cutting tools.
- ❖ **Discuss** the setup and operation of numerically controlled machine tools.

You can work with a training consultant to devise an individualized program or follow the complete Machinist Apprentice Training course list below.

Pre-Technical and Basic Industrial Skills

Trades Safety: Getting Started Working Safely with Chemicals Fire Safety Material Handling Safety Linear and Distance Measurement Basic Industrial Math Addition and Subtraction Multiplication and Division	Fractions, Percents, Proportions, and Angles Metric System Formulas Introduction to Algebra Applied Geometry Practical Trigonometry Introduction to Print Reading Dimensioning Tolerancing and Symbols	Sectional Views and Simplified Drafting Reading Shop Prints Geometric Dimensioning and Tolerancing Interpreting Geometric Dimensioning and Tolerancing (Video) Bench Work Precision Measuring Instruments, Part 1 Precision Measuring Instruments, Part 2 Precision Measuring Instruments, Part 3 Jobs, Companies, and the Economy: Basic Concepts for Employees Quality Concepts: Tools and Applications
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Machining, Metal Working, and NC/CNC

Metal Processing Ferrous Metals Nonferrous Metals Identification of Metals Layout Drilling Lubrication, Part 1 Lubrication, Part 2 Fasteners Milling Machines, Part 1 Milling Machines, Part 2 Milling Machines, Part 3	Lathes, Part 1 Lathes, Part 2 Lathes, Part 3 Lathes, Part 4 Lathes, Part 5 Basic Engine Lathe (Video) Fundamentals of Metal Cutting Machine Shop Safety Automatic Screw Machines Turret Lathes	Quality Control for the Technician Boring Mills Planers Broaching Shapers, Slotters, and Keyseaters Nontraditional Machining Technologies Hardening and Tempering Tool Grinding Tool Dressing Gear Calculations Gear Making Manufacturing Processes
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Milling Machine Practice Milling Machine Indexing and Spiral Work Milling and Tool Sharpening (Video)	Turret Lathe Tools and Setups Fundamentals of Grinding Cylindrical Grinding, Part 1 Cylindrical Grinding, Part 2 Surface Grinding, Part 1 Surface Grinding, Part 2 Inspection of Shop Products	CNC Technology and Programming Toolholding Systems Computerized Numerical Control (Video) Statistical Process Control: An Operator's Guide (Video)
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Estimated Curriculum Duration: 771 hours (excluding videos); Number of Exams: 85.

Carpenter Apprentice Training Program

(<http://www.workforcedevelopment.com/construction/carpenter.html>)

Beginning with basic math, measurements, and other pre-technical and basic industrial skills training, the curriculum in the Carpenter Apprentice Training program provides students with the fundamental practices and techniques they'll need to master as a successful carpenter. Developed according to Bureau of Apprenticeship and Training subject standards, the program works best in combination with on-the-job training in a professional setting. Students learn to:

- **Work** with basic mathematics, algebra, geometry, and trigonometry.
- **Apply** basic concepts for reading drawings used in the fields of construction and maintenance.
- **Classify** various woods according to their characteristics and properties.
- **Explain** the methods for performing framing tasks and other rough carpentry jobs.

- **Describe** the tasks involved in roof building and stair building.
- **Select** wood for millwork, specify moldings, and types of joints for cabinet work.
- **Discuss** the general concepts of the National Building Code.

You can work with the training consultant to devise an individualized program or follow the complete Carpenter Apprentice Training course list below.

Carpenter Apprentice Training Course List

Pre-Technical and Basic Industrial Skills

Basic Industrial Math	Material Handling Safety	Jacks, Hoists, and Pullers
Addition and Subtraction	Working Safely with Electricity	Preventive Maintenance
Multiplication and Division	(Video)	Preventive Maintenance
Fractions, Percents,	Electrical Safety for the Trades	Techniques
Proportions, and Angles	Jobs, Companies, and the Economy:	Reading Prints and
Metric System	Basic Concepts for Employees	Schematics
Formulas	Quality Concepts: Tools and	Introduction to Print
Introduction to Algebra	Applications	Reading
Practical Measurements	Hand and Power Tools	Dimensioning
Linear and Distance	Common Hand Tools, Part 1	Tolerancing and Symbols
Measurement	Common Hand Tools, Part 2	Sectional Views and

Bulk Measurement	Precision Measuring Instruments, Part 1	Simplified Drafting
Temperature Measurement		Building Drawings
Energy, Force, and Power	Electric Drilling and Grinding Tools	Electrical Drawings and Circuits
Fluid Measurement	Power Cutting Tools	Electronic Drawings
Trades Safety: Getting Started	Pneumatic Hand Tools	Hydraulic and Pneumatic Drawings
Working Safely with Chemicals	Plumbing and Pipefitting Tools	Piping: Drawings, Materials, and Parts
Fire Safety	Electricians' Tools	Welding Symbols
	Tool Grinding and Sharpening	Sheet Metal Basics
	Woodworking Hand Tools	Sketching
	Routers, Power Planers, and Sanders	Blueprint Reading Skills Explained (Video)

Carpentry

Reading Architects' Blueprints (includes 5 blueprints)	Specification Writing (includes 13 drawings)	Roofing
Nonmetallic Materials	Woodworking Tools	Stair Building
Plastics, Elastomers, and	Carpentry	Plastering
		Millwork

Composite Materials	Applied Geometry	Sheet Metal Work
Wood Products	Practical Trigonometry	Builders' Hardware
Paints and Adhesives	The Steel Square	Basic Masonry (Video)
Properties of Materials	Operations Preliminary to Building	Masonry Block Explained (Video)
Principles of Mechanics, Part 1	Concrete Construction	Construction Systems Technology (Video)
Principles of Mechanics, Part 2		

Estimated Curriculum Duration: 610 hours (excluding videos); Number of Exams: 74.

SOME THOUGHTS ABOUT COOPERATIVE EDUCATION

The following information was taken from *The Journal of Vocational Education Research*. —A New, Old Vision of Learning, Working, and Living: Vocational Education in the 21st Century” by Robert Shumer (<http://scholar.lib.vt.edu/ejournals/JVER/v26n3/shumer.html>)

What is the role of career and technical education in the 21st century? If you believe that career and technical education is about lifelong planning, learning to work and interact with others, and learning to make a productive life, then career and technical education will be a central force for all American children and youth.

Career and technical education will focus on the whole child/youth, acknowledging that what begins at home in the family affects what happens at school, which ultimately influences what happens in the world beyond the family and school, namely the community (including the work community). An education that makes personal and cognitive development central to the nature of the situations provided is what career and technical education programs are intended to provide. Learning in the home, in the school, and in the community will be intimately connected so that each builds upon the other. Acknowledging that the work can be both remunerated and voluntary, career and technical education programs in the 21st century will strive to continue the connections between practical and academic learning. Career and technical education educators know that such learning can never be separated because each builds upon the other. One cannot

learn theory without practice, nor can one effectively learn practice without broad, theoretical understandings.

Career and technical education programs in the 21st century will recognize that the world is changing in the United States; that computers and the Internet will greatly influence how and where we educate our youth and our society. Again, recognizing that situations dictate the kind and quality of learning, settings will be provided that maximize the potential of the Internet without sacrificing our understanding that electronic learning should never replace real-world environments. The 21st century will wrestle with instructional design issues that attempt to take advantage of the power of computers, without sacrificing the power of experiential learning. This will mean that career and technical education educators will need to weigh in with their colleagues as curriculum is developed, to ensure that young people have ample opportunity to do real things in the world. They also need to engage adults and subject matter through purposeful relationships focused on personal development, caring, cognitive growth in order to create environments that engage the entire community (family, school, workplace, community organizations) as partners in lifelong learning.

CHAPTER 4 – PROJECTS

Summarize youth Federal guidelines/laws. You are ultimately responsible for following all Federal and State guidelines and laws pertaining to youth employment. Saying, "I didn't know" is not an excuse if you fail to observe the laws. Using the US Dept of Labor website (Youth & Labor), summarize the information from these topics: (a) age requirements, (b) employment by parents, (c) enforcement, (d) entertainment industry employment, (e) exemptions to the FLSA (f) hazardous jobs, (g) wages, (h) work hours, and (i) work permits/age certificates. DO NOT CUT AND PASTE, BUT SUMMARIZE THE INFORMATION.

Visit a business applicable to your occupational area and develop a comprehensive task list for a specific job. Include a minimum of 20 tasks. A person performs numerous tasks while at work. Visit a business which with you are familiar or one at which you have been employed. Interview a worker, and then ask and record the major tasks that worker does in a month. A receptionist would probably perform the following tasks: (1) greet visitors, (2) answer the phone, (3) direct phone calls to the appropriate person/department, (4) forward caller to voice mail, (5) route mail, (6) arrange meetings, (7) prepare a meeting agenda, (8) order meeting refreshments . . .

Develop a measurable objective for each task and indicate how you will teach and assess each objective. For example, the task "route mail" might have this objective: *After reading Chapter 7, the learner will be able to correctly route morning mail, within 30 minutes with 100% accuracy.* You would teach this task by having students read Chapter 7, and

answer the end-of-chapter questions. You would assess this task by a role-play and grading end-of-chapter questions. You might prefer to create a table for this assignment:

Objective	Taught	Assess
<i>After reading Chapter 7, the learner will be able to correctly route morning mail, within 30 minutes with 100%</i>	You would teach this task by having students read Chapter 7, and answering end-of-chapter questions.	You would assess this task by a role-play. and grading end-of-chapter questions.

Develop student selection criteria and provide rationale. Include a minimum of 10 criteria. What criteria will you use in order to select and admit students to your CE program? Explain why you selected them. You may submit a form that you created, but make sure to include the rationale.

Develop training station criteria and provide rationale. Include a minimum of 10 criteria. What criteria will you use in order to select a training station that is appropriate and adheres to CE principles? Explain why you selected them. You may submit a form that you created, but make sure to include the rationale.

Develop a student evaluation plan to assess the student's on-the-job performance and provide rationale. Include a minimum of 10 criteria. Evaluating the students' on-the-job performance is usually performed at midterm and at the end of the quarter. What criteria will you use and why? You may submit a form that you created, but make sure to include the rationale.

Project employment needs for your occupational area. Consider students in your cooperative education program. What careers interest them? what types of jobs will they perform? what is the occupational outlook for these jobs? Use the US Department of Labor website, the *Occupational Outlook Quarterly*, and the Illinois Department of Employment Security site. Summarize the information in two pages.

List criteria for advisory committee members. An advisory committee is necessary to direct and keep your CE program on track. List criteria you consider essential for an advisory committee member. How will you select them? how many will you select? what qualities are important? what are the members' backgrounds? how will you contact them? Include rationale for your choices.

Identify the Education for Employment (EFE) System Director and Regional Office of Education (ROE) for your area. (These are two DIFFERENT agencies.) What support can these agencies offer and what resources are available? Within the State of Illinois there are agencies available to work with schools. It is important that you know who the contact person is for your area and what support and resources he/she can offer. Supply the name of the agency, the director's name, local address, and resources. A visit or call to the agencies to introduce yourself will help you now and in the future.

Locate an Area Career Center (ACC) and describe the programs.
(http://www.Illinois State Board of Education .net/career/pdf/IL_career_centers.pdf). Area Career Centers are situated throughout Illinois and serve schools. Locate an ACC in your area,

list the programs that are offered, and indicate where the ACC is located (attached to a school, a separate building, a community college, etc.). What courses are offered? is a certificate available after program completion? how many teachers are there in each program? have the program(s) won awards? if so list them. Include any other information that you deem valuable.

Explain how CE receives funding at both the federal and state levels. The Perkins Act of 2006 was passed and signed into law by President Bush. This important piece of legislation directly affects all facets of CE from K-16. In addition to Federal dollars, there are State of Illinois resources and dollars available to CE. Prepare a two-page summary of the impact of Perkins on CE and what support is available from Illinois.

Create an evaluation plan for your CE program. When schools try to reduce costs, they look at programs and/or courses to eliminate. Therefore, you need to be proactive for your CE program to avoid elimination. Create an evaluation plan that you could use to show that your CE program serves the needs of the student, school, and community.

Prepare a public relations program that could be presented to a local education agency, employer, students, and parents. Assume you will be making a PowerPoint presentation to your school's Board of Education. The objective is to explain CE and persuade them to begin a program. Those in attendance will include Board members, the superintendent, principals, local business people, parents, students, and other teachers. You will turn in your presentation along with a Word document that includes the narrative to me. Post **ONLY** the PowerPoint presentation to the discussion board for your colleagues to view.

A new Cooperative Education Program. As the textbook stated, there could be cooperative education programs other than what are currently employed. Work with one other student to create a new CE program at your school. Name the program, describe its purpose, who will it serve, what kind of students will enroll, etc.

Create a brochure specifically for: employers, parents, and students. Each brochure (there will be three of them) will present the CE model, advantages to that unique group, contact information, and anything else you deem important.

Devise employer recognition items to be given at the employer appreciation event. This event could be a meeting, banquet, luncheon, breakfast, etc. The most common item is a certificate of appreciate. Think outside of the box and create something that the employer would genuinely appreciate. The item should be appropriate for both men and women.

Explore the Career Cluster for your discipline. Describe the components that pertain to the subjects you teach. How can you integrate the information into your curriculum?

Describe the process for starting a student organization. What approval do you need from your administration? Is there a minimum number of students needed? what national, state, local affiliation is available? etc.

Select one state, one federal agency, and one organization under miscellaneous resources. Explain the purpose, mission, any resources available and how they can support your cooperative education program.

Apprenticeship programs are essential to ensuring that trades enforce high standards. Visit the Bureau of Apprentice and Training and select on apprenticeship occupation. Determine what is required such as minimum age, length of training, beginning wage, education requirements, etc.

CHAPTER 5 - REFERENCES

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