

COOPERATIVE CAREER AND TECHNICAL EDUCATION HANDBOOK

A GUIDE FOR SCHOOL ADMINISTRATORS AND COOPERATIVE CAREER AND TECHNICAL EDUCATION COORDINATORS

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The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Office of Curriculum and Instructional Support
Career and Technical Education Unit
Albany, New York 12234

Original Publication: 1989
Updated: 1991, 2000, 2003

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FOREWORD

Upgrading of the educational level and skills of the workforce becomes increasingly important as we become a more technological society. As the manufacturing base continues to shrink, secondary labor market employment openings characterized by low wages, high job turnover rates, and high sensitivity to overall economic conditions will become more prevalent; the chances of advancing from these positions through experience acquired on the job will become slimmer. These changes in the nature of the labor market and the economy will require the education system to provide higher educational and skill levels to those students who wish to enter the more demanding career fields.

The typical worker of the future will also be changing. An increasing number of employees will be minorities, single parents, limited in English proficiency, disabled, or striving for careers that historically were atypical for their gender. These special populations should be included in programs preparing for employment.

It is advantageous to prepare for the labor market by participating in supervised work experience prior to seeking full-time employment. Cooperative career and technical education provides this experience, and facilitates the transition from school to career. These school programs are sponsored jointly by the school and public or private concerns willing to provide a paid, supervised work experience.

Several types of work experience programs are suitable for implementation in a school system. Each has certain objectives that should be carefully considered before making a selection.

Perhaps the best known of the work experience programs are those in career and technical education (CTE). These offerings are designed for CTE students who have made a career choice. Their work experience is planned carefully to provide compatibility with the occupational instruction offered in the school or area occupational center.

This handbook describes the cooperative career and technical education programs. The General Work Experience (GEWEP), the Work Experience and Career Exploration Program WECEP, and the Career Exploration Internship Program (CEIP), because of their specialized natures, are described in separate State Education Department publications.

ACKNOWLEDGEMENTS

In 1991 revisions were made to the 1989 edition of this Handbook to reflect changes made in regulations of the Regents Action Plan. The changes were achieved through the cooperative efforts of The New York State Education Department, and the following officers of the Work Experience Coordinators Association: Kenneth C. Stein, Coordinator, Cooperative Career and technical education Programs, Sewanhaka Central High School District; Barbara Dickerson, Teacher/Coordinator, BOCES III; George Mariano, Teacher/Coordinator, West Islip High School; Susan Gubing, Industry/Education Coordinator, Smithtown Central Schools; and Bernard Stein, Teacher/Coordinator, Newfield High School. Minor changes have also been made during 2000 and 2003 to reflect changes in educational terminology, changes in regulations, and to clarify child labor issues.

Please contact Tony Schilling, Coordinator of Work-Based Learning Programs, New York State Education Department, Room 320 EB, Albany, NY 12234 (518-474-4486) to obtain additional information about any of the SED-approved work-based learning programs discussed in this handbook.

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I. PROGRAM ADMINISTRATION I. PROGRAM ADMINISTRATION

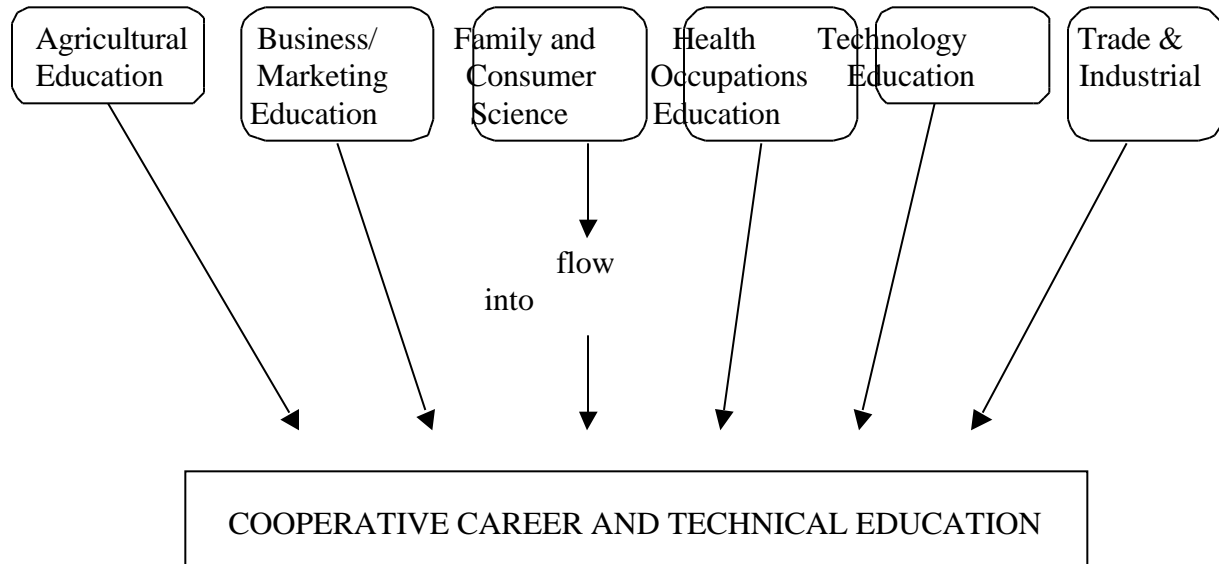
PHILOSOPHY OF COOPERATIVE EDUCATION

Educators have long recognized that an effective way to prepare for a specific employment area is to receive on-the-job experience in that occupation. In many instructional areas, classroom laboratories closely approximate actual situations, but a better way to obtain job competence is by supplementing the classroom laboratory and instruction with an actual job. Young people often find it difficult to think on an abstract level, but learn readily when they see the theory in operation and have an opportunity to practice what they are learning. A cooperative career and technical education program/school business industry partnership provides a work world environment in which students apply and augment classroom skills and knowledge, and learn to appreciate the meaning and importance of what is being learned.

In the employment component of cooperative career and technical education, a student's job is related to an career and technical education program with the primary goal to develop occupational competency in the area of the student's career objective. The job experience in the cooperative career and technical education program not only contributes to the occupational competency, but can make learning a pleasant experience. For many students it means developing personal initiative, learning to work with others and recognizing the importance of appropriate attitude and behavior for the occupation.

PROGRAM DESCRIPTION

STUDENTS FROM



All Cooperative Career and technical education Programs have the same common objective of providing opportunities for students to learn and perform occupational skills on the job. These programs are designed to permit students to develop and demonstrate their skills at a paid, supervised work site where the business and industrial community uses training plans developed cooperatively with students and school personnel. There is continuous feedback from a teacher-coordinator to the school staff concerning the students' performance. In New York State, students usually participate in cooperative career and technical education programs following and/or while enrolled in the instructional areas of agriculture, business/marketing, family & consumer science, technology, and trade and industrial education. See pages 7-12 for program descriptions.

A Diversified Cooperative Occupational Program may be organized to provide experience in jobs related to individual career goals when the occupational courses desired are not available in the school. The term diversified is also used to define cooperative programs that unite students from several different career and technical education areas under the supervision of diversified cooperative career and technical education coordinators who maintain contact with on-the-job supervisors. They relay information to the related occupational teachers regarding remedial, reinforcing, and specialized skills needed, as well as other essential supplementary instruction required by each student to function satisfactorily on the job.

ADVANTAGES OF COOPERATIVE CAREER AND TECHNICAL EDUCATION PROGRAMS

While the cooperative career and technical education program is provided primarily for the benefit of the student, there are also benefits to the school, employer, and community. These may be described as follows:

Student

- . Provides a realistic learning setting to measure student's interests and abilities.
- . Develops an understanding of employment opportunities and responsibilities through direct on-the-job experiences.
- . Provides basic information regarding the importance of making informed life choices.
- . Develops work habits and attitudes necessary for individual maturity and job competence.
- . Provides a laboratory for developing marketable skills, particularly for occupations in which no regular institutional instruction is available.
- . Gives meaning and purpose to the theoretical and practical assignments presented in the classroom.
- . Provides first hand experience with other employees which leads to better understanding of the human factors in employment.
- . Provides financial rewards while employment skills and understandings are being acquired.
- . Provides an opportunity to participate in, and profit from, two types of learning environments--school and employment and/or school business industry partnerships.
- . Provides an effective test of aptitude and interest in a chosen field of work.

School

- . Expands the learning facilities available to students without major expenditures of laboratory equipment, especially in unique occupations where no career and technical education center services are available.
- . Brings employers and schools together in a training effort to develop a strong career and technical education program.
- . Brings a wealth of social and technical information to the school which may be used as the basis for effective instruction for the various needs of students.
- . Provides the school with an effective means of evaluating its overall instructional program.
- . Increases the holding power of the school by helping students clarify career goals and by providing a practical means of reaching them.
- . Bridges the gap between school and the world of work.

Employer

- . Provides an opportunity to become a partner in selecting, instructing, and educating young workers in occupational skills and understanding.
- . Obtains assistance from the school in instructing and counseling the students during the adjustment period from the school to the job.
- . Provides access to job applicants who may remain in the position after graduation.
- . Contributes a source of new workers receptive to instruction.
- . Enables contributions to community stability and well-being.

Community

- . Provides an effective way of helping young people become productive citizens in the community.
- . Increases the economic health of the state and region as employers meet their needs for skilled workers.

Community, continued

- . Provides a method of introducing high school students to local employment opportunities.
- . Promotes closer cooperation and understanding between community and schools.
- . Encourages students to remain in the home community after graduation and promotes a more stable work force.

PROGRAMS AND PROGRAM STANDARDS

Approved cooperative career and technical education programs in New York State operate under the State Education Department, Office of Curriculum and Instructional Support. Students enrolled receive credit toward high school graduation in one of the following instructional areas: agricultural education, business/marketing education, family & consumer science education, technology education, and trade and industrial education. Instruction related to the cooperative career and technical experience is required in addition to academic requirements for graduation. The coordinator of the cooperative program must be certified to teach in a curriculum area of the related instruction and the work experience. Extension of the teaching certificate to that of a diversified cooperative coordinator is necessary when multiple curriculum areas are represented in a single program. The diversified cooperative coordinator may supervise on-the-job portions of a program for students enrolled in a specific program area.

Prohibited/Hazardous Occupations

As outlined in the New York State Department of Labor publication entitled *Laws Governing the Employment of Minors*, there are various Federal and NY State **prohibited/hazardous occupations**. Section 133 of the NYS Labor Law and Title 29 CFR/Section 570.50 strictly prohibits youth under the age of 18 from being employed in or assisting in any of the listed prohibitive/hazardous occupations.

An exception is granted to a minor, age 16-17, who has fully completed a related vocational/CTE education program of study and training (including appropriate safety training) in that occupation in a State Education Department recognized educational agency (e.g., BOCES, vocational high school) **AND** has graduated from high school

The following chart provides an overview of subject-specific co-op program:

COOPERATIVE CAREER AND TECHNICAL EDUCATION PROGRAMS

Type of Program	Min. Age	Examples of types of on-the-job experience available to
Agriculture	14	Agribusiness, conservation, farm production, horticulture handling, small animal care, agricultural mechanization, and mechanics.
Business/ Marketing	16	Office/administrative support, wholesale/retail merchandising, marketing, financial, entrepreneurship,
Family & Consumer Sciences	16	Child care, clothing, food, home furnishings, interior design
Health Occupations	16	
Technology		16
Trade/Industrial	16	Trades, industrial, technical, and related service occupations
Diversified	16	Jobs related to an individual's career goal for which no in-school program exists or for which there are insufficient numbers to justify a separate program.

COOPERATIVE AGRICULTURAL EDUCATION

Cooperative educational experiences in agriculture may be selected from three instructional program clusters: agricultural production and science occupations; agricultural business management and service occupations; natural resources and ecological occupations. Students engaged in some agricultural occupations may have to work beyond the average work day to gain necessary experiences, since seasonal influences and the biological nature of plants and animals prevents many jobs from being performed within a typical school schedule.

Agriculturally related occupations include some of the most hazardous jobs in existence. Machinery, animals and chemicals may present numerous challenges to worker safety. Consequently, several agricultural jobs have been declared hazardous and minors may not be employed to perform them. Reference should be made to New York State Labor Laws, Sections 130 through 140; The Code of Federal Regulations Title 29, Sections 570.70 through .72; and the *Safety Instruction Manual for Programs in Agricultural Education*.

Minors under the age of 18 may obtain exemptions from some employment restrictions if they have fully completed a program of study and training (including appropriate safety training) in that occupation in a State Education Dept. recognized educational agency (BOCES, vocational high school), AND have graduated from high school. Restrictions to employment and exemptions for youth are also described in the New York State Department of Labor publication: *Laws Governing Employment of Minors*.

Additional information related to Agriculture Education work-based learning is available to schools from Office of Curriculum and Instructional Support, Career and Technical Education Programs Team.

COOPERATIVE BUSINESS-MARKETING EDUCATION

Cooperative work experience on a part-time basis is an option for business - marketing education majors. The cooperative work experience should be related to the student's curriculum major. A major contribution of cooperative part-time work experience is the self-confidence that it can develop in the young worker. Often students are offered permanent employment if their work has been satisfactory during the part-time service.

Students may earn course credit by participating successfully in an approved co-op program. The program must be supervised by a certified business or distributive education teacher or any CTE teacher certified as a diversified work experience coordinator. A training plan must be prepared for each student. Grades and course credit for classroom and cooperative work experience are separate items. The student participating in the cooperative work experience program must have completed or be simultaneously enrolled in a course of study related to the student's occupational major. Hours worked by a student on a day when he or she did not attend school should not be counted in determining the student's total hours of work experience unless there are extenuating circumstances.

COOPERATIVE FAMILY AND CONSUMER SCIENCES EDUCATION

Cooperative programs may be developed in any family and consumer sciences (FACS) area. A potential student is encouraged to take FACS courses related to the area of employment prior to, or concurrently with, their cooperative program.

Personal characteristics desired of students for each career and technical education area are listed below. Types of facilities appropriate for the cooperative work experience are also listed for each occupation.

Child Care and Human Services Occupations:

- Desirable qualities -- genuinely interested in people, understands human behavior, has high standards of cleanliness and sanitation, reads books entertainingly, interprets written instructions correctly, uses the English language acceptably, is dependable, soft-spoken, resourceful, patient, kind, cheerful, and has a good sense of humor.
- Community facilities -- family homes, hospitals, children's homes, stores, hotels and resorts, camps, day-care centers, multi-unit housing, medical centers, social agencies.

Clothing Occupations:

- Desirable qualities -- adept in use and care of tools, able to follow directions, has good muscular coordination, is meticulous in clothing construction, works effectively with color and line, maintains suitable grooming, and exhibits acceptable social behavior.
- Community facilities -- family homes, hospitals, stores, hotels, nursing homes, dry cleaning and clothing manufacturing establishments.

Food Occupations:

- Desirable qualities -- clean, neat, honest, conscientious, agile, attends to details, sensitive to preferences of others, good manners, and good motor coordination.
- Community facilities -- family homes, hospitals, stores, hotels, camps, clubs, nursing homes, day care centers, food service establishments, supermarkets, schools.

Home Furnishings Occupations:

- Desirable qualities -- adept in mathematical calculations, dexterous, neat, resourceful, sensitive to color and design, interprets directions effectively.
- Community facilities -- family homes, stores, hotels, camps, clubs, interior decorating, manufacturing and refinishing establishments.

Housekeeping Occupations:

- Desirable qualities -- honest, courteous, clean, neat, healthy, interested in people, diligent, efficient, dependable, and open to learning new approaches.
- Community facilities -- family homes, hospitals, stores, hotels, camps, clubs, nursing homes, day-care centers, multi-unit housing, food service establishments, supermarkets, schools, medical centers.

A cooperative work experience should be planned with each employer to provide a variety of experiences for each student. If the work experience is a Capstone program, the training plan should include further development of skills learned in the career and technical education program plus promotion of other advanced skills.

A training plan should be developed by the educational agency and reviewed by the employer so they can agree upon tasks for the student. The coordinator should make periodic checks and leave a telephone number and contact procedures with the employer.

COOPERATIVE TRADE/INDUSTRIAL/TECHNICAL EDUCATION

Description

Cooperative programs in some trade/industrial/technical occupations involve placement in industrial plants and other work environments with hazardous surroundings. Although students who work in such situations become aware of actual industrial and trade working conditions, as well as opportunities available in the industry, placement in hazardous situations mandates instruction in safety procedures prior to on-the-job experience. Continuous instruction in safety should be concomitant with work experiences. **IMPORTANT NOTE:** as outlined in the New York State Department of Labor publication entitled *Laws Governing the Employment of Minors*, there are various Federal and NY State **prohibited/ hazardous occupations**. Section 133 of the NYS Labor Law and Title 29 CFR/Section 570.50 prohibits youth under the age of 18 from being employed in or assisting in any of the listed prohibitive/hazardous occupations. An exception is granted to a minor, age 16-17, who has fully completed a related vocational/CTE education program of study and training (including safety training) in that occupation in a State Education Department recognized educational agency (e.g., BOCES, vocational high school) **AND** has graduated from high school

In many school systems, the cooperative career and technical education program is the students' only access to trade training at the secondary level. Students permitted to work with or near adults performing the same tasks gain a self-respect that improves their attitude toward school and work. Research indicates that cooperative education reduces the dropout rate and brings industry and education closer together.

Program Planning

Advance planning for a cooperative trade/industrial program must include determining the needs of both students and industry. A committee of education, business, industry, and organized labor representatives should be appointed to determine these needs and to assist in setting up a complete program. Each cooperative student should receive appropriate in-school skill and related training before being placed in cooperative work experience employment. Careful consideration should be given to the appropriateness of the training activity and the related instruction, and to integrating these in the outline for the cooperative training.

Activities

Students in a co-op program may be employed in one of many trade or industrial employment situations. They should be placed in non-hazardous experiences where they have daily contact with journeymen in the trade to which they aspire. The student learning should be specified in the student's training plan and continuous supervision provided to see that the plan is followed.

Supervision and Evaluation

Supervision and evaluation procedures should be agreed upon by the cooperative coordinator and the in-plant supervisor before student placement. Provisions should be made for the cooperative education coordinator and the in-plant supervisor to discuss privately and periodically the rating sheets and other materials which will later be placed in the student's confidential file. Provision should also be made to discuss with the student the progress being made and any problems being encountered. A friendly supportive relationship is one of the keys to success for all concerned.

Where a separate related classwork teacher is employed, the coordinator should communicate with the teacher to promote correlation of the related instruction to activities on the job. The success of a program relates directly to the effectiveness of the coordinator as a liaison person.

Program Registration

All cooperative educational programs must be registered and approved by the New York State Education Department. Forms may be requested from and, upon completion, returned to the Tony Schilling, NY State Education Department, Room 320 EB, Albany, NY 12234 (518-474-4486). (Basic criteria for approval follows.)

BASIC CRITERIA FOR AN SED APPROVED PROGRAM OF COOPERATIVE CAREER AND TECHNICAL EDUCATION

1. The Board of Education has acted on the inclusion of cooperative career and technical education experience as a program offering.
2. Students will be employed under State and Federal Labor Laws and Regulations.
3. A written training agreement is in effect between cooperating businesses and the education agency.
4. A training plan is used for each participating student.
5. Health and safety instruction, appropriate for the job, is provided before employment and arranged to continue on the job.
6. In-school related occupational instruction (as well as required academic instruction) is provided for all participating students.
7. All student participants are meeting or have met academic requirements for graduation from high school.
8. Credit will be awarded in relation to competencies being satisfactorily achieved on the basis of 150 hours being equal to one-half unit of credit; 300 hours, one unit of credit; a maximum of 600 hours for two units of credit.
- 9a. The program is conducted by a teacher/coordinator certified in a single occupational subject area.
- 9b. The program is conducted by a diversified coordinator certified for more than one occupational subject area.

SCHEDULING ALTERNATIVES

Scheduling arrangements depend on the school and employers and should serve the interests and career and technical education needs of the students. Scheduling should be considered in the early planning stages of the school's master schedule so that the academic and related occupational subjects may be included without conflicts for those students who desire to participate in the cooperative programs.

Quality programs depend on the built-in flexibility of the school's master schedule, the school's willingness to adjust student schedules, the hours when employers can utilize student services, transportation availability, and the availability of qualified staff.

Release Time Schedule

Student school schedule should permit late arrival following morning work or early dismissal for afternoon work.

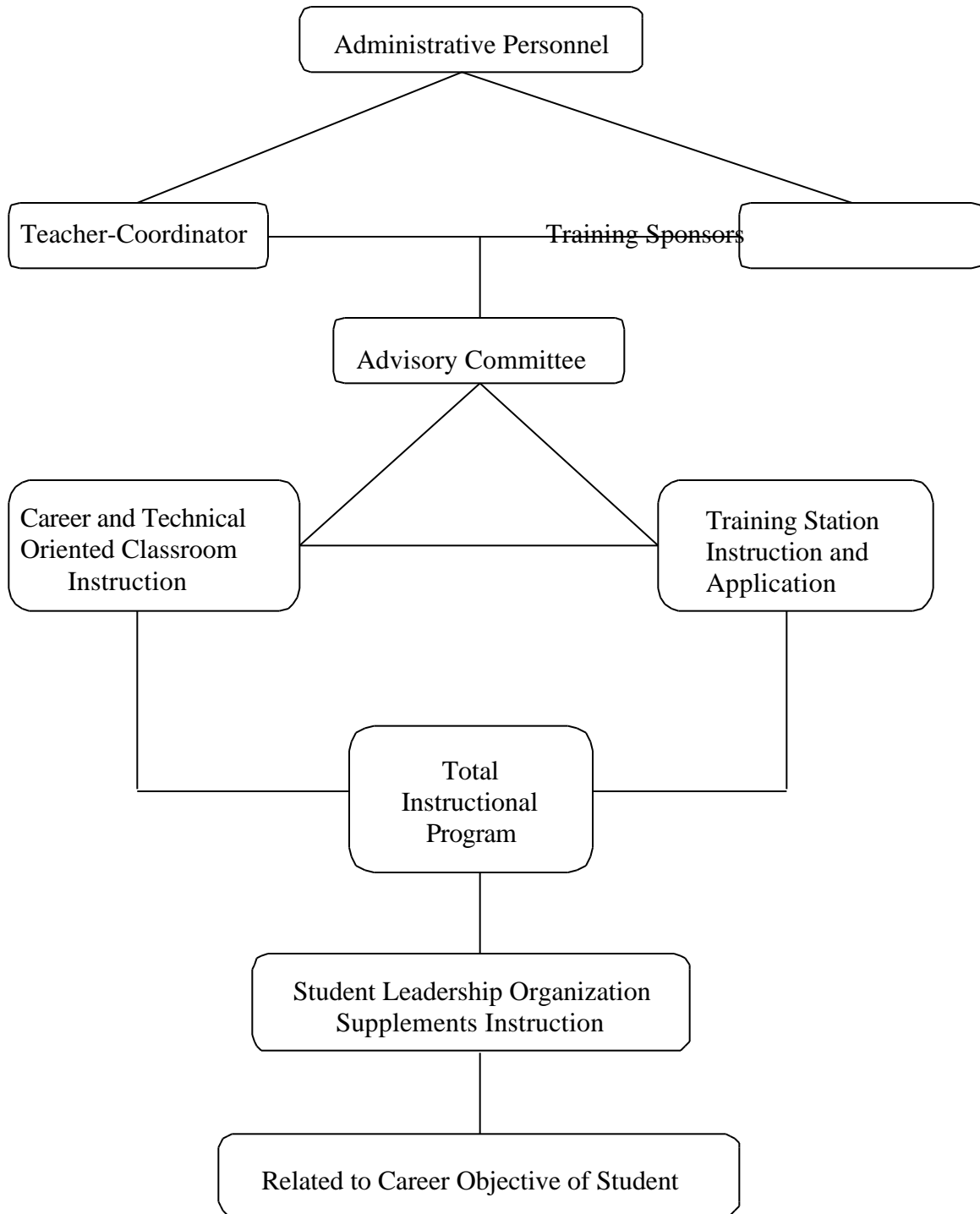
Alternate Days, Weeks, or Months

These types of scheduling accommodate two students to be placed at the same work station. While one student is working, the other is in school, usually scheduled for two or more periods of required academic and related occupational subjects. The cooperative work experience group should be large enough to effectively take advantage of these scheduling arrangements. The advantage of having students work on alternating schedules is that it provides for continuity of learning, and a feeling of responsibility to the employer.

Summer Scheduling

The nature of certain kinds of employment, such as agriculture, conservation, food services, resort and hotel housekeeping services, waiter-waitress training, or building trades, make it necessary to schedule some work experience during the summer months. A continuing school year program properly coordinated and supervised, an extended school year program, or a registered summer school program all provide work experience opportunities. Academic and related occupational subjects may be taken prior to or concurrently with the work experience phase of the program. Proper school supervision is essential if credit is to be granted.

**ORGANIZATIONAL PLAN FOR COOPERATIVE
CAREER AND TECHNICAL EDUCATION**



COORDINATOR

The coordinator has a variety of responsibilities ...being a competent teacher, a public relations person in the school and community, a counselor dealing with educational, social, occupational, and personal problems, an administrator who keeps records and arranges schedules, and an evaluator of student progress in the classroom and on the job. See Role of the Teacher-Coordinator on page 17.

Personal Qualities

The teacher-coordinator provides important links for students, school, and community and, therefore, must possess a wide variety of personal qualities including:

- o A businesslike manner and dress to deal effectively with community and school personnel.
- o Tact and patience in dealing with problem or unique situations, and difficult student or placement situations.
- o Administrative ability to schedule a student's time and activities in relation to employment.
- o Enthusiasm to inspire the unmotivated student or potential employer.
- o Resourcefulness to locate useful student materials.

Most of all, a coordinator must be a self-starter whose schedule is open and flexible. he or she must be able to plan each day for the most effective use of time and then be able to achieve planned objectives.

Professional Preparation

Professional preparation should include both appropriate occupational courses and actual work experience as a basis for effective classroom instruction and program operation. Details on professional preparation for certification of the coordinator of cooperative occupation programs may be obtained from the New York State Education Department, Division of Teacher Education and Certification.

The diversified teacher-coordinator must have either a provisional, permanent, initial, or professional certificate for teaching a career and technical education subject, plus six semester hours of collegiate-level study in the planning, development, organization, implementation, and operation of cooperative career and technical education programs. The collegiate program must be registered with and/or approved by the State Education Department.

Occupational Experience

Varied occupational experiences will enable the coordinator to think in terms of the employee and to speak the language of the employer, an ability usually gained from close association with those in the field. Work experience background also helps to develop an understanding of desirable employer-employee-school relationships. The equivalent of at least 600 clock hours of work experience outside of classroom teaching must be part of the total credentials.

Qualities of a successful teacher-coordinator include motivation, a pleasing personality, emotional stability, physical stamina, administrative ability, depth in subject matter, ability to teach, flexibility to meet constantly changing situations, and the ability to work harmoniously with varied groups.

Workload

The number of teacher-coordinators needed to supervise a particular cooperative program will be influenced by:

- . Number of trainees participating.
- . Number and diversity of occupations involved.
- . Number of cooperating training establishments.
- . Geographic size and environment of the community.
- . Number of students receiving similar related instruction.
- . Types of cooperative programs to be conducted.
- . Records required.
- . Availability of secretarial assistance.

It is important that a teacher-coordinator of a new program be hired at least two months before students are placed in employment. It is advisable to employ a teacher-coordinator on an 11-month working schedule. The continuity of the program, as well as the quality of the training sites, will be seriously affected if the program must end each year with the end of the school term.

The responsibilities of a cooperative career and technical education teacher-coordinator cannot be equated with those of regular classroom teachers. The coordination of on-the-job training with classroom instruction requires a minimum of one-half hour per student per week. If a teacher-coordinator has twenty-five cooperative education students, an average size class, the weekly work load might resemble the following:

<u>Daily</u>	<u>Hours Per Week</u>
3-4 hours of related classes	15-20
1 hour of preparation and individual student contacts in school	5
3 hours of coordination (employer or training station contacts)	15
	Total: 35-40

Differences in student needs or community characteristics may require a coordinator to spend more time with individual students or the employing firms. One-half hour per student for coordination is recommended with the assumption that each training station should be visited on the average of once every month, and the objective of the call can normally be achieved in one-half hour; some coordination calls may take 15 minutes, others may take several hours. When the employment community is geographically large, widely dispersed, or far from the school, more travel time will be necessary.

The workload for the coordinator who does not teach the related class, but works with fifty students, might be as follows:

<u>Daily Work Load</u>	<u>Hours Per Week</u>
5 hours of coordination per day	25
2-3 hours of individual student and related class teacher contact	10-15
	Total: 35-40

ROLE OF THE TEACHER-COORDINATOR

Public Relations	Guidance	Teaching	Coordination	Professional Development
Explains cooperative career and technical education program.	Explains cooperative career and technical education program.	Prepares and revised teaching materials.	Identifies and places students in appropriate training stations.	Reviews and improves program.
Participates in community activities.	Recruits and selects students	Maintains and updates teaching resource materials.	Prepares training agreements and plans.	Plans for future needs.
Promotes program.	Works with students to select appropriate training stations.	Plans and presents related classroom instruction.	Coordinates classroom activities with on-the-job experiences.	Arranges for classroom equipment.
Maintains good rapport with personnel of schools, business, industry, and community organizations.	Follows-up on student progress.	Provides for students' interaction.	Evaluates with employers students' on-the-job progress.	Conducts research.
Coordinates special events related to cooperative career and technical education.	Works with school guidance counselors.	Evaluates the results of instruction.	Makes on-the-job visits.	Prepares cooperative technical education materials.
Makes part in extra-curricular and other school activities.	Conducts individual conferences.	Encourages students to participate in school activities.	Provides needed information to supervisors.	Organizes supervisory organizations.
	Acts as a training consultant to business and industry.	Promotes good citizenship in students.	Participates in professional organizations.	Works with community organizations.
			Coordinates school business industry partnership program.	Evaluates program.
				Maintains records.

PROGRAM BUDGETING

A program budget should cover provision for adequate staff, facilities, instructional materials, professional enrichment, and transportation.

1. Office space -- The coordinator should have a private office in which to conduct counseling sessions, contact employers, and complete reports.
2. Office equipment -- A desk, file cabinet, and a telephone are required. A telephone answering recorder could provide coverage during the day, weekends, and over vacation periods. Access to word processing equipment is an advantage.
3. Secretarial assistance -- The coordinator needs a full-time secretary for typing numerous required documents (training plans, advisory board letters, public relations materials, tax credit forms, end-of-year reports). Student workers may perform routine office work so the coordinator can spend more time with individual students and employers.
4. Display/bulletin boards -- Pictures of students, news articles, and employment data exhibited for student information are desirable.
5. Classroom -- Space is needed for the teacher to conduct the related instruction.
6. Transportation -- A travel allowance is needed for coordination activities. School districts may choose to assign a school-owned vehicle to the coordinator rather than provide a mileage allowance.
7. Salary -- Coordinators should be employed on an 11-month basis, thus providing for summer coordination.

The following sample budget for fifty students, in 1991-92 dollar amounts, represents items needed to conduct a quality program:

Classroom Instructional Materials

Textbooks and workbooks	\$1500.00
Student magazine subscriptions, e.g., "Career World"	235.00
Related occupational textbooks for individual instruction	500.00
Testing materials	170.00
Filmstrips, Tapes, Video Tapes	675.00
Film, flash cubes, and film developing (10 rolls)	150.00

Program operation materials

Brochures (1000)	275.00
Business cards (500)	75.00
Job introduction cards (500)	75.00
Employer/employee banquet printing	270.00
Student and employer certificates	200.00
Coordinator's subscriptions, i.e., "Personnel Journal"	185.00
Dues for school district memberships, i.e., business & industry associations, personnel society	325.00
Postage	250.00
	<u>\$ 5130.00</u>

COOPERATIVE APPRENTICESHIP PROGRAMS

The Cooperative Apprenticeship Program (CAP) was implemented by the New York State and United States Department of Labor in answer to the needs of youth seeking apprenticeships in a competitive apprenticeship market. It links the in-school cooperative career and technical education program and furnishes the next step for students of the in-school programs.

To start the program, cooperative occupational work experience coordinators identify students who are already working part-time in apprenticeable occupations. The occupations are reviewed for approval by the NYS Department of Labor or by the Federal Bureau of Apprenticeship to ensure that they are apprenticeable occupations.

New apprenticeable occupations need approval and registration under the procedures outlined in Registration of Apprenticeable Programs and Agreements, Labor Law-Article 23.

After graduation from high school, the CAP student is transferred by the participating school to full apprenticeship. The apprenticeship then proceeds through cooperation of the local educational agency representative and the apprentice training representative.

Students who are accepted for enrollment in CAP must be at least 16 years of age and completing their regular academic requirements for high school graduation. They must have demonstrated interest, ability, and aptitude for the occupations where apprenticeships are sought; they must be, or have been, enrolled in educational programs which provide training for these occupations.

In addition to entering the CAP Program through a cooperative career and technical education program covering such areas as agriculture, business-marketing, family and consumer science, trade and industrial occupations, students may come from a diversified cooperative occupational program or from an approved Work Experience and Career Exploration Program (WECEP) which orients and introduces them to career and technical education.

Students in the CAP program earn credit toward high school graduation in a career and technical education subject area since their apprenticeship has been in conjunction with their subject major. Credit is granted on an hour-for-hour basis as substitution for classroom related instruction. A limit of two units of credit may be earned through a cooperative apprenticeship program.

A 1988 New York State approved list of apprenticeable trades is given in Appendix B.

For further information, contact the New York State Labor Department Job Training Specialist, the United States Apprenticeship & Training Representative, or the designated local education agency for apprenticeship.

Other Work Experience Programs

General Education Work
Experience Program
(GEWEP)

A school-operated program for students not enrolled in an occupational program that combines work experience and classroom instruction on career education to help prepare youth for the world of work by strengthening their occupational and employability skills. Ages 16-18. Guidelines are available in a separate publication.

Work Experience & Career
Exploration Program
(WECEP)

A school-operated program for students not enrolled in an occupational program that combines work experience and classroom instruction on career education to help prepare youth for the world of work by strengthening their occupational and employability skills. Ages 14-15. Guidelines are available in a separate publication.

Career Exploration Internship
Program (CEIP)

A school and business partnership program that provides students the opportunity to participate in an extended, non-paid, hands-on career exploration experience. The primary goal of the program is for students to obtain a first hand understanding of the educational requirements and the specific job skills required for success in a career area of interest. Ages 14 and above. Guidelines are available in a separate publication.

For guidelines and additional information about the above programs, contact Tony Schilling, NY State Education Department, Room 320 EB, Albany, NY 12234 (518-474-4486).

II. PROGRAM ORGANIZATIONII. PROGRAM ORGANIZATION

GENERAL GUIDELINES FOR STUDENT ENROLLMENT

Much of the success of cooperative career and technical education depends upon the students enrolled. Students should possess aptitude and qualifications required for success in a given occupation. The objectives of the program can only be attained when the student is capable and desirous of receiving training. To ensure equal access of all students to the program, see Legal Considerations, page 34.

The following are steps to take for enrolling students:

1. Make a general announcement concerning cooperative career and technical education at least two months before the course registration period for the next school year.
2. Have all interested students fill out an enrollment application form.
3. Make arrangements with the school counselor to obtain various test scores and other confidential information which will not be reported on the application form.
4. Interview each student personally to obtain additional pertinent information before a final selection is made.
5. Make the final selections, keeping in mind those who:
 - a. Have a definite occupational objective.
 - b. Have parental approval for participation in cooperative career and technical education.
 - c. Have the ability and willingness to work.
 - d. Are the appropriate ages for the jobs and hours.
 - e. Have done well in other subjects.
 - f. Have good school attendance.
 - g. Will be able to work the minimum required hours per week.
 - h. Will be able to get to and from their training stations.
 - i. Have interest in occupations in which adequate training stations are available.

Student enrollments may be drawn from:

1. Potential Dropouts
2. Alternative Education Participants
3. Criminal Offenders
4. Low Economic Families
5. Special Needs Students
6. Gifted and Talented

Some gifted and talented children have difficulty in choosing a career goal and need more help than average students because of conflicts between unique abilities and the pressures of our structured society. Subtle prejudices displayed by both adults and peers may limit the freedom they feel to choose occupations that appeal to them or for which they have outstanding aptitudes. Perceived prejudices may have biased their concepts of various occupations, leaving a need to develop understanding for realistic assessments.

The school administration must provide the resources and the guidance to enable gifted and talented students to evaluate the occupational field more clearly in order to understand that cooperative education offers them exciting possibilities.

Gifted or talented students are those identified as academically gifted or artistically talented, those displaying excellence in specific occupational skills, those possessing high vocational aptitudes, or those with a combination of these characteristics.

Academically talented students may need to develop more positive attitudes toward occupational endeavors and greater self-confidence in developing personal skills to prepare them for the occupational world.

Gifted and talented students must be challenged with appropriate and adequate enrichments to promote both high interest and steady progress toward full development. Cooperative career and technical education is ideal for gifted and talented students because it provides the carefully planned, yet flexible, program plans that their education requires.

Special Needs Students

Students who are educationally handicapped have been classified by the local school district Committee on Special Education (CSE) and receive special education to the extent needed for progress in school. Most students requiring special education attend regular classes in conjunction with specialized instruction or related services. Such students must also have access to the full range of programs and services provided by the school district.

According to Part 100 of the Regulations of the Commissioner, section 100.2(s) "Each student with a handicapping condition, as such term is defined in section 200.1(c) of this Title, shall have access to the full range of programs and services set forth in this Part to the extent that such programs and services are appropriate to such student's special educational needs. Instructional techniques and materials used by schools shall be modified to the extent appropriate to provide the opportunity for students with handicapping conditions to meet diploma requirements. At each annual review of a student's individualized education program, the committee on special education shall consider the appropriateness of such modifications."

Career and Technical Education for students with disabilities has been targeted as a priority in the State as it plays a critical role in preparing these students for changing employment opportunities and it gives them access to employment opportunities comparable to those of their non-disabled peers. Participation in career and technical education courses and sequences must be part of the early planning and decisions among members of the CSE, parents, and students.

The provision of work experience to students with disabilities should be considered an appropriate component of a secondary career and technical education program. Since the needs of students with disabilities at the secondary level vary, a variety of work experience programs should be available. A publication entitled Meeting the Needs of Youth with Disabilities: A Handbook for Implementing Community-based Vocational Education Programs (Work-based Learning) According to the Fair Labor Standards Act, and other information on the provision of work experience for such students can be obtained from the Office of Vocational & Educational Services for Individuals with Disabilities (VESID), 518-474-7566.

SPECIFIC SUGGESTIONS FOR STUDENT RECRUITMENT AND ENROLLMENT

I. Recruitment

A. Homeroom/assembly talks and presentations

- . The teacher-coordinator
- . Recent graduates
- . Participating students
- . Counselors
- . Training station sponsors and other business and industry representatives

B. Displays

- . Skits and films
- . Products or tools students are using in their training
- . School store window displays prepared by students (changed frequently)
- . Student projects

C. Career Information Day (or Week)

- D. Publicity
 - . Local newspaper articles
 - . School paper articles
 - . Bulletin board presentations
 - . Pamphlets, bulletins, and brochures on cooperative career and technical education
 - . Radio/TV programs

- E. Personal interview
 - . Prospective students not working
 - . Prospective students working part-time
 - . Home visits with parents

- F. Questionnaires to eligible students

- G. Follow-up questionnaires with application blanks

- H. Recommendations of subject area teachers, particularly career and technical education teachers

II. Enrollment

- . Identify students who need, desire, and can profit from this type of instruction.
- . Place students carefully to help increase their self-confidence.
- . Establish and maintain good relationships with students, administrators, parents, business and industry representatives.

CANVASSING FOR PROSPECTIVE EMPLOYERS

The coordinator should choose students and identify their interests and capabilities before approaching employers to participate in the cooperative education program; by seeking an employer first, then placing the students, the focus of the program becomes one of job placement rather than cooperative education. The student's education should be of primary importance.

A coordinator's procedure for student placement could be as follows:

1. Coordinator learns of student's interest and abilities for a cooperative work experience program.
2. Coordinator identifies potential, appropriate work stations.
3. Coordinator approaches employer and explains the entire program.
4. Coordinator furnishes student credentials (using student information release form).
5. Coordinator arranges for job interview between student and employer.
6. Coordinator makes specific arrangements in the training agreement and plan, if student is hired.
7. Coordinator establishes and maintains a professional relationship with employer throughout the program.

TRAINING STATIONS

A site where students are employed is a laboratory for cooperative career and technical education. The effectiveness of the laboratory depends upon the appropriateness of the location, the type of establishment, and the management of the training station.

The ideal station challenges the ability of the student with an employer who understands and is wholeheartedly interested in cooperative career and technical education. The cooperating employer must be fully aware of his or her responsibility to the program. Both the employer and the school should provide effective on-the-job supervision of the student.

Training stations are secured in various ways: the coordinator may contact business firms in person; employers may notify the coordinator or the school of their interest in having student workers; advisory/consultant committees may furnish contacts. Students who secure their own jobs must obtain approval from the coordinator.

Considerations in selecting the proper training station:

- . Will the establishment provide a training station rather than a work station?
- . Is the employer sincerely interested in the cooperative educational training of a student?
- . Do the employer and regular employees have a sincere interest in providing on-the-job experiences for the student?
- . Are the objectives of the program understood and accepted by the employer?
- . Is the employer or sponsor able and willing to provide a sufficient number of hours of profitable training during the entire school year or for an appropriate length of time?
- . Does the firm have adequate equipment and suitable work with which to provide good training?
- . Will the student be trained under desirable working conditions?
- . Are those to be assigned as training sponsors enthusiastic about the program?
- . Will the students be supervised by a competent person on the job?
- . What is the reputation of the employer in the community?
- . Does the employer carefully select employees?
- . Are wages compatible with those paid for similar occupations in the community?
- . Does the employer or sponsor recognize the value of technical training for the occupations?
- . Is the firm conveniently located in relation to the student's school and home?
- . Are there opportunities for employment after training?
- . Are there opportunities for advancement?

Before making a visit to a potential training station, the coordinator should research the company or business. At the training site, the coordinator should meet the supervisor, assess the training environment, explain the program, and answer all the employer's questions.

Securing a potential training station for student placement must be done through personal contact by the coordinator with the employer. The placement of a student must be approached in a professional manner where a relationship is established between the coordinator, the supervisor, and the student so that each understands the other's responsibilities -- it must never be just a job.

ADVISORY COUNCILS AND CONSULTANT COMMITTEES

Advisory Councils

An advisory council, appointed by the Board of Education, is an integral and mandatory part of any State-approved career and technical education program.

This council, which represents business and industry, assists by:

- . Advising the Board of Education or Board of Cooperative Education in development and management of policy.
- . Promoting community understanding by publicizing cooperative career and technical education.
- . Identifying types of training needed for a particular industry or business. Relating instruction to needs of community.
- . Obtaining classroom equipment and materials (direct and indirect financial aid).
- . Locating training stations.
- . Sponsoring career awareness days.
- . Providing criteria for selection of students.
- . Acting as a sounding board for new ideas.
- . Making surveys.
- . Speaking before civic groups in support of cooperative career and technical education.
- . Providing speakers for assembly programs and school banquets.
- . Making arrangements for summer and part-time employment of students.
- . Evaluating the entire career and technical education program continuously.

Consultant Committees

A consultant committee is needed for each occupation in the program. These consultant committees help keep educational materials and methods relevant to career goals, help identify needs for new programs, provide a route to placement, and may supply educational staff, equipment, and supplies.

Selection of Advisory Council and Consultant Committee Members

Securing competent people to serve on an advisory council is an important and sometimes difficult task. When selecting members, it is important to keep in mind the purpose to be served and the type of assistance needed in planning and evaluating a school program. The council should be composed of representatives of business and industry, trade groups, and various civic organizations in the community. The council should be large enough to be representative of the community, but small enough to permit active participation in the discussion of problems.

Members of either a council or committee should have a sincere interest and belief in the objectives of cooperative career and technical education, be leaders in their field, and have time to attend committee meetings and participate in committee work. Consultant committee members should be persons in the same occupational field as the one they are to represent.

A commonly used procedure for nominating members is for the coordinator and the principal to make a list of prospective members. The coordinator should then interview prospective members to determine their willingness and ability to serve.

After the final selection has been made and approved by the Board of Education, the superintendent or principal should notify each prospective council or committee member of his or her appointment and relate information regarding the first meeting.

Meetings

Advisory council or consultant committee meetings may be held anywhere at anytime, within reason. A meeting at a local business site could include a tour of the workplace and observation of students in action; a meeting at the school could include a tour of the facility and observation of a class in related instruction.

Records and Reports

Accurate records of meetings are important. Letters to members announcing a meeting, with agenda and typed minutes of the previous meeting enclosed, are essential.

More specific information on the formation and operation of advisory councils and consultant committees may be found in A Handbook for Members of Advisory Councils for Career and technical education and A Handbook For Members of Consultant Committees for Occupations. Both are available from the State Education Department, Division of Career and technical education.

LEGAL CONSIDERATIONS

Students in cooperative occupational programs come under a variety of federal, state, and local laws, rules, and regulations. Since most of these laws are subject to change, the coordinator must keep abreast of new developments. The most current information concerning labor restrictions is available in the latest edition of the booklet Laws Governing the Employment of Minors in New York State. This publication and How New York State Labor Law Protects You are available from the Department of Labor, Office of Public Information. The following chart is a quick reference guide. For more in-depth data, please consult the above publications.

EMPLOYMENT HOURS FOR MINORS

Please refer to the current Department of Labor Publication entitled:

Laws Governing the Employment of Minors

For the most current employment hours for minors

Minimum Wage Laws

The New York State Minimum Wage Law and Minimum Wage Orders for specific industries provide that all employees in the State, with certain specified exceptions, must be paid the current minimum wage. Students enrolled in the Cooperative Occupational Work Experience Program **must** be paid the prevailing minimum wage, and also covered under the employers Workers Compensation Insurance Program.

Deductions From The Paycheck

The following taxes should be deducted from each student's paycheck: Federal Withholding Tax, State Income Tax, Social Security (F.I.C.A.), city tax (if applicable), and state disability insurance. The student may elect to complete the W-4 form and choose an exempt status from certain taxes, in which case only social security would be deducted. Secondary school students under the age of 18 are not eligible for disability, and should not be required to pay toward any disability benefits.

Unemployment Insurance

Most students are excluded from unemployment insurance benefits (see Laws Governing Employment of Minors, New York State Department of Labor, IR 331 (9/80) 27M), including daytime students in elementary and high schools who work after school or during vacation periods, baby sitters under the age of 18, and all children under 14 years of age. More information may be obtained from any State Unemployment Insurance Office.

Workers' Compensation

Workers' Compensation provides payment for necessary medical care and benefits to an employee disabled by injury or illness caused at work. It is based on the principle that an employer is responsible for physical disability that befalls any employee because of working conditions or the work assigned. So a worker will not be penalized further by loss of wages, some provision for reasonable payment must be made by the employer and counted as a rightful part of production costs.

Students must be placed with employers who carry Workers' Compensation. It will cost the students nothing because the employer subject to the Workers' Compensation Law must carry insurance and pay the premiums to a private insurance company or the State Insurance Fund. Railroad workers, Federal government employees, and other groups that have their own compensation programs are not eligible for Workers' Compensation and should not be considered for the program.

In case of injury or job related illness, the worker should receive immediate medical or

surgical treatment. The employee must notify the employer of accidental injury within 30 days. Notification of disability due to occupational disease must occur within a specified number of days after knowledge of the disability: different occupational diseases fall under different statutes and time limits. (Please contact the Workers' Compensation Board for more information.) Benefit payments are received in proportion to the extent of the injury or illness, time lost, and the average wages of the preceding 52 weeks. Eligibility is established for wage compensation payments immediately. If a permanent disability results, rehabilitation training is provided in preparation for other work. In case of death from occupational causes, the family or dependents receive compensation.

An employer is liable for all injuries to an employee unless the injury is self-inflicted, the result of a willful attempt on the part of the employee to injure another employee, or due solely to intoxication. Double compensation benefits must be paid for those under 18 years of age if the employer is in violation of the Labor Law or of an Industrial Code Rule. For further information contact the local Workers' Compensation Board Office.

Employment Certificates (Working Papers)

There are four types of employment certificates associated with the work experience programs:

1. The Non-Factory Employment Certificate issued to students ages 14 and 15.
2. The Student General Employment Certificate issued to students ages 16 and 17 who are still in school.
3. The Full-time Employment Certificate issued to students ages 16 and 17 who are out of school.
4. A Farm Work Permit issued to minors 12 to 16 years of age.

Section 3217 of the Education Law sets forth the procedure for obtaining an employment certificate. A minor applying for a full-time employment certificate must submit (1) evidence of age, (2) consent of parent or guardian, (3) certificate of physical fitness, and (4) a school record.

If the student is in a city or school district which, per section 3205 (3) of the Education law, requires school attendance of minors from 16 to 17 years of age, the minor must also submit a pledge of employment and a school record.

The certificates are issued to the student to cover any acceptable job. The student who secures employment in conjunction with the cooperative work experience program must submit the certificate to the employer, who keeps it for the duration of employment, except in the case of a Farm Work Permit which is retained by the minor. It is the student's responsibility to retrieve the certificate from the employer when employment terminates. The student must obtain a completed certificate to legally work.

A certificate is valid for two years or when the student enters the next age group requiring a different type certificate. The certificate may be revoked by the superintendent of schools for just cause.

School Attendance

Article 23 of the New York State Education Law requires that students attend school 180 days per year, and that students shall attend school between the ages of 6 and 16. There shall be no exclusion on account of race, creed, color, or national origin. Public schools shall be free to resident students but shall receive tuition from nonresident students. Reporting students as present is legal when they work a half day in cooperative status, but do not attend school the other half day.

Section 3206, Paragraph 6, of the State Education Law states that the school authorities may permit the absence of an employed minor during a rush season on the condition that the minor attend a greater number of hours per week thereafter until the absence is made up, and provided that the minor's employer is in agreement. Paragraph 7 states that absence due to unlawful cause shall be made up by attendance in excess of the number of hours per week otherwise required.

Section 3210, Paragraph 1, states that absence for religious observance and education is a legal excuse. Paragraph 2 states that absence from required attendance shall be permitted only for causes allowed by the general rules and practices of the public schools.

Civil Rights Requirements

Cooperative career and technical education programs receiving any Federal financial assistance must comply with criteria made explicit on page 16 in Standards Governing Civil Rights in Vocational Education Programs published by the New York State Education Department in September 1984. To facilitate program planning and compliance with Federal law, the criteria mentioned above are reproduced here:

- 1) A recipient may not discriminate on the basis of sex, race, color, national origin, or handicap in placing students in cooperative vocational education, work study, or apprenticeship training programs, or in providing other job placement services.
- 2) A recipient may not enter into any arrangement with an agency, union, business, or other sponsor that discriminates against the recipient's students on the basis of sex, race, color, national origin, or handicap in recruitment, hiring, placement, assignment to work tasks, hours of employment, levels of responsibility, or in pay.
- 3) Any written agreement for the referral or assignment of students under a cooperative, work-study, or apprenticeship program must contain an assurance from the union, sponsor, or employer that students will be accepted and assigned to jobs and otherwise treated without regard to sex, race, color, national origin, or handicap.
- 4) A recipient which employs its own students (e.g., in a work study program) shall also comply with the standards for employment set out below under Section V. (OCR Guidelines, Section VII, 44 FR 17167; 45 CFR 104.515; CFR 80.3; 45 CFR 86.31; 45 CFR 84.11 and 46).

Federal regulations state that:

- a. The training agreements should make clear that the program endorses these standards.
- b. The employer/trainer should have on file a statement proclaiming compliance with Civil Rights requirements.

Example: The cooperating employer agrees that the student will be accepted and assigned jobs and otherwise be treated without regard to race, color, national origin, sex, or handicap.

Signed _____
Employer School Coordinator

GRADE PLACEMENT

Placement of a student in a cooperative career and technical education program depends on his or her age, desire to participate in a part-time work experience, understanding of the restrictions it may place on other school activities, attitude toward work, and willingness to meet an employer's demands.

Typically, cooperative career and technical education is scheduled during the 11th and 12th grades as the student acquires job skills essential to entry-level employment. Students may, however, be placed in a cooperative program before entering these grades if they meet the minimum age for part-time job placement, and when such work experience represents a means of motivation for further learning.

CREDIT ALLOCATION

The table below summarizes the credit a student may earn for related instruction. The related instruction is provided through formal classroom sessions (plus appropriate outside preparation) devoted to the development of occupational skills and general information pertaining to employability.

Related Instruction Credit (Per Year)

	Minimum number of instructional hours per year	Units
less than	54	0
	54	1/2
	108	1
	162	1 1/2
	216	2

In cooperative career and technical education programs students may earn one unit of credit for each 300 hours of on-the-job supervised experience. Two units of credit, however, are the maximum allowable graduation credits that may be earned for the work experience phase regardless of the hours accumulated or years spent in the program.*

*One unit of cooperative work experience credit is the maximum allowable in a five unit career and technical education sequence, unless the state-approved Diversified Cooperative Career and technical education Sequence is followed (See page 57).

RELATED GENERAL INSTRUCTION

All cooperative occupational programs should be organized to provide related general instruction. Related instruction may be arranged to precede employment, to take place concurrently, or as a combination of both. Related instruction may be a regular portion of a student's career and technical education subject content or it may be an independent course or courses. The coordinator plans for articulation between the work experience and related instruction so that occupational theory, employability, and guidance are clearly identified with the work experience.

One unit of Related General

One unit of Related General Instruction is required for students enrolled in the diversified cooperative career and technical education programs. The topics and competencies, with suggested classroom time, include:

I. Orientation 5-7 Hours

Module Objective

Upon completion of this module the student will be able to list program objectives and benefits of diversified cooperative occupational programs.

A successful student will be able to:

- A. Identify program policies and procedures.
 - 1. Describe program operational guidelines, policies, rules, and regulations.
- B. Identify student responsibilities.
 - 1. List responsibilities to school, classroom, employer, employment site, and community.
- C. Complete forms.
 - 1. Identify the use and completion of all necessary forms including:
 - a. Program Application
 - b. Memorandum of Agreement
 - c. Student/Parent Agreement
 - d. Working Papers
 - e. Training Outline
 - f. Wage and Hour Reports
 - g. Work Permits (if required)
 - h. W-4

- D. List the benefits of student leadership organizations.
 - 1. Select the student leadership organization most applicable to him/her and describe its purposes and benefits.

Suggested Strategies by Topic

- A. Review policies and regulation in student handbook (where available)
- B. Review policies and regulation in Cooperative Career and technical education Handbook
 - 1. The advantages of Cooperative Career and technical education Programs for the student, the school, the employer, and the community.
- C. Use the student handbook and the Cooperative Career and technical education Handbook (for reference)
- D. Student leadership organization strategies
 - 1. Students become members of leadership organization, when possible
 - 2. Assign research of student organizations
 - 3. Students write to state advisors for information
 - 4. Assign interview of a student leader
 - 5. Review leadership qualities
 - 6. Refer to Career and technical education Student Leadership Organizations page in the Cooperative Career and technical education Handbook.

Module Objective

Upon completion of this module the student will be aware of the need for health safety practices and procedures to prevent personal injury, liability loss, and loss of property and equipment.

A successful student will be able to:

A. Practice Personal Safety

1. Identify ways to achieve personal safety.
2. Describe the procedure to obtain first aid.
3. Describe the dangers and implementations of drugs and alcohol in the workplace.

B. Practice Safety in the Work Place

1. Describe the need for safety practices and procedures.
2. Identify general occupational safety practices.
3. List specific safety practices and procedures for co-op job
4. Maintain co-op job safety checklist.

Suggested Strategies by Topic

A. Personal Safety

1. Bring in a speaker to discuss Drugs and Alcohol in the Workplace (Employee Assistance Program)
2. Students locate the first aid kit at their job site.
3. Write a report on drugs in the workplace.

B. Industrial Safety

1. Write a report on safety in your industry.
2. Have an insurance safety inspector discuss industrial safety.
3. List your own responsibilities for your work place.

Module Objective

Upon completion of this module the student will be able to identify specific occupational choices by reassessing persona interests, aptitudes, abilities, and values. The student will relate this information to his/her co-op job.

A successful student will be able to:

- A. Analyze co-op placement and career path.
 - 1. Compare present placement with:
 - a. Career paths available
 - b. Job Tasks
 - c. Benefits
 - d. Work environment
 - e. Job availability
 - f. Educational requirements
 - g. Unions and apprenticeships
 - 2. Identify skills developed within this co-op program which are transferable to other employment opportunities, including entrepreneurship.
- B. Evaluate career path.
 - 1. Identify and use various resources for continuous career development.

Suggested Strategies by Topic

- A. Analyze Career Path
 - 1. Placement analysis
 - a. Bring copies of Occupational Outlook Handbook and Dictionary of Occupational Titles for student perusal
 - b. Use GIS and ACROS computer programs
 - c. Reassess career interest testing
 - d. Describe the 15 career clusters
 - e. Conduct a career consultation
 - f. Invite a career speaker
 - g. Assign a career research paper
 - h. Show the film "F.I.S.T." or Norma Rae".
 - i. Class discussion between student union members and non-union members.

2. Transferable skills
 - a. discuss the possibilities
 - b. use ACROS

B. Evaluate Career Path

1. Bring in a career speaker
2. Interview an entrepreneur
3. Identify professionals within the chosen field with whom he/she may conduct an informational interview
4. Contact and conduct an informational interview with a professional in the chosen field

IV. Road to Employment

20 - 30 Hours

Module Objective

Upon completion of this module, the student will be able to refine job search strategies, conduct a job search, do a follow-up, and identify resources for career networking.

A successful student will be able to:

A. Prepare job application tools (specific to chosen career)

1. List of potential employers and job titles
2. Write job targeted resume'
3. Compose letter of application
4. Complete application forms for selected employers

B. Demonstrate job interview techniques necessary for acquiring the job.

1. Contact potential employers for job interview
2. Complete a series of job interviews
3. Analyze and discuss advantages and disadvantages of each job opportunity
4. Complete other follow-up activities:
 - a. Record result of each interview
 - b. Write thank you letters
 - c. Follow-up with phone call (if necessary)

Suggested Strategies by Topic

A. Job application tools

1. Discuss how and where to find job openings
2. Use classified ads to discuss job openings
3. Update and revise resume' and cover letter

B. Interview techniques

1. Discuss polygraph and honesty testing
2. Discuss employer bias attitudes and prejudices
3. Video tape specific targeted interviews
4. List the qualities of the successful job interview
5. List the possible negative outcomes of an interview and the possible remedies
6. Define networking and have each student develop his/her own sphere of influence
7. Have a guest speaker from the employment industry.

V. Human Relations

10 - 13 Hours

Module Objective

At the completion of this module the student will be able to portray good employer/employee relationships and positive relationships with co-workers.

A successful student will be able to:

A. Develop positive relationships

1. Analyze human relationships in terms of attitudes and responsibilities of employers, employees, and co-workers.
2. Develop techniques to get along with employer, co-workers, and team members.
 - a. Identify methods to resolve on-the-job conflicts
 - b. Distinguish between positive and negative criticism
 - c. Develop appropriate responses to criticism and suitable course of action to follow.

Suggested Strategies by Topic

A. Positive Relationships

1. Develop a list of positive employee traits.
2. Discuss absenteeism policies at school and various work sites (causes and results).
3. Describe forms of constructive criticism that you have experienced at work
4. Use film strips and work sheets available on topic of criticism (situational case studies)

VI. Success on the Job

7 - 10 Hours

Module Objective

Upon completion of this module the student will be able to understand company hierarchy, performance evaluations, policies and procedures.

A successful student will be able to:

A. Complete a Training Outline

1. Develop a training outline with assistance from teacher and employer.
2. Record skill proficiency

B. Identify company hierarchy

1. Diagram the organizational structure of the co-op employer and chain of command
2. Identify sources of employee information regarding company policies and procedures

C. Recognize personal attributes

1. Describe and demonstrate the positive characteristics of a "successful employee"
2. Evaluate pros and cons of lateral job moves and promotions
3. Discuss written performance evaluations with employer/coordinator

- D. Summarize job termination procedures
 - 1. Demonstrate personal resignation techniques
 - 2. Discuss employer termination of student employment

Suggested Strategies by Topic

A. Training Outline

- 1. Student will list all job tasks for the current job. Instruct the student to compare his/her task list to the D.O.T. or C.I.P. task and duty list. The student will discuss the list with the employer and revise it.
- 2. Student should sign or initial his/her employee evaluation form.

B. Company Hierarchy

- 1. Identify job titles of people at the job site. List job titles in descending order
- 2. Determine any lateral job moves and the training necessary to achieve the qualifications for these positions
- 3. Identify and list any upward job opportunities. Indicate the source of this information. What will be necessary to make the upward move (education, training, experience, etc.)

C. Personal Attributes

- 1. Obtain and review various performance rating profiles. Compare similarities and differences.
- 2. Interview a successful worker for his/her work history, starting with his/her earliest employment experience. Assess the report for lateral and vertical job moves. Make conclusions about specific decisions.
- 3. The student should view his/her own job evaluation and make an objective self-assessment.

D. Job Termination

- 1. The student will write a formal resignation letter reviewing proper procedures for job termination.
- 2. Generate a list of reasons for termination.

Module Objective

Upon completion of this module the student will be able effectively utilize tools of communication at the workplace.

A successful student will be able to:

- A. Use oral and written communications
 - 1. Demonstrate listening and speaking skills
 - 2. Demonstrate telephone techniques
 - 3. Demonstrate writing skills
- B. Use nonverbal skills
 - 1. Demonstrate body language
 - 2. Demonstrate self-assertiveness

Suggested Strategies by Topic

- A. Oral and Written Communications
 - 1. The student should distinguish specific company policies regarding greeting customers, clients, patients, etc.
 - 2. Have telephone company community relations person come to classroom to demonstrate communications techniques.
 - 3. Identify competencies regarding taking complete, accurate and legible messages, orders, memos and business letters.
 - 4. Teacher reads a brief informative paragraph immediately followed by students writing a brief summary.
 - 5. The student will prepare verbal and/or directions to and from specific locations.

B. Nonverbal

1. List some non-verbal language techniques and role play their consequences eg. arm folding, shaking fingers, and body position.
2. Identify degrees of assertive behavior. Have students respond to case studies by role playing various behaviors (both positive and hostile).

VIII. You and the Law

15 - 20 Hours

Module Objective

Upon completion of this module the student will understand the ramifications of his/her legal responsibilities in the workplace; and be aware of personal rights and responsibilities.

A successful student will be able to:

A. Understand legalities in the workplace

1. Recall and describe current state and federal labor regulations pertaining to students.
2. List and describe legal ramifications of:
 - a. Fraud
 - b. Liability
 - c. Misrepresentation
 - d. Negligence
 - e. Pilfering/stealing

B. Be aware of personal legal rights and responsibilities

1. Understand the differences between civil and criminal law.
2. List and describe legal ramifications of:
 - a. Contracts
 - b. Fraud and victimization
 - c. Being arrested
 - d. Acquiring a lawyer

Suggested Strategies by Topic

A. Workplace legalities

1. Encourage student discussion regarding current labor laws about minimum wage and work hours for minors.
2. Arrange a student panel discussion regarding "Laws that should be changed," "Laws that should be eliminated," and "Laws that are needed."
3. Arrange for a local attorney to speak to students regarding a relevant topic.
4. Arrange for a local company securities representative to speak to students.

B. Personal legal rights and responsibilities

1. Have police representative speak to students about differences between civil and criminal law.
2. Have students read and analyze an employment agency contract.
3. Arrange for a speaker from the Department of Labor.
4. Discuss deceptive employment practices

IX. Leadership Development

8 -15 Hours

Module Objective

Upon completion of this module the student will be able to understand the purposes, values, and variety of leadership organizations and activities in the school, community, workplace, and government.

A successful student will be able to:

A. Explore student organizations

1. Describe the structure and activities of career and technical education student organizations.
2. Demonstrate parliamentary procedure skills.
3. Demonstrate leadership qualities.
4. Participate in a leadership activity
5. List benefits of organization membership
6. Describe qualities and responsibilities of a good citizen

- B. Investigate community organizations
 - 1. List and describe local volunteer organizations.
 - 2. Describe service organizations.
 - 3. Compare community organizations to student organizations.
- C. Identify professional organizations
 - 1. List and describe professional organizations related to the student's career choice.
 - 2. Discuss advantages and disadvantages of membership
 - 3. Compare objectives and/or goals of community organizations to those of professional organizations.
- D. Discuss labor unions
 - 1. Describe labor organizations pertaining to student's career choice
 - 2. List pros and cons of labor organizations
- E. Outline government infrastructure
 - 1. Diagram and compare a local, state, and national government structure
 - 2. Describe responsibilities of local officials

Suggested Strategies by Topic

- A. List student organizations that are available to postsecondary students
- B. Community Organizations
 - 1. Have each student attend a community meeting and report back to the class
 - 2. Have selected students attend local service organization meetings and report back to the class
- C. Invite an officer of a professional association to speak to the class about her/his organization.
- D. Interview a union officer of any union of the student's choice and report back to the class.
- E. Research a local current issue, identifying government attitudes and opinions.

X. Money Management for Co-op Students

15 - 20 Hours

Module Objective

Upon the completion of this module the successful student will be able to develop money management skills which lead to financial independence as an employee and community member.

A successful student will be able to:

- A. Understand earnings and responsibilities (related to co-op job)
 - 1. Identify types of earnings and payroll deductions
 - 2. Identify types of employment benefits
 - 3. Identify and select required insurances
 - 4. Prepare personal income tax forms

- B. Determine spending and saving
 - 1. Develop a budget for a working student and an independent person
 - 2. List and compare savings and investment instruments
 - 3. Review banking procedures
 - 4. Review advantages and disadvantages of credit

Suggested Strategies by Topic

- A. Earnings and Responsibilities
 - 1. Compare earnings based on methods of pay (straight time, commission, piece work)
 - 2. Obtain a benefit brochure from an employer or a local social security office.
 - 3. List and discuss the various types of insurance
 - 4. Teacher obtains the information packet from the IRS and instructs the students in completing and filing their income tax forms.

B. Budgeting

1. Establish long and short term goals for all revenues and expenses
2. Visit your local banking institution and gather brochures about its different financial offerings
3. Visit a local bank and explore services offered
4. Debate the advantages and disadvantages of credit

Occupational information pertaining to skills needed for specific employment should be taught by subject area teachers whenever possible. If there are too few students for a course, the related occupational information may be taught by a diversified occupational coordinator. Some of the career and technical education core courses may be used for credit as part of the related general information.

Related instruction in programs that provide on-the-job training in unique occupations, different from the in-school career and technical education available to most students, should be multi-media materials related to the cognitive learning needed for success in their chosen occupations. This emphasis will help these participants advance from an entry-level position to one of greater responsibility.

Suggestions for names for "Related Course"

Personal Employment Seminar
Employment
Job Skills Workshop
Career Development
Career Leadership
Career Training
Vocational Training
Career Vocational
Career Transition
Career Experience
Occupational Dynamics
Occupational Experience
Occupational Theories
Occupational Supervision
Occupational Training
Occupational Placement
Occupational Development
Occupational Planning
Occupational Seminar
Occupational Symposium
Occupational Proficiency
Occupational Goals
Occupational Network
Occupational Leadership
Occupational Transition
Occupational Opportunity
Occupational Techniques
Occupational Skills
Occupational Mastery
Occupational Intermediate Occupations
Occupational Advanced Occupations
WOW

Diversified Cooperative Career and Technical Education Sequence

As of the 1989 school year, a Diversified Cooperative Career and Technical Education Program is a state-approved five-credit elective.

- 1 Unit -- Introduction to Occupations
- 1 Unit -- Related General Instruction (State Curriculum)
(Diversified Occupation course, pages 41-54)
- 1 Unit -- Related Occupational Instruction selected from:
 - Agricultural Education
 - Business Education - core courses only
 - Family and Consumer Science - core courses only
 - Health Occupations Education
 - Technical Education
 - Technology Education
 - Trade/Industrial/Technical Education
- 2 Units -- On-the-job supervised work (300 hours per unit)

ESSENTIAL RECORDS AND REPORTS

Records and reports play a vital role in planning, establishing, and maintaining a well-structured program designed to develop the full potential of each student. Generally, the coordinator feels that he or she is making the most effective use of time when working directly with students or employers, giving paper-work a low priority in the day's activities. The coordinator recognizes, however, the importance of a data storage and retrieval system and a serviceable communications system. Using available modern techniques can decrease the time required for this work while maintaining the flow of necessary forms and communications.

A simple and efficient forms system will help to avert many problems and may be handled by the clerical staff. The forms should be short and practical, perhaps color coded to make them easily distinguishable.

The following chart categorizes forms according to function and is not meant to be all-inclusive. Selection and use of reports should be determined by the local school. Individual educational agencies may wish to select a few of the reports and design additional records to fit their individual needs.

RECORDS, REPORTS, FORMS

<u>Function</u>	<u>Type of Document</u>	<u>Description of Use</u>
Operational	Student Application	To be completed by the student wishing to participate in the program, with provision for parental and guidance counselor approval.
	Job Order Card	File of job opportunities.
	Cards of Introduction	Introduce student to employer; may contain some biographical data.
	Training Agreements and Plans	Details training steps and responsibilities of the student, employer, parents, and coordinator.
	Weekly or Monthly Time and Salary Records	Student record to be signed by the employer, then returned to the program coordinator.
	Employer Job Rating Sheet	Employer evaluation of a student's performance.

RECORDS, REPORTS, FORMS

<u>Function</u>	<u>Type of Document</u>	<u>Description of Use (continued)</u>
	Coordinator Visitation Report	A monthly, quarterly, or semester summary of the extend of supervision provided to each student by the coordinator.
	School Grade Transmittal Forms (Report Cards)	Coordinator's review of students' progress in other academic areas.
	Teacher Recommendation Forms	For the coordinator from academic and occupational teachers, about potential cooperative education students.
Legal	Employment Certificate	A file for future use.
	Social Security	Reference when needed.
	Parental Permission Slips	For field trips and other school activities.
	Student Information Release Form	A release of student grades to employers, when appropriate
	Targeted Jobs Tax Credit Forms	Support of employer tax credit for hiring and training economically disadvantaged or handicapped students.
Public Relations	Annual Report to Principal, Superintendent, and/or Board of Education	Information and publicity to strengthen school-community relations.
	Program Brochure	Relay information about the program to students, parents, and employers.
Evaluation	Coordinator's Evaluation Form	Measure effectiveness of the program and the coordinator's performance.
	Follow-up Questionnaire	Obtain useful information about graduates of the program.

CAREER AND TECHNICAL EDUCATION STUDENT LEADERSHIP ORGANIZATIONS

Student organizations with participation at a local, regional, state, or national level are an integral part of the career and technical education curriculums for the local education agencies. The concepts, programs, and activities of student organizations, as part of the curriculum, provide unique opportunities for developing skills essential for career preparation. Student organizations provide a structure for developing leadership, building character, achieving cooperation, inspiring civic pride, and providing service. Members of business, industry, and home economists agree that occupational competence requires positive attitudes, initiative, and values, and the development of technical skills. Student organizations teach and improve the skills that enable students to succeed in a working environment.

Students enrolled in programs of career and technical education should be given the opportunity to participate in the following student organizations which relate directly to their instructional programs:

<u>STATE ORGANIZATION</u>	<u>PROGRAM</u>
Distributive Education Clubs of New (DECNY)	Marketing and Management Education
New York State Association of Future Business Leaders of America (FBLA)	Business/Marketing Education
New York Association of FFA (National FFA Organization)	Agricultural Education
New York State Association of Family, Career & Community Leaders of America (FCCLA)	Family and Consumer Sciences Related Occupations
New York State Association of Health Occupations Students of America (HOSA)	Health Occupations Education
New York State Technology Education Students Association (TESA)	Technology Education
New York State Association of Vocational Industrial Clubs of America (VICA)	Trade, Industrial and Technical Occupations Education

These organizations differ from the typical high school clubs since their activities are an integral part of the instructional program. They play an important role in interpreting the occupational programs to the administration, faculty, parents, students, and general public.

III. PROGRAM OPERATION III. PROGRAM OPERATION

COUNSELING AND PREPLACEMENT ORIENTATION

The coordinator must work toward matching students with job requirements. To do this, each job must be understood in all its aspects so it can be determined whether an available training station meets the requirements of the student being considered for enrollment.

Before placing a student, the coordinator must know the student's interests, aptitudes, and ability level. A study of student applications and personal data sheets should indicate which students can benefit from a cooperative education program. School records will reveal such things as absences, tardiness pattern, health record, school achievement, and specific skills which could be applied to specific jobs.

A preplacement interview between the coordinator and the student should then take place to discuss the student's interests, aptitudes, type of work desired, type of job(s) available, requirements of available job(s), hours available for work, previous employment, if any, and any other relevant information unique to the student and/or job opportunity.

Preparation of the students for the job placement interview is equally important. The coordinator should assume that this is a new experience and the students need instruction in acceptable procedures for job interviews. It might be necessary to speak with individual students concerning their personal problems. Establish a checklist of items needing improvement prior to the job interview.

PLACEMENT PROCEDURE

Job placement is the final and perhaps most vital step in the student enrollment process. In effect, the coordinator serves as a community personnel director with the responsibility of identifying qualified students and matching their abilities, occupational interests, and personal qualities with the requirements of the jobs.

The coordinator should ensure that the in-school instruction and on-the-job training contribute directly toward the students' career objectives. The students' working hours should be scheduled when adequate supervision is available. Smaller businesses often provide more intense or individualized training; large businesses are more apt to assign students to one job area, precluding a variety of experiences. Choose employers who are truly interested in the program and the students' progress.

It is vital that the employer conduct the student's job interview as he would that of any job applicant to ensure an authentic job placement experience. The student should meet privately with the interviewer and report to the coordinator as soon as possible to allow the coordinator to review the results in terms of student reaction and give advice for future job interviews.

The employer should be requested to withhold acceptance or rejection until all students have

been interviewed, and make a final decision with the teacher coordinator. If the student is hired, the coordinator and the employer should meet to complete the training agreement/plan.

TRAINING AGREEMENTS AND TRAINING PLANS

Preparing a Training Agreement

The coordinator must make a continuous effort to maintain a training emphasis in cooperative career and technical education programs. This is partly achieved through a training agreement. The training agreement (also known as the memorandum of agreement) is a written statement of the training commitment expected from each party involved--the employer, the school, the student, and the parents. Although it is not a legal contract, it is a businesslike way of reaching an agreement on the responsibilities of the concerned individuals. The training agreement should be signed by all parties involved and a copy given to each of them when the student is placed on the job. The following information should be included in the training agreement:

1. Statement of the program purpose.
2. Career goal of the student.
3. Duration of the training period.
4. Schedule of work and school (minimum and maximum hours of work per week).
5. Name, address, and phone number of employer or contact person.
6. Employer responsibilities.
7. Name, address, and phone number of teacher-coordinator.
8. School and teacher-coordinator responsibilities.
9. Student's responsibilities.
10. Parents' responsibilities.
11. Name, date of birth, age, address, and telephone number of the student.
12. Signature of student, parent, employer, and teacher-coordinator.
13. Statement of compliance with civil rights law (see Legal Considerations).

Training Plan Development

The training plan is an outline of progressive experiences and learning activities based on the

student's current career objectives. It is used by (1) the employer, to aid in planning on-the-job instruction, (2) the instructor, to aid in planning classroom instruction to correlate with on-the-job instruction, and (3) the student, to project career objectives both in school and on-the-job. The plan also indicates employer responsibilities in the instructional program. The employer should attach the training plan to the signed training agreement.

Purpose of the Training Plan

The training plan should be prepared cooperatively by the employer, the teacher-coordinator, and the student. It then becomes a part of the student's educational program and serves as a guide for the teacher-coordinator in planning the related instructional units and in identifying individual needs. The training plan should identify specific training responsibilities and should be completed only after conferences between the student, the teacher-coordinator, and the training sponsor. It provides a continuing record of student occupational experience, and should become a permanent part of the student's Personal Data File.

Why Training Plans are Important

- To establish criteria for training station selection.
- To help the coordinator keep up-to-date on new techniques in each occupational area.
- To serve as a guide for the instruction of the student.
- To serve as a guide for program evaluation.
- To provide and assure the employer a responsibility in planning the training experience.
- To assure the employer that cooperative education is a planned training program .
- To identify the goals of the student.
- To provide a tool for the student to evaluate his or her own progress.
- To provide a true link between classroom instruction and on-the-job training.

Do's and Don'ts in Training Plan Development

- Do--
- Obtain consent of the employer during initial visits.

- Emphasize training plans in all visits, news releases, and other publicity.
- Have students prepare job analyses.
- Make the schedule flexible.
- Give copies of plan to employer, student, and parents.
- Keep copies of the plans on file in the classroom and display them on a bulletin board periodically.
- Use training plans as evaluation instruments.
- Individualize training plans for each student.
- Use a model plan as a guide whenever possible.
- Share plans with other school personnel--counselors, occupational teachers, administrators .
- Follow the plan as closely as possible.

Don't

- Try to develop a training plan in one visit to the employer.
- Make the first plan too detailed.
- Be inflexible--the plan may need modification.

Steps in Developing a Training Plan

Individual differences among students, variations in the nature of training stations, and the dynamics of interpersonal relationships necessitate an individualized training plan for each student. The following steps constitute the development of training plans:

1. Assess the student's career objective. A variety of techniques, such as tests, inventories, and interviews, may be used to help the student determine the parameters of an objective.
2. Gain a working knowledge of the occupations. Both the student and the coordinator must know where the particular occupation fits into a career ladder. The Dictionary of Occupational Titles and Occupational Outlook Handbook are good resources for career data. Have the student complete a career ladder.
3. Obtain employer assistance in developing a training plan. The employer will assist in enumerating the competencies the student must acquire to achieve the career goal.
4. Prepare the training plan. The ultimate responsibility for training plan development rests upon the coordinator, who should provide a draft copy for the employer to review and contribute to before final approval.
5. Maintain training plan flexibility. From the start, all parties involved should understand that this document will serve as a guide and be revised as the student progresses.

SUPERVISION OF STUDENTS ON THE JOB

A well-planned program requires more than the placement of qualified students in appropriate training stations -- there must be full cooperation between the educational and training units in order to fulfill the objectives of both. The school is interested in promoting skills, increasing knowledge, and understanding theories of business operations; the training station provides for the application of these skills, knowledges, and theory in meaningful production. This integration is accomplished only by close cooperation and coordination.

When the placement process has been completed and the student is working in accordance with the training plan, a system of visiting and counseling should be established. The frequency and length of the coordinator's visits should be determined by a careful evaluation of the objectives and needs of the student. The basic objectives of the coordinator's visits are:

- To obtain the employer's evaluation of the student trainee.
- To observe the type of work being done by the trainee.
- To observe the trainee's performance.
- To discuss with the supervisor methods of improving the training for a particular job being done by the student.
- To obtain materials and suggestions that will make the classroom instruction more valuable.
- To become familiar with management policies.
- To develop new work stations.
- To assure that the cooperative education students are fairly treated.
- To communicate student concerns to the employer.
- To communicate student progress to the student and parents.

To maximize the value of visits the coordinator should:

- Record each visit with a brief summary.
- Avoid controversial situations when dealing with employers.
- Avoid unwarranted discussion of confidential information.
- Be considerate of the employer's time, yet be firm in requesting reasonable and fair reports.

Although the general purpose of a visit to a training station will be to check the progress of the student, there may be problem situations demanding the immediate attention of the coordinator. These situations might include the inability of the student to adjust to the work situation, a personality clash between the student and the supervisor, etc.

The more serious the situation, the greater the possibility of the student's dismissal -- and the greater the need for prompt action. Such situations will require a total evaluation of the facts before coming to a decision; conferences should be held with all parties concerned. The student may have to be placed on probation, removed from the training station, or removed from the program. He or she may simply require closer supervision.

The degree of supervision by the coordinator will depend on the student's job competency. Excessive visits may create a nuisance, so the coordinator should plan a reasonable number of visits for specific reasons: to determine whether problems exist; short visits for public relations purposes; to meet privately with the job supervisor.

These visits are meant to emphasize that the firm is an integral part of the training program and to maintain a professional, friendly relationship with the employer. The ultimate goal is to have the job supervisors believe so strongly in the cooperative program that they will contact the coordinator when problems exist.

TEACHING RELATED GENERAL INFORMATION

The teacher of related general information employs the techniques common to teaching any classroom subject: lectures, demonstrations, question-and-answer sessions, group discussions, buzz sessions, assignments, and tests; and ensuring that classwork is timely, appropriate, and interesting. Rather than relying on textbooks for instructional content, the coordinator should become familiar with other sources of information on such topics as labor-management relations, employment forecasts, and legislation pertaining to employment. Films, displays, and mockups may be obtained from manufacturers, distributors, and trade associations. By using materials that are flexible and adaptable to student needs, the coordinator is able to revise, update, and delete items in the lesson outline.

The coordinator acts as a director of learning by correlating the classroom instruction and on-the-job training, and by tailoring the instruction to the needs and learning styles of each student; the coordinator should also seek suggestions for classroom instruction from training sponsors. The development of well-planned units and lessons is basic to good teaching. Two basic considerations must be addressed:

- What does the teacher have to do to achieve the objectives or perform the task?
- What does the student have to do to achieve the objectives or perform the task?

Related occupational information is taught by a diversified coordinator when there are too few students in a particular field to offer an occupational course. The coordinator should research each career to provide pertinent materials for independent lessons for all students in their respective fields. In other situations, occupational teachers may provide both theory and school laboratory experience to promote the required skills.

STEPS IN CREATING AND MAINTAINING COOPERATIVE CAREER AND TECHNICAL EDUCATION PROGRAMS

Step 1 Replanning Activities	Step 2 Planning Activities	Step 3 Operational Activities	Step 4 Evaluation and Revision Activities	Step 5 Concluding
Select ad hoc committee	1.Determine organizational pattern and levels of authority	1.Build business and industry cooperation	1.Evaluate continuously in a variety of ways.	1.C
Collect data on students, parents, faculty, and probable costs.	2.Plan program according to student and employer data.	2.Offer related instruction.	2.Analyze problems and strengths.	2.T
Evaluate student's needs, community support, and parental support.	3.Determine performance objectives for each program.	3.Provide effective liaison among coordinator, industry, and related instruction personnel.	3.Determine desirable changes.	3.E
Study legal and educational requirements.	4.Select personnel to staff programs.	4.Offer career guidance to enrollees.	4.Provide for changes.	4.K
Make recommendations to the Board of Education	5.Set quality standards.	5.Maintain good relations between public and school.		5.K
Select a permanent advisory committee.	6.Design a communication and evaluation system.			
	7.Write and submit a district plan.			

HEALTH & SAFETY

The cooperative career and technical education coordinator must be aware of health and safety practices in the classroom and the training station, and must teach the necessary health/safety practices before a student is placed in a training station. Health/safety training instruction completed by each student should be recorded and considered as legal records.

Health/safety instruction is for students in all occupations, and covers such topics as blood transmitted diseases, fire prevention and extinction, bomb scares, handling of chemicals, procedures during criminal acts (like armed robbery), and procedures when making electrical connections.

Safety practices at each training station must be surveyed to ensure that a safe environment is provided. On-the-job health/safety instruction for the student should be discussed with the employer and trainer, then included in the training plan.

Appendix C gives excerpts from Industrial Arts Safety--A Management Plan, The University of the State of New York, The State Education Department, Bureau of Home Economics and Technology Education, Albany, New York 12234, (1980). These excerpts deal with the responsibilities for student safety shared by Board of Education members, school administrators, teachers, students, and parents. Employers also share these responsibilities in major ways. To supplement the cooperative education student's safety training on-the-job, related trade textbooks should be purchased for student assignments in the classroom.

All places governed by the Labor Law must be operated so as to provide adequate protection to the life, health, and safety of all employees as indicated by the Federal Occupational Safety and Health Administration (OSHA) Act.

PROHIBITED/HAZARDOUS OCCUPATIONS

As outlined in the New York state Department of Labor publication entitled *Laws Governing the Employment of Minors*, there are various Federal and NY State prohibited/ hazardous occupations. **Section 133 of the NYS Labor Law and Title 29 CFR/Section 570.50 of the Federal Labor Law strictly prohibits youth under the age of 18 from being employed in any of the listed prohibitive/hazardous occupations.**

Section 133.3a provides that the provisions of subdivision two, and 29 CFR 570.50 provides that the provisions of subpart E shall not apply to a minor age 16-17 who is **employed** in the occupation in which he/she **has fully completed** a career and technical (vocational) program of study and training (including appropriate safety training) through a State Education Department recognized educational agency (e.g., BOCES, vocational high school) **AND** has graduated from high school.

CALENDAR FOR COOPERATIVE EDUCATION COORDINATORS

The following is a suggested calendar for all cooperative education coordinators. Only an experienced coordinator would be expected to implement this total program. New coordinators should use this as a guide.

<u>Program Activities</u>	<u>Coordinator/Student/ Employer Activities</u>	<u>Instructional/ Classroom Activities</u>
AUGUST		
Review budget and make any final expenditures.	Identify and interview students enrolled in program.	Review classroom instructional materials.
Review or establish advisory council membership.	Identify students' career goals for use in job placement.	Set up folders for new students.
Make tentative plans for fall meetings.	Start student placement.	Update reference books and materials.
Announce program's purpose and goals in local media.	Select appropriate training stations.	Plan bulletin board displays and have one completed at start of school term.
Discuss year's plans with school principal.	Begin to prepare training agreements and plans.	Develop list of speakers.
Set up filing system.	Orient training sponsors.	Check filmstrips.
Prepare program brochure for printing.		
Replenish supply of business cards.		

Program Activities

Coordinator/Student/
Employer Activities

Instructional/
Classroom Activities

SEPTEMBER

Promote program to faculty.

Continue to select training stations, place students, prepare training agreements and plans.

Correlate instruction to on-the-job responsibilities.

Make final arrangements for first advisory council meeting. Promote program in school publication.

Arrange and prepare students for job employer/employee interviews.

Discuss student organizations and their importance to the career and technical education student.

Attend local professional meetings (Work Experiences Coordinators Association, Chamber of Commerce Industrial Association, Personnel Society).

Plan job-related instruction.

Discuss end of year employer/employee banquet.

Start student evaluation sessions with employer.

Set up grade book and other school records.

"Trouble-shoot" on any initial student placements.

Conduct safety instruction.

Program Activities

Coordinator/Student/
Employer Activities

Instructional/
Classroom Activities

OCTOBER

Conduct advisory council meeting.
Hold coffee hour for employers and parents.

Continue student placement and evaluations.
Revise training plans as needed.

Correlate instruction to job responsibilities.
Prepare for school open house night.

Conduct home visits.

Check to see if safe practices are being followed on the jobs.

Bring in guest speakers.

Use local media to promote advisory council meeting.

Conduct safety instruction.

Change bulletin board.

Report to faculty on status of the cooperative education program.

NOVEMBER

Complete first 10-week report on student placement.

Continue student evaluations.

Correlate instruction to job responsibilities.

Plan for next advisory council meeting.

Select new training sites, if needed.

Change bulletin board (allow students to make displays).

Prepare for Back-to-School night.

Contact new employers to promote new training stations.

Check students' progress with other subject teachers.

Distribute advisory council minutes and agenda for next meeting.

Introduce competitive activities, where applicable.

NOVEMBER, continued

<u>Program Activities</u>	<u>Coordinator/Student/ Employer Activities</u>	<u>Instructional/ Classroom Activities</u>
Prepare new promotional program materials.		Discuss employer/employee banquet.
Attend professional meeting. Make home visits or parental contacts.		Arrange student/employer interaction and evaluation. Encourage participation in student organization activities.
DECEMBER		
Conduct advisory council meeting.	Make needed employment changes.	Correlate instruction to job responsibilities.
Promote program in local media	Revise training plans.	Bring in guest speakers.
Promote program in school publication.	Continue contacting new employers for future participation.	Update related job instruction.
Prepare and submit next year's budget.		Continue safety instruction.
Start working with guidance counselors for next year's program.		Change bulletin board.
Prepare hallway bulletin board display.		Encourage participation in student organization activities.

Program Activities

Coordinator/Student/
Employer Activities

Instructional/
Classroom Activities

JANUARY

Start new recruiting via assemblies and brochures.

Continue student evaluation.

Correlate instruction to job responsibilities

Plan for next advisory council meeting.

Review student career objectives.

Teach income tax reparation.

Attend professional meetings.

Prepare for district and grading examinations.

Have students choose tasks for banquet.

Encourage sustained participation in the student organizations.

FEBRUARY

Conduct advisory council meeting.

Check to see if all training agreements and plans are up-to-date.

Correlate instruction to job responsibilities.

Publicize National Cooperative Career and technical education Day.

Develop new employer contacts.

Continue fund-raising.

Conduct group sessions with prospective cooperative education students.

Check on labor law developments.

Continue safety training.

Mail applications to prospective students.

Encourage sustained participation in the student organizations.

<u>Program Activities</u>	<u>Coordinator/Student/ Employer Activities</u>	<u>Instructional/ Classroom Activities</u>
MARCH		
Plan for next advisory council meeting.	Have individual conferences, review first semester grades, and discuss any student problems.	Correlate instruction to job responsibilities.
Order supplies for following year.	Maintain employer contacts.	End fund raising.
Interview prospective students.		Begin plans for evening's program.
Bring faculty up-to-date on program activities.		Choose speakers.
		Continue encouraging participation in student organization activities.
APRIL		
Publicize student accomplishments.	Select new training sites.	Correlate instruction to job responsibilities.
Plan for year's last advisory council meeting.	Place students.	Complete banquet plans.
Attend professional meetings.	Review training plans.	Continue encouragement for student organization activities.
Complete final screening of students for next year.	Follow-up on students' future opportunities with employers.	

<u>Program Activities</u>	<u>Coordinator/Student/ Employer Activities</u>	<u>Instructional/ Classroom Activities</u>
MAY		
Conduct Annual Banquet.	Complete final student evaluations.	Correlate instruction to job responsibilities.
Hold year's last advisory council meeting.	Make plans for each student's work site after graduation.	Evaluate banquet with students.
Meet with next year's cooperative education students.		Write letters of appreciation to employers. (Should be done by students.)
JUNE		
Make community survey to develop new training stations.	Contact new employers.	Evaluate course with students.
Make list of anticipated needs, recommendations, and problems.	Begin placement of new students.	Complete grade and credit reports.
Promote program via media.	Develop training agreements and plans.	Inventory classroom supplies.
	Complete final evaluation.	Update curriculum as needed.

PUBLIC RELATIONS

The cooperative career and technical education program and the coordinator have unique relationships with administrators, counselors, faculty, employers, students, parents, and the community.

School Administrators

Administrators are interested in how students benefit from cooperative career and technical education. They must be kept informed of student achievements, placements, employer evaluations, and activities through periodic statistical and written narrative reports, and by observing students at their training stations, in the classrooms, and at student organization functions. It is also essential that administrators learn from the coordinator the problems and concerns cooperative career and technical education faces and what assistance the coordinator needs to expand and improve the program.

Guidance Counselors

Cooperation between coordinators and counselors is important. Counselors inform students of the potential benefit of participation in a cooperative education program and assist the coordinator in administering and interpreting tests to determine the students' career goals. The coordinator provides the counselors with career information, assists in career guidance activities, and informs counselors of students' special needs by making employment records available.

Faculty

Faculty perception of cooperative education is acquired through observation of participating students and through association with the coordinator. The coordinator must inform teachers of student progress, learning outcomes, and the results of follow-up studies showing how students benefitted from their training. Faculty members enjoy knowing that their contributions have affected the students' occupational adjustment and advancement.

Employers

Personal contact by the coordinator is the best way to advertise career and technical education to employers. The coordinator must inform employers of the training and educational aspects of the program, and their responsibilities if they become participants. Publicity directed toward employers should emphasize the benefits of working with the school to develop good potential employees. Employers who have participated in the educational partnership should be recognized with a tangible sign of appreciation -- a banquet, an award, thank you letters, feature articles in local newspapers, or radio and television publicity.

Parents

Parents should be informed of the opportunities in cooperative career and technical education and its purposes and values. The common misconception that students who enroll in cooperative career and technical education cannot meet college entrance requirements must be dispelled. The program must be viewed as educationally sound and socially acceptable. Parents are reached through parent-teacher meetings, direct mail, publicity in local papers, business and industry-sponsored meetings, home visits, and personal contacts at community activities.

Students

Students who have had positive experiences will inform others of the program and encourage participation. Peer group opinion is a critical factor in student perceptions of cooperative education.

Community

Community members become involved in cooperative career and technical education through their contacts with the students in the training stations. It is essential that they understand and support the training effort. Organized labor groups are particularly concerned about how cooperative education affects their members. Coordinators can establish good relations with employees and their labor organizations by enlisting their cooperation in the early planning stages and by recognizing their contributions. When unions see the benefits of cooperative education for employees in their occupational fields, their support will follow.

Numerous agencies, organizations, and civic groups are concerned with community development and the educational opportunities available in the schools. They are often influential in establishing new curricula or in getting community support for programs. It is very important to keep these groups informed of cooperative career and technical education and to stress their part in developing 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 cooperative career and technical education. Coordinators can develop good relations with community groups by participating in their organizations and their community improvement projects.

Public Relations Activities

A planned schedule of public relations activities is more effective than impromptu attempts to publicize cooperative career and technical education. Publicity should be a continuous process using a variety of methods which include:

- . Local and school newspaper articles on student activities, success stories of students, and information on cooperative education.
- . Flyers, brochures, and letters directed to parents, students, and employers.
- . Student presentations before student groups, service clubs, parent and faculty meetings, and employer and employee groups.
- . Coordinator presentations before similar groups.
- . Career clinics for other students conducted by cooperative education students and participating employers.
- . Employer visits to the school and faculty field trips to business and industry locations.
- . Displays and exhibits of students' work and activities at fairs, at conventions, in school, and in the community.
- . Coordinator's personal contacts with individuals who have interests and concerns related to cooperative career and technical education.
- . Radio and television appearances by cooperative education students, employers, and coordinator.
- . Symposiums, seminars, and short training sessions for people in business and industry, conducted by the coordinator.
- . Presenting employers and/or training sponsors and advisory committee members with certificates of appreciation or other signs of recognition.
- . An end-of-year banquet to highlight employer contributions and student accomplishments.

Public Relations Banquet for End of the Year

Possible Benefits:

- . Employers receive open, tangible praise for their time and effort in training students.
- . Program publicity can be generated.
- . Students develop leadership skills if allowed to do all the planning, arranging, and decision making.
- . Students receive recognition for the year's work.
- . Parents sense greater prestige for the program.

Preliminary Planning -- to be done as student projects

1. Make selection of date in September or October. April or May is a good month in which to hold the banquet.
2. Select the site in October or November. Decide whether it will be an in-school or out-of-school function. Gather prices and menus from various sites.
3. Select theme.
4. Establish a deadline for the following:
 - a. Designing and printing invitations
 - b. Responses
 - c. Fund-raising and money collection.
 - d. Writing letters of appreciation for business cooperation throughout the school year; to be written and mailed two weeks prior to banquet.
 - e. Preparation of awards -- certificates of appreciation to all employers and special certificates to each cooperative education student .
5. Conduct fund raising activities well in advance of the dinner date.
6. Plan program activities (e.g., Speaker, awards).
7. Plan entertainment:
 - a. Slide show of students working
 - b. Student skit
 - c. Student talent demonstrations.
8. List students, supervisors, and employers who will attend the banquet.
9. Select student chairperson committees. Responsibilities should be divided among schools involved.
10. Periodic planning sessions should begin no later than January.

IV. APPENDIXIV. APPENDIX

APPENDIX A

GLOSSARY

ADVISORY COUNCILS on Career and technical education -- Required by Education Law in New York State. Membership must be at least ten persons representing agriculture, business, health, industry, organized labor, government, education, students, former students, social and economic planning agencies. It advises the Board of Education on policy development and policy matters including preparation of both annual and long range program plans and evaluation of programs, services, and activities.

CAPSTONE -- A cooperative career and technical education placement following one year or more of in-school career and technical education training in the student's specialty area.

CAREER LADDER -- A sequence of increasingly complex or more responsible jobs within a particular occupational specialization or profession. The job hierarchy resembles the rungs of a ladder, with each rung representing a job within the chosen occupational specialization.

COMPETENCY -- A measure or degree of proficiency in a task. Each job responsibility involves several competencies which serve as specific aims for training.

CONSULTANT COMMITTEE (CRAFT COMMITTEE) -- Appointed for a particular instructional area such as auto mechanics, licensed practical nursing, or marketing and distribution. Members assist in planning and developing new programs, and evaluating and revising existing programs.

COOPERATING TEACHER -- A member of the school staff who teaches basic and technical subject matter related to on-the-job training and the career goal.

COOPERATIVE CAREER AND TECHNICAL EDUCATION -- A school-operated program that combines supervised work experience in one of six occupational fields and related classroom instruction in the chosen occupation.

COORDINATOR OF COOPERATIVE CAREER AND TECHNICAL EDUCATION --A member of the school staff responsible for administering the school program and resolving problems that arise between the school regulations and on-the-job activities of the employed student. Acts as liaison between the school and employers in programs of cooperative education or other part-time job training. This person may also be responsible for delivery of related classroom instruction; also referred to as the teacher-coordinator.

DIVERSIFIED COOPERATIVE CAREER AND TECHNICAL EDUCATION -- Cooperative programs that unite students from several different career and technical education areas under the supervision of diversified cooperative education coordinators responsible for on-the-job supervision and related instruction.

D.O.T. (Dictionary of Occupational Titles) -- Descriptive occupational information of all of the names or titles by which an occupation is known; prepared by the U.S. Employment Service.

EMPLOYER -- See **TRAINING SPONSOR**

EMPLOYMENT CERTIFICATE/WORK PAPERS -- Certificates issued to the student to cover any acceptable job. They are available from the local school district and are required for youth under 18 before they may begin work in industry. High school graduates, youth who work for their parents, and those who do industrial homework are included.

HAZARDOUS OCCUPATIONS -- Occupations designated by State and Federal law as dangerous and injurious to the health and well-being of youth under 18 years of age.

JOB ANALYSIS -- A detailed list of duties, operations, and tasks necessary to perform a clearly defined, specific job, organized into a logical sequence to be used for teaching, employment, or classification purposes.

JOB STATION -- See **TRAINING STATION**

OCCUPATIONAL CLUSTER -- A group of jobs with different titles involving a basic core of similar job tasks and responsibilities (see D.O.T.).

OCCUPATIONAL SURVEY -- An investigation and evaluation of a single industry, or the occupations within an area, to determine prevalent practices, labor supply and turnover, and the need for training, in order to maintain the occupational program at a realistic level.

ON-THE-JOB TRAINING -- Instruction in the performance of a job given to a worker by an employer during regular working hours. The minimum or beginning wage is usually paid, but it may be increased as skill is developed.

PROGRAM EVALUATION -- Planned steps taken by the coordinator of the program to determine effectiveness.

RELATED CLASSROOM INSTRUCTION -- Instruction, conducted in the classroom laboratory or in a similar teaching environment, designed to develop skills, increase technical knowledge, and provide general information related to success on the job.

SCHOOL BUSINESS/INDUSTRY PARTNERSHIPS -- An agreement between education and industry to share resources, human, material and financial for the benefit of all.

TEACHER-COORDINATOR -- A member of the school staff who teaches the related and technical subject matter involved with the on-the-job training, and administers and supervises on-the-job activities of the employed students. (See also Cooperating Teacher and Coordinator of Cooperative Career and technical education.)

TRAINING AGREEMENT -- A written understanding involving the student, parents, employer, and coordinator, that sets forth rules and regulations of the program. It is also called a training memorandum or memorandum of understanding since "agreement" may denote a contractual document.

TRAINING PLAN -- A formal plan written for a specific student, or group of students receiving similar training, indicating the nature and location of prospective work experiences, derived from a realistic analysis of the tasks, duties, responsibilities, and occupational objectives of the student(s). It must be agreed upon by the employer, school administrator, and student(s).

TRAINING SPONSOR/COOPERATING EMPLOYER -- The individual directly responsible for the student's learning activities at the training station. The training sponsor may be the owner or manager of the business, or an employee appointed by management.

TRAINING STATION/JOB STATION -- A job location in an approved business or industry which provides part-time employment for cooperative work experience students, and uses a training plan recommended by the career and technical education coordinator.

UNIQUE AND EMERGING OCCUPATIONS -- Occupations that may be new to the community and for which no local training programs exist.

UNIQUE STUDENT -- A student unlikely to succeed in the regular school environment because he or she may be in one or more of the following categories:

- Special Needs-- Mentally or Physically
- Potential Early Leaver (Dropout)
- Alternative Education Participant
- Criminal Offender
- Low Family Income
- Head of Household; sole supporter of family
- High School Re-entry
- Gifted and Talented

WORK PERMIT -- See EMPLOYMENT CERTIFICATE/WORK PAPERS.

NEW YORK STATE DEPARTMENT OF LABOR

ALPHABETICAL LIST OF APPRENTICEABLE OCCUPATIONAL

Years	Trades	Years	Trades	Years	Trades
4	Air Conditioning Equip. Mechanic	2 1/2	Computer Programmer/Analyst	4	Electrotypewriter
4	Aircraft Engine Mechanic	3-4	Cook (Chef)	1	Emergency Medical Technician Ambulance
3	Aircraft Inspector	4	Coremaker	2	Emergency Medical Technical Paramedic
4	Aircraft Sheet Metal Worker	1	Correction Officer	2	Employment Interviewer (D.V.O.P.)
3	Appliance Repairer	2	Counter Clerk (Automotive Parts)	1	Employment Interviewer
4	Asbestos Worker	2	Counter Clerk (Electrical Supplies)	4	Environmental-Control System Installer-Servicer
3	Assistant Press Operator	2	Counter Clerk (Farm Equip. Parts)	3	Farm Machinery & Equipment Mechanic
3	Auto Body Repairer & Painter	2	Counter Clerk (Heating, Vent. & Air Conditioning Supplies)	4	Fire Alarm Mechanic
2	Auto Glass Installation Mechanic	2	Counter Clerk Industrial Equipment & Supplies)	3	Fire Fighter
3	Automobile Mechanic	4	Custom Gear Maker	3 1/2	Fire-Medic
3	Automotive Cooling System & A/C Technician	5-5 1/2	Cylinder Press Operator	2	Flow Machine Operator
3	Automotive Machinist	4	Dental Laboratory Technician	4-5	Folding Box-Cutting & Creasing Press Operator
3	Automotive Technologist	5	Design Drafter (Electrical/Mechanical/Hydraulic)	4	Folding Box Machine-Adjuster (Maintenance Mechanic)
4	Baker	4	Design Drafter (Mechanical-Hydraulic)	3	Furniture Finisher (Painter)
3	Baker, Cake	4	Die Engraver (Steel Plate Engraver)	4	Glass Blower

NEW YORK STATE DEPARTMENT OF LABOR

ALPHABETICAL LIST OF APPRENTICEABLE OCCUPATIONAL

Years	Trades	Years	Trades	Years	Trades
2	Barber	4-5	Die Maker	4	Glass Blower (Gaffer Tube Draw)
4	Binder Mechanic	4	Die Maker (Die Cast)	4	Glass Blower (Glass Machine Engineering)
4	Boatbuilder	4	Die Maker (Paper Goods)	4	Glass Blower (Machine forming)
4	Boilermaker (Construction)	7	Die Sinker	6	Glass Engraver W/Copper Wheels
4	Boilermaker (Shop)	4	Die Stamper Press Operator	4	Glass Equipment Mechanic
2-4	Bookbinder	3	Diesel Engine Mechanic	4	Glass Furnace Hot Repairer
4	Bookbinder, Edition	1-1/6	Dietetic Assistant	2	Glass Gatherer
5	Bookbinder, Pamphlet	3	Digital Scale Technician	3	Glazier
3-4	Bricklayer-Mason	4	Drafter: (Architectural) (Mechanical) (Marine) (Structural) (Tool Design)	4	Glazier (Stained Glass)
4	Bricklayer-Mason & Plasterer	2	Dry Wall Taper	3	Graphic Arts Technician
2	Building Maintenance Mechanic	4	Electric Elevator Service & Repairer	4	Gunsmith
4	Burglar Alarm Mechanic	4	Electric Motor Repairer	3	Highway Mechanic & Equipment Operator
3	Bus Mechanic	2 1/2	Electrical Discharge Machine Set-Up Operator	1	Home Health Technician
2 1/2	Business Machine Mechanic	4	Electrical Line Erector & Maintainer	3	Industrial Hygienist
				3	Industrial Truck Mechanic

NEW YORK STATE DEPARTMENT OF LABOR

ALPHABETICAL LIST OF APPRENTICEABLE OCCUPATIONAL

Years	Trades	Years	Trades	Years	Trades
4	CNC Screw Machine Programmer Set-Up & Operator (Single Spindle)	4	Electrical Repairer	4	Inspection Technician
4	Cabinetmaker	4	Electrician	1	Institutional Safety and Security Officer
2	Campus Security Officer	3	Electrician (Housewire or Residential)	4-5	Instrument Maker
2	Canning Machine Set-Up & Adjuster	4	Electrician (Sign)	4	Instrument Mechanic
4	Car Repairer (Railroad)	2	Electronic Equipment Mechanic	2-3	Iron Worker
4	Carpenter	3	Electronic Instrumentation Field Service Engineer	3 1/4	Jeweler (Hand-make)
3	Cement Mason, Cement Finisher	4	Electronic Laboratory Technician	2 1/2	Jeweler (Production)
4	Chemical Laboratory Technician	4	Electronics-Mechanic (Numerical Controls Systems Maintenance)	2 3/4	Jewelry Polisher
3	Coin Machine Mechanic	2	Oil Burner Servicer & Installer	2	Job Press Assistant
4	Color Mixer (Wallpaper/Window Shade Cloth)	4	Operating Engineer: Heavy Equipment Universal Equipment Grade & Paving Equip. Heavy Duty Repairer	5-5 1/2	Job Press Operator
5	Commercial & Advertising Artist	4	Optical Laboratory Technician	4	Radiation Protection Technician
3	Commercial Photographer	4	Optical Lens Grinder	4	Radio Repairer
4-5	Commercial Press Operator	4	Optical Manufacturing Technical (Precision Lens Grinder)	4	Radio & Television Repairer

NEW YORK STATE DEPARTMENT OF LABOR

ALPHABETICAL LIST OF APPRENTICEABLE OCCUPATIONAL

Years	Trades	Years	Trades	Years	Trades
4	Compositor	3-4	Ornamental Iron Worker	4	Recreational Vehicle Mechanic
3	Laboratory Mechanician	2	Paperhanger	4	Refrigeration & Air Conditioning Mechanic
4	Landscape Nursery Manager	3	Painter and Decorator	3 1/3	Registered Nurse
4	Laser & Electro-Optic Technician	3	Painter, Decorator & Paperhanger	3 1/3	Respiratory Therapist
4	Lather (Carpenter)	5	Patter Maker, Metal or Wood	2	Rod Person
2-3	Lather (Wood, Metal, Wire)	4	Photographic Equipment Maintenance Technician	3-4	Roofer
2	Lens Maker (Precision-Lens Generator)	4	Photographic Equip. Technician	4	Screw Machine Set-Up & Operator (Single Spindle)
2 3/4	Licensed Practical Nurse	5-6	Photo Engraver: Commercial Etcher (Includes Printer) Photographer Stripper	4	Screw Machine Set-Up & Operator (Multiple Spindle)
3-4	Linoleum & Resilient Tile Layer	4	Pipefitter	4	Sewing Machine Mechanic
3-4	Linoleum Resilient Tile & Carpet Layer or Soft Tile & Carpet Layer	4	Pipe Organ Builder Repairer	4	Sheet Metal Worker

NEW YORK STATE DEPARTMENT OF LABOR

ALPHABETICAL LIST OF APPRENTICEABLE OCCUPATIONAL

Years	Trades	Years	Trades	Years	Trades
4-5	Lithographic	4	Pipe Organ Builder Repairer	3	Sheet Metal Worker (Artisan)
5	Dot Etcher				
5	Photographer				
5	Platemaker				
4	Offset Press Operator				
3-4	Press Operator				
5	Stripper				
4-5	Stripper (Color Assistant)				
4	Locksmith	3-4	Plant Maintenance:	4	Sheet Metal Work (Iron Plate)
		4	Assistant Engineer		
3	Machine Builder	4	Boilermaker	4	Sheet Metal Worker (Sign Hanger & Rigger)
		4	Bricklayer & Mason		
3	Machine Operator, Set-Up Bindery	4	Carpenter	4	Ship Carpenter
		4	Electrician		
5	Machine Tool Builder	4	Heavy Equipment Operator & Repairer	4	Shoemaker (Custom-Orthopedic)
		4	Ironworker		
4	Machine Repair	3-4	Mechanic	3 1/2	Shop Electrician Armature Winder
		4	Millwright		
3-4	Machine Tool Mechanic	3	Painter, Decorator & Paper Hanger	4	Sign Writer & Pictorial Painter
		4	Pipefitter		
4	Machinist	4	Plumber	4	Silversmith
		4	Plumber & Steamfitter		
4	Machinist (Automatic Screw)	4	Refrigeration and Air Conditioning Mechanic	3 1/2	Ski Resort Maintenance Mechanic
		4	Sheet Metal Worker		
4	Machinist (Experimental)	4	Welder	2	Small Gas Engine & Equipment Mechanic
		4	Plant Instrument Electro-Mechanical Cold End Repairer	4	Sprinkler Fitter
4	Machinist (Precision)				
4	Machinist TRMO Grinder				
5-6	Mailer			3	Station/PBX Installer & Repair Technician
		3-4	Plasterer		
4	Maintenance Machinist				
4	Maintenance Mechanic (Automatic Equipment)	3	Plastics Molder	4	Stationary Engineer

NEW YORK STATE DEPARTMENT OF LABOR

ALPHABETICAL LIST OF APPRENTICEABLE OCCUPATIONAL

Years	Trades	Years	Trades	Years	Trades
3	Maintenance Mechanic (Dry Cleaning & Laundry Equipment Repair)	4	Plate Printer Press Operator	4	Steamfitter
3-4	Maintenance Mechanic (Hydraulics and/or Mining Equipment)	4	Plumber	6	Steuben Glassworker
3 1/2	Melting Operator, Glass (Furnace)	4	Plumber & Pipefitter	3	Stone Carver & Engraver
2-3	Meat Cutter	4	Plumber & Steamfitter	4	Stone Mason
3	Meat Cutter (Kosher)	3	Pointer, Caulker & Cleaner	4	Tailor (Alteration)
1	Mental Hygiene Therapy Aide	2	Police Officer	4	Technical Engineer
3	Metal Plater	1	Pre-Release Counseling Aide	4	Television Cable Line Erector & Maintainer
3	Metal Refinisher	4	Press Operator	3-4	Tile Setter
4	Metrologist	4	Print Roller Router	4	Tool & Cutter grinder
4	Millwright	4	Processes Technician Class "A"	4	Tool & Die Maker
4	Model Maker	4	Prosthetic Appliance Mechanic	4	Tool & Die Maker (Mold)
4	Model Maker (Electrical)	4	Protective Signal Installer	4	Tool & Die Maker (Model Builder)
4	Molder			4-5	Toolmaker
4	Molder & Core Maker			2	Transmission Mechanic
4	Mold Maker			4	Trimmer Die Maker
2	Motor Boat Mechanic-Inboard/Outboard			1	Trooper
				3	Truck Mechanic

NEW YORK STATE DEPARTMENT OF LABOR

ALPHABETICAL LIST OF APPRENTICEABLE OCCUPATIONAL

Years	Trades	Years	Trades	Years	Trades
3	Motor Equipment Mechanic			4	Truck Mechanic-Trailer
3 1/2	Motor Inspector			3-4	Upholsterer (Custom)
3	Musical Instrument Mechanic			4	Watchmaker (Repairer)
5	Newspaper Web-Press Operator			5	Web Press Operator
				4	Welder (Industrial)
				4	Welder (Maintainer)
				2	Wire Drawer
				4	Wood Machinist (Maintainer)

APPENDIX C

THE RESPONSIBILITY FOR HEALTH/SAFETY INSTRUCTION

Ultimate responsibility for health/safety instruction rests with the Board of Education. In practice, however, this task is shared by parents, the Board of Education, school administrators, teachers and students. Each has a role to play in providing the environment and means to promote acceptable attitudes and desirable behavioral patterns in students.

Responsibility of the Board of Education

Since legislation allows tort claims against a school district, the responsibility for providing a safe facility rests with the Board of Education, including the allocation of funds to provide a safe working and learning environment. The success of a safety program is dependent to a great extent on the environment in which students work and learn. The development of policy concerning safety not covered by law or regulation also rests with the Board. In addition, the Board of Education must provide specialized safety equipment such as eye protective devices, gloves, aprons, and extinguishers, and provide adequate ventilation for harmful dust and fumes. Education law authorizes the Board of Education to purchase insurance for protection against tort claims should an accident occur. Refer to subdivisions 7 and 7-a of section 1604, and subdivisions 8 and 8-a of section 1709 of Education Law.

Responsibility of the Administration

The authority delegated by the Board of Education to the local school administrators that of ensuring that the teachers have sufficient facilities, tools, and equipment to implement an ongoing safety program.

The administrative role should include assuming primary responsibility for planning safety programs, requiring surveys, organizing safety instruction for staff, enforcing safety practices, correcting hazards, promoting desirable attitudes toward accident prevention, obtaining professional assistance when needed, assuming responsibility for injury, providing adequate and safe facilities, maintaining staff interest in safety efforts and providing inservice safety workshops.

Administrators must provide a system to evaluate the effectiveness of health and safety instruction, avenues for reporting equipment and facility deficiencies, and supervision of health and safety instruction; they must provide the means for repair of unsafe equipment and the correction of unsafe conditions. Ultimately, proper health and safety instruction is the responsibility of the local Board of Education trustees or other persons in charge, drawing on all available counsel and resources.

Responsibility of the Teacher - Teacher Coordinator

The responsibility of the teacher is to discharge his or her duties within the scope of his or her employment. Other aspects of the teacher's role should be defined by district policies established by the Board of Education. The ultimate responsibility for implementation of a school work-based learning health/safety instruction program and the prevention of accidents rests with the teacher.

Teachers should be aware of the hazards in their subject areas. With their knowledge of child growth and development patterns, psychology of learning, and adolescent psychology, they should use various methods and available resources to incorporate health/safety instruction into the regular instructional program.

When accepting employment in a school district, a teacher accepts the obligation to ensure that a safe working environment, safety instruction, and student evaluation will be integral parts of the instructional program. Furthermore, a teacher accepts a professional obligation to safeguard and educate those who have been placed in his or her trust.

Responsibility of the Student

Students should recognize that as beginners, they must take extra care to use their best judgement while working in the laboratory to safeguard themselves and others.

Each student is responsible for working and learning within the bounds of school policies and safety regulations to ensure his or her own safety and that of the class. The student should develop desirable behavioral patterns and attitudes by accepting directions, advice, and counsel of teachers.

Obligation of the Parents

The cooperation of parents is of the utmost importance because they exert the most powerful influence upon their children, and the safety habits and attitudes taught at home are the most enduring. As youngsters mature, responsibility for their safety shifts from their parents to themselves. Parents and teachers can assist each other in this transfer of responsibility by helping the student to develop self-confidence and understanding.

HEALTH/SAFETY INSTRUCTION -- AN INTEGRAL PART OF A COURSE

The teacher is responsible for both academic and safety instruction. Thus, the teacher must accomplish the following where health/safety instruction is concerned: develop a sense of responsibility in the students for their own safety and that of their peers; instruct students that safe methods are effective methods; help students recognize situations involving hazards (e.g., use of equipment/machines, blood transmitted diseases, handling of chemicals, fire); and promote desirable behavioral change in students by helping them learn safe practices for use in day-to-day activities.

The instructional process is a basic element in promoting desirable student behavioral patterns when working with tools and machines. Acknowledging that the quantity and quality of instruction will vary with each instructor, the following sequence of instruction will help ensure that students can safely qualify before using any tool or power machine in the laboratory.

Orientation -- Orientation is usually a briefing about the potential hazard (e.g., machinery/equipment, fire, blood). Safety instruction begins at this time, using visual aids when possible.

Demonstration -- Safety instruction is continued during the demonstration phase to emphasize and clarify safe procedures. The instructor usually demonstrates the use of machinery in the following cycle:

- a) Preparation
- b) Operation
- c) Shutdown

During the demonstration the student should be able to ask questions to clarify points that may be unclear.

A written test should be administered to and successfully completed by the students to determine their awareness of the dangers and the safety practices involved when using a machine, hand tool, what to do in case of a fire, bomb scare, etc.

Teacher Judgement -- When the student successfully completes a written test and his performance indicates he can safely use the equipment, the teacher must judge the students confidence and maturity before granting permission to operate the machine in the school laboratory. Permission should be given each time a student uses a piece of equipment rather than on a semester basis.

APPENDIX D

ORGANIZATIONS AND AGENCIES RELATED TO CAREER AND TECHNICAL EDUCATION

Coordinators should take advantage of every opportunity to update and upgrade their background through active membership and participation in various professional, civic, and service organizations.

Association for Career and Technical Education (ACTE) -- Represents all career and technical educators nationwide, has strong lobbying power, holds national and regional meetings, and provides publications and newsletters.

Association for Career and Technical Education Administrators (ACTEA) -- Members include occupational-education directors, principals, supervisors, teacher educators, curriculum coordinators, and State Education Department supervisory personnel. Provides legislative support for career and technical education at national and state levels. Sponsors research studies and supports development of cooperative education programs.

Chamber of Commerce -- Association intended to further the business interest of a community. Provides contact with civic and business leaders.

Economic Development Agency -- County-based organization focusing on the economic vitality of the area. Coordinators can assist in providing trained personnel for new and expanding industries.

Industry-Education Coordinators -- Funded by the schools and Vocational Education Act (VEA) for projects and activities which will develop a better working relationship between the business and educational sectors.

International Association for Personnel Women (IAPW) -- Comprised of representatives from business, industry, and education. Provides workshops, publications, conferences, and consultants in relation to personnel management.

Job Training Partnership Act (JTPA) -- This act establishes programs to prepare youth and unskilled adults for entry into the labor force and to provide job training to those economically disadvantaged individuals and others facing obstacles to employment, who are in special need of such training to obtain productive employment.

New York State Division for Youth -- Has offices throughout the State. Some employment programs Offered by Youth Boards are KIDS COMPANY (Similar to RENT-A-KID), and Youth Employment Service for income-eligible students with primary employer nonprofit agencies. Additional information is available from the New York State Division for Youth or the local town youth board.

New York State Association for Career and Technical Education -- Serves as an umbrella for all New York State career and technical education organizations. Provides a newsletter, an annual conference, and legislative support.

Office of Vocational Rehabilitation (OVR) -- The New York State Education Department -- Cooperative Educational Programs may be written in conjunction with OVR to provide funding for students with handicapping conditions. Offices are located at One Commerce Plaza, 99 Washington Avenue, Albany, NY 12234.

Private Industry Council (PIC) -- Corporation composed of business people to provide training programs for the private sector using Federal and/or State funds.

School Administrators Association of New York State (SAANYS) -- Provides training for new administrators, workshops and seminars, journals, child advocacy with private/State agencies, guidance for academic disciplines in New York State, and national leadership workshops for school executives.

Service Organizations (Rotary, Kiwanis, Lions, Business and Professional Women, Akrusa, Zonta) -- Provide contacts with business and professional community.

Work Experience Coordinators Association of New York State (WECA)-- Provides resources, literature, a newsletter, workshops, and an annual conference. Networking, regular zone meetings, liaison to State Education Department, resource for information, updating of agency regulations, and literature pertaining to all types of experiential education.

APPENDIX E

MISCELLANEOUS

1. Summary of Section 133 of the NYS Labor Law and Title 29 CFR/Section 570.50 of the Federal Labor Law : Prohibitive/Hazardous Occupations
2. Sample Memorandum of Agreement
3. Sample Student Training Plan
4. Co-op Registration Form

Prohibited/Hazardous Occupations

Important Reminder

As outlined in the New York State Department of Labor publication entitled *Laws Governing the Employment of Minors*, there are various Federal and NY State prohibited/ hazardous occupations.

Section 133 of the NYS Labor Law and Title 29 CFR/Section 570.50 of the Federal Labor Law prohibits youth under the age of 18 from being employed in any of the listed prohibitive/hazardous occupations.

Section 133.3a (NYS Labor Law) provides that the provisions of subdivision two, and 29 CFR 570.50 (Federal Labor Law) provides that the provisions of subpart E shall not apply to:

a minor age 16-17 who is **employed** in the occupation in which he/she **has fully completed** a career and technical (vocational) program of study and training (including appropriate safety training) through a State Education Department recognized educational agency (e.g., BOCES, vocational high school), **AND** has graduated from high school.

SAMPLE MEMORANDUM OF AGREEMENT

1. This establishes an agreement
between

(Name of school)

and

(employer)

regarding the employment of _____ as
a(n)

(Name of student)

(job title)

2. The following specific work experience arrangements have been made and will serve as the general operating procedure for this work experience program.

a) The student employee shall be given the opportunity to progress through the various phases of work and acquire the skills/competencies outlined in the student's individual training plan.

b) Appropriate health and safety instruction will be provided to the student employee.

c) The employer's designated supervisor shall evaluate the student employee during each school marking period, enabling the coordinator to issue a report card grade.

d) The cooperative employment program will extend over a period of _____ months

3. Organized instruction in a related career and technical education program of study that supports the employment learning experience shall be provided by the school. The co-op coordinator (named below) will consult with the student's classroom teachers and work-site supervisor(s) on a regular basis.

4. The student shall begin employment at not less than the prevailing minimum wage, and the program will comply with all state, federal, and local labor laws. The student shall be covered under the employer's workers compensation insurance.
5. The student will be employed in compliance with all US and NYS Department of labor laws and regulations governing the employment of minors.
6. As outlined in the New York State Department of Labor publication entitled *Laws Governing the Employment of Minors*, there are various Federal and NY State prohibited/ hazardous occupations. **Section 133 of the NYS Labor Law and Title 29 CFR/Section 570.50 of the Federal Labor Law prohibits youth under the age of 18 from being employed in any of the listed prohibitive/hazardous occupations.** Section 133.3a (NYS Labor Law) provides that the provisions of subdivision two, and 29 CFR 570.50 (Federal Labor Law) provides that the provisions of subpart E shall not apply to: a minor age 16-17 who is employed in the occupation in which he/she **has fully completed** a career and technical (vocational) program of study and training (including appropriate safety training) through a State Education Department recognized educational agency (e.g., BOCES, vocational high school), **AND** has graduated from high school.
7. This agreement may be discontinued at any time; however, the coordinator requests consultation with employer beforehand.
8. Students will be accepted into this program and otherwise treated without regard to age, color, religion, creed, disability, marital status, national origin, race, gender, or sexual orientation.

Signed _____ Signed _____

(Employer)

(School Co-op Coordinator)

Date: _____

Date: _____

Signed _____ Signed _____

(Student)

(Parent/Gardian)

Date: _____

Date: _____

Sample Student Employee Training Plan

Student Name _____ SS# _____

Age _____ School _____

Job Title _____

School Coordinator _____ Tel # _____

Employer _____ Tel # _____

Job Supervisor _____

Job Tasks and Learning Outcomes (to be developed by the employer and school coordinator)	<i>Timeframe</i>	Achievement Level and Comments
Student will learn about the company history, product line, and marketing territory		

Student will receive appropriate health and safety training related to their responsibilities

Student will learn about and help maintain the company's web site

Student will
Student will
Etc.

Student Signature

Employer Signature

Parent Signature

Coordinator Signature

Date of Training Plan _____

THE UNIVERSITY OF THE STATE OF NEW YORK
 THE STATE EDUCATION DEPARTMENT
 WORKFORCE PREPARATION AND CONTINUING EDUCATION
 89 Washington Ave. -Room 320EB
 Albany, NY 12234
 PHONE (518) 474-5506 FAX (518) 474-4494

APPLICATION FOR REGISTRATION of COOPERATIVE OCCUPATIONAL EDUCATION PROGRAM (Co-op)

Name and Address of Local Agency _____

Program Coordinator _____ Phone: _____

E-mail Address: _____ Title: _____

(Please print)

Estimated Enrollment in Cooperative Education within these subject areas:

Agricultural Education _____	Family & Consumer Sciences Education _____
Business and Marketing Education _____	Technology Education _____
Diversified Cooperative Education _____	Trade/Technical Education _____
Health Occupations Education _____	

* (Please see reverse side for an explanation of each of the following items) Indicate Yes or No

1. The board of education has approved the inclusion of cooperative occupational education experience as a program offering. _____
2. Students will be: paid at least the prevailing minimum wage, covered by the employer's Workers Compensation Insurance, and employed in accordance with all other current State and Federal Labor Laws and Regulations. _____
3. A written Training Agreement and Training Plan are in effect between participating businesses and the education agency for each student. _____
4. The program meets all guidelines outlined in the 1991 (updated 2003) Co-op Handbook. _____
5. Appropriate health/safety instruction is provided before employment and continues during employment as needed. _____
6. In-school related career and technical education/vocational instruction (as well as required academic instruction) is provided for all participating students. _____
7. All student participants are meeting or have met academic requirements for graduation for high. _____
8. Credit will be awarded for satisfactory completion of the work experience on the basis of 150 hours of work experience for -unit of credit; 300 hours for 1- unit of credit; a maximum of 600 hours for two units of credit. _____

NOTE: a) Co-op is **NOT** permissible as part of a 3-unit sequence
 b) 1-unit of co-op credit (300) hours is the **maximum** permissible in any discipline-specific 5-unit sequence
 c) 2-units of co-op credit (600 hours) is permissible **ONLY** in a 5-unit Diversified Co-op sequence, according to the guidelines outlined in the 1991 (updated 2003) Co-op Handbook.

9a. The program is conducted by a teacher/coordinator certified in a single occupational subject area. _____

9b. The program is conducted by a **Diversified Co-op Coordinator** certified for **all** occupational areas. _____

School Superintendent's Signature _____ Date _____

FOR STATE EDUCATION DEPARTMENT USE ONLY

Approved and Effective Until _____ Program _____

General Information

Cooperative Career and Technical Education work experience (Co-op) is a career and technical education program planned and supervised by an educational agency for students who are employed part-time by a public or private employer. The work-based learning experience is an extension of the career and technical education classroom learning experiences (e.g., business education, family and consumer science) that the student receives concurrently. For students who have completed a four or more unit career and technical education program of study, the work-based learning serves as a “capstone” experience. Co-op requires a memorandum of agreement and a training plan for each participating student, and students must be employed in compliance with all current US and NYS Department of Labor laws/regulations concerning the placement of minors in work-based learning environments.

Please note that Section 133 of the NYS Labor Law and Title 29 CFR/Section 570.50 of the Federal Labor Law **prohibits** minors of any age from being employed in any of the US or NYS prohibited/hazardous occupations outlined in the NYS Department of Labor publication entitled *Laws Governing the Employment of Minors*. An exception is granted to a minor, age 16-17, who has **fully completed** a related vocational education program of study and training (including appropriate safety training) in a State Education Department recognized educational agency (e.g. BOCES vocational high school), **AND** has graduated from high school.

Additional Information (Correlates to items on reverse side)

1. The board of education is responsible for educational programs offered by the agency.
2. Federal and State Labor Law applies for the employment of minors and full-time students. All co-op students must be covered by the employer’s Workers’ Compensation Insurance.
3. While not a contract, these agreements outline duties and responsibilities of the school, coordinator, employer student, and parent(s).
4. Refer to the program requirements and guidelines outlined in the 1991 Cooperative Occupation Education Handbook.
5. The employer must provide appropriate health and safety instruction to the student worker prior to employment and during employment, as needed.
6. The student must be concurrently enrolled in a related career and technical education program, or have completed a four or more unit career and technical education program.
7. Since the program is for full-time secondary students, the work experience should not delay or hinder a student from meeting academic requirements necessary for graduation.
8. Self-explanatory.
9. The coordinator of cooperative career and technical education work experience for students in a single career and technical education subject area is a teacher certified in that curriculum area. When the program utilizes one coordinator to supervise students from multiple career and technical education areas (e.g., business, family and consumer sciences, trade/technical), the coordinator must have an extension to their teaching license as a Diversified Coordinator. This extension is obtained by completing a six-graduate hour program of study in supervising diversified work-based learning programs, offered by a college/university certified to prepare career and technical education teachers.

