



Creating Excellence



Career and Technical Education Cooperative Education Handbook

Commonwealth of Virginia
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CTE

Virginia's Career and Technical Education

***Career and Technical Education
Cooperative Education
Handbook***

Developed by

Office of Career and Technical Education Services
Virginia Department of Education
Richmond, Virginia

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Notice to the Reader

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The 2002 Handbook

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The 2007 Revision

Updates to the *Career and Technical Education Cooperative Education Handbook* have been identified by the staff of the Virginia Department of Education, Office of Career and Technical Education Services, to provide the most current information. The core of the 2002 document remains intact. We appreciate the efforts of the following staff members for their contributions to this revised handbook:

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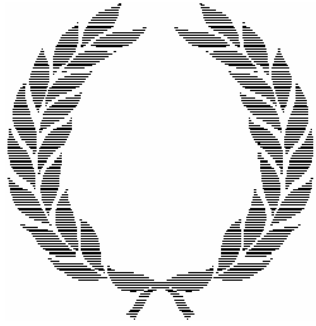
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NOTE TO THE READER

The following documents are available online at the CTE Resource Center Web site <http://www.CTEresource.org/>:

- a PDF file of the full version of this guide (click on “Verso,” “Across the Board”)
- a Word file of all the forms contained in this guide (click on “Verso,” “Across the Board”)
- related Web sites for Cooperative Education (click on “Links,” “Featured Resources,” “Cooperative Education”)

The PDF file of the *Career and Technical Education Cooperative Education Handbook* and the Word file of the forms are also available from the Department of Education Web site at http://www.doe.virginia.gov/instruction/career_technical/cooperative_education/index.shtml.



INTRODUCTION

INTRODUCTION

Virginia has built its quality program of Career and Technical Education (CTE) on three major cornerstones:

- **Classroom instruction** — the essential component for students to master the academic and technical competencies, attitudes, and work ethic essential for career success and lifelong learning
- **Student organizations** — experiences that reinforce and strengthen classroom learning and prepare students for individual responsibility, teamwork, and leadership in their chosen occupations
- **Employment experience** — opportunities for students to apply and refine knowledge, attitudes, and skills through professionally coordinated and supervised work experience directly related to career goals.

The employment experience component builds on the benefits of the other two components by assisting students in the transition from the classroom to the world of work. Students enhance their knowledge, skills, and attitudes by participating in supervised experiences that are not possible to replicate in an educational setting.

There are a variety of supervised work-based learning options available through Virginia's Career and Technical Education service areas offering occupational training:

- Agricultural Education
- Business and Information Technology
- Career Connections
- Family and Consumer Sciences
- Health and Medical Sciences
- Marketing
- Trade and Industrial Education – Industrial Cooperative Training (ICT).

Although Virginia students enjoy many types of work-based learning options (see chart on following page, which compares the various kinds of options), this guide focuses on cooperative education. It includes Virginia regulations and guidelines for the administration of cooperative education and training materials for teacher-coordinators.

COMPONENTS OF WORK-BASED LEARNING OPTIONS

Characteristic	Cooperative Education	General Work Experience	Work-Study	Internship	Entrepreneurship	Mentoring/ Job Shadowing	Clinical Experience	Service Learning	IB Service Learning
Major objective	Occupational Preparation	General Work Experience	Drop-out Prevention	Exploration/ Application	Occupational Preparation	Beginning Exploration	Occupational Preparation	Teaching and Learning Methodology	Balanced, Academic, Applied, Service Curriculum
Related classroom instruction	Yes	No	No	Yes	Yes	Orientation to experience	Yes	Yes	Orientation for community experience
Student requirement for career objective in occupational field	Yes	No	No	No (but must have interest in the field)	Yes	No (but must have interest in the field)	Yes	No	No
Coordination provided by related class instructor	Yes	No	No	Yes	Yes	Desired (but not required)	Yes	Yes (but not required)	No
Program administered by teacher-coordinator certified in occupational field	Yes	No	No	No (but must have experience with careers and placement)	No	No (but must have experience with careers and placement)	Yes	No	No
Training plan and training agreement used	Yes	No	No	Optional (project involved)	No	Optional (assignment involved)	Contract with clinical facility	No	No (but project involved)
Program/instruction coordinated with student organization	Yes	No	No	No	Yes	No	No	No	No
Advisory committee used	Yes	No	No	Optional (helpful)	No	Optional (helpful)	Yes	No	Desirable (but not required)
Students paid for work	Yes	Yes	Yes (government subsidy)	May be paid or unpaid	Yes	No	No	No	No

Definition of Cooperative Education

Cooperative education is a **method of instruction** that combines career and technical classroom instruction with paid employment *directly related* to the classroom instruction. Both student instruction and employment are planned and supervised by the school and the employer so that each contributes to the student's career objectives and employability.

Virginia Department of Education Regulations and Guidelines for Cooperative Education

Virginia Department of Education regulations and guidelines for cooperative education apply to all Career and Technical Education (CTE) program areas offering cooperative education. Questions related to interpretation or implementation of these regulations and guidelines should be directed to program area specialists at the Virginia Department of Education. Questions concerning certification or endorsements should be directed to a specialist in Teacher Certification at the Virginia Department of Education.

Teacher Qualifications

- ▲ Teacher-coordinators must be endorsed to teach the course in which the cooperative method is used, must be professionally competent, and must demonstrate technical ability and actual business/industry occupational experience within the discipline for which they provide instruction.

Professional Development

Teacher-coordinators should have continuing professional development in cooperative education and in their technical areas. A workshop for new cooperative education teacher-coordinators is offered each summer by the Virginia Department of Education, Office of Career and Technical Education Services. Other professional experiences could include summer institutes and conferences, college courses, teacher internships in business and industry, and other state and local staff-development options.

▲ Denotes a state or federal regulation

Policy Statement

Each school division should have a written policy statement on cooperative education that includes teacher-coordinator qualifications and responsibilities; requirements for recruitment/selection of students and training stations; content of the training plan and training agreement; required length of training; and information about course credit, student wages, records, reports, and administration.

Class Size and Facilities

- ▲ *"Career and technical education programs using the cooperative education method of instruction shall be limited to an average of 20 students per instructor per class period (with no class being more than 24) where the cooperative method is required."* In programs where the cooperative method is optional, class size shall not exceed the number of individual workstations or an average of 20 students per instructor per class period (with no class being more than 24) if all students participate in cooperative education.

Schools should allocate sufficient and appropriate classroom and office space, equipment, and material for teaching the occupational skills.

Coordination Time and Travel

- ▲ *"Career and technical education programs using the cooperative education method of instruction shall have a class period assigned to the instructor for on-the-job coordination for each 20 students participating in on-the-job training, and specify provisions for instructor travel for on-the-job coordination."* Instructional time for teacher-coordinators within a block schedule must be equated to the teaching load in the *Standards of Accreditation (SOA)*. NOTE: The coordination period for the teacher-coordinator is based on a traditional, single-period class period. For example, if a school is operating on a block schedule, the coordinator must have a minimum of 45 minutes for each 20 students. Alternate-day block schedules may allow for daily 45-minute coordination class periods or alternate-day 90-minute class periods.

Where more than one coordination period is required (due to the number of students enrolled), the periods should be scheduled consecutively to allow for travel time to and from job sites.

Adequate coordination time must be provided for teacher-coordinators to obtain training stations; supervise the employment experience component of the program; and plan,

▲ Denotes a state or federal regulation

organize, and complete all cooperative education activities. (For a more complete listing of coordination activities, see the section on "Selecting the Teacher-Coordinator" on page 31.)

Extended Contracts

Teacher-coordinators should be assigned extended contracts to ensure effective cooperative education coordination. An extended contract is defined as a period of time provided to instructors for employment beyond the regular contractual period. Program specialists recommend a minimum of 20 days in addition to the regular contract.

Training Agreement

- ▲ *"A training agreement shall be developed and followed for each student receiving training through cooperative education. Parties to the training agreement shall include the student, parent or guardian, instructor, employer, and a school administrator."* The agreement identifies the responsibilities of the student, the employer, and the coordinator (school). If the teacher-coordinator supervises students from other classes within a program area, the students' classroom teacher(s) must also be involved in this process and sign the training agreement. All signers should retain a copy of the agreement.

NOTE: Electronic form available on CTE Web site:

http://www.doe.virginia.gov/instruction/career_technical/cooperative_education/index.shtml

Training Plan

- ▲ *"A training plan shall be developed and followed for each student receiving training through cooperative education."* The teacher-coordinator, training sponsor, and the student must jointly prepare the training plan. The format and content of the training plan are determined by the individual program or school division. The plan, which provides documentation for evaluation, should include development of both the technical skills required by the occupation and employability skills.

NOTE: Electronic form available on CTE Web site:

http://www.doe.virginia.gov/instruction/career_technical/cooperative_education/index.shtml

Supervision

In programs where the cooperative method is required, teacher-coordinators *must* teach the students they supervise. Students taking the Education for Employment courses have needs in cooperative education employment placement that are not typical of other cooperative education students; therefore, it is required that the cooperative education coordinator for EFE students be the EFE teacher. The required programs are the following:

▲ Denotes a state or federal regulation

- 8902 — Industrial Cooperative Training I (co-op)
- 8903 — Industrial Cooperative Training II (co-op)
- 9020 — EFE Cooperative Education I (for students identified as disadvantaged)
- 9030 — EFE Cooperative Education I (for students with disabilities)
- 9021 — EFE Cooperative Education II (for students identified as disadvantaged)
- 9031 — EFE Cooperative Education II (for students with disabilities)

In programs where the cooperative method is optional, teacher-coordinators may supervise students from other classes within a program area where the number of students enrolled in cooperative education does not justify an additional coordinator. Where this situation exists, the guidelines outlined below must be followed to ensure the integrity of the cooperative experience:

- Students must be currently enrolled in a course within a program that is approved for the cooperative method of instruction.
- Teacher-coordinators may work only with students in the program area for which they are certified and currently teach courses.
- Every effort should be made to assign teacher-coordinators to classes within programs where the greatest numbers of students who will be coordinated are enrolled.
- Teacher-coordinators must meet with the students' career and technical education classroom teachers before each training station visit and, if there is a need, after each visit.
- Meetings between teacher-coordinators and the students' career and technical education classroom teachers must be documented on the training plans.
- Career and technical education classroom teachers' involvement in the development of the training agreement and training plan must be certified by signature on each document.
- Training agreement and training plan forms must be modified to account for the meetings with and involvement of other program classroom teachers (if applicable).

▲ Denotes a state or federal regulation

Block Schedules	The cooperative education experience must be continuous throughout the school year even if the classroom instruction is in the second semester. The students must be placed by the coordinator in jobs related to the career area and must be supervised and visited by the coordinator throughout the year. The students must adhere to the regulations and guidelines set forth in this handbook. Released time for coordinators is outlined under "Coordination Time and Travel" on page 6.
Training Stations	<p>Training stations should be carefully selected so that students are placed in locations that provide quality learning experiences that are compatible with their career goals.</p> <p>Cooperating businesses should appoint a training sponsor to assist the teacher-coordinator in student training, supervision, and evaluation.</p>
Coordination	Teacher-coordinators should strive for a minimum goal of one coordination visit to the training station per month and no fewer than one visit per grading period. The visits should include conferences involving the student, teacher-coordinator, and training sponsor to discuss training plans and to evaluate student performance and progress.
Supervised Work Experience Hours Required for Approved Programs	<p>Credit for career and technical cooperative education during a 36-week school year should be based upon successful completion of the course and continuous employment throughout the school year, averaging between 11 and 15 hours a week, with a minimum of 396 hours. Research has shown that fewer than 11 hours does not provide the working environment experiences that students need to support classroom instruction and that more than 15 hours is detrimental to the student's ability to complete all school assignments.</p> <p>NOTE: Continuous employment means students work throughout the school year from the date hired until the school year ends. Most students will exceed 396 hours.</p>
Summer Employment	Summer employment hours may be counted toward the number of hours required for the school year if the work experience is supervised by a teacher-coordinator.

▲ Denotes a state or federal regulation

Federal and State Labor Regulations

- ▲ Students must be at least 16 years old to seek employment unless a special work permit is secured.

Programs using the cooperative education method are subject to applicable federal and state labor regulations. Teacher-coordinators must keep abreast of such regulations to ensure compliance.

Coordinators are not to interpret labor laws. Labor laws are made available to coordinators during an annual training workshop for new coordinators to provide an awareness of all safety and legal aspects of coordinating students' cooperative education experience. If any procedure is questioned, coordinators should call either the state or federal office for assistance. A coordinator should never attempt to interpret the law or to confront an employer. Current contact numbers for state and federal offices are available on the following Web sites:

U.S. Department of Labor

Employment Standards Administration
Wage and Hour Division
<http://www.dol.gov/whd/>

Virginia Department of Labor and Industry (VDOLI)

Labor and Employment Law
<http://www.doli.virginia.gov/>

Role of Guidance

Teacher-coordinators should work closely with guidance personnel in establishing selection criteria for cooperative education. Students should be placed in programs with content compatible with their interests, aptitudes, abilities, and career goals. Students participating in cooperative education should demonstrate a genuine interest in the career field and understand that the emphasis of the cooperative experience is on learning, not on earning money.

▲ Denotes a state or federal regulation

Advisory Council

Programs using the cooperative education method of instruction should have an active advisory council of business/industry representatives, labor representatives, school personnel, parents, and students.

Virginia Department of Education Reports

- ▲ The Virginia Department of Education requires, for purposes of program accountability, one comprehensive report that includes numbers of students, job classifications, and wage and hour information. The Annual Wage and Hour Report must be submitted electronically in June of each year.

NOTE: Electronic wage and hour forms available on CTE Web site:

http://www.doe.virginia.gov/instruction/career_technical/cooperative_education/index.shtml

School Records

- ▲ Each participating school must maintain the following records for each student:
 - Training agreement
 - Training plan
 - Course competency record
 - Annual wage and hour report
 - Documentation of all out-of-school coordination activities, including dates of training station visits.

The **retention and disposition** for cooperative education records follow:

- Enrollment Retain 1 year, then destroy.
- Evaluation Retain 3 years, then destroy.
- Program Review annually; destroy those records that have no administrative value.
- Student Records:
 - Work experience forms Retain 5 years after student graduates, then destroy.
 - Record of employment counseling and placement Retain 5 years after student graduates, then destroy.
 - Employment evaluations Retain 5 years after student graduates, then destroy.

NOTE: Work experience forms would include training plans, training agreements, course competency records, annual wage and hour reports, and documentation of site visits.

▲ Denotes a state or federal regulation

Instruction

Cooperative education in Virginia provides for employment experience that is directly related to the classroom instruction. The Virginia Career and Technical Education (CTE) programs ensure a unified approach to instruction in which the teacher-coordinator blends classroom learning, employment experiences, and student-organization activities. This instructional approach provides opportunities for students to acquire the academic and technical knowledge and skills that will enhance their employability, enable them to advance in a career, and continue their education to maintain their competitiveness in the workplace.

In Virginia high schools, career and technical education is organized in **career clusters** that provide course sequences within career areas and roles. Coordinators, counselors, administrators, parents, and students are encouraged to learn about these career areas and the course sequences available.

The following program areas provide opportunities for cooperative education: Agriculture Education, Business and Information Technology, Career Connections, Family and Consumer Sciences, Marketing, and Trade and Industrial Education. Each program area will identify in the **course instructional frameworks** the courses that provide for the cooperative education method of instruction.

To view the career clusters, pathways, and course sequences in Virginia's Career and Technical Education program, contact the CTE Resource Center at 804-673-3778 or at <http://www.CTEresource.org>. Alternatively, visit the CTE Web site at http://www.doe.virginia.gov/instruction/career_technical/administration/index.shtml, and click on the *CTE Administrative Planning Guide*.

All CTE programs in Virginia have **task/competency lists** that are available through either the CTE Resource Center or the CTE Web site. These task lists have been correlated to the academic standards of learning.

Instructional frameworks will be available for each career and technical course. These frameworks will contain course descriptions, duty areas, task/competency lists, related Standards of Learning, and crosswalks with CTE Student Organization activities and national standards.

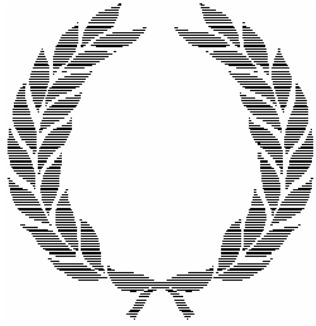
▲ Denotes a state or federal regulation

To obtain assistance with the curriculum resources listed, use the following contacts:

Virginia Department of Education
Career and Technical Education Services
P. O. Box 2120 (street address, 101 North 14th Street)
Richmond, VA 23218-2120 (23219)
Phone: 804-225-2051
Fax: 804-371-2456
Web site:
http://www.doe.virginia.gov/instruction/career_technical/index.shtml

CTE Resource Center
2002 Bremono Road, Lower Level
Richmond, VA 23226
Phone: 804-673-3778
Fax: 804-673-3798
Web site: <http://www.CTEresource.org>
E-mail: info@CTEresource.org

Individual program specialists are identified with contact information on the CTE Web site.



**DETERMINING
THE NEED FOR
COOPERATIVE
EDUCATION**

DETERMINING THE NEED FOR COOPERATIVE EDUCATION

The Virginia Department of Education must provide approval prior to establishing cooperative education in a local school division. To receive approval, an application must be submitted through the Career and Technical Education Management System (CTEMS) document. The application must be supported by the results of a local needs assessment that documents student interest and community support for the program, as these are key factors for a successful program.

Procedures for Conducting a Local Needs Assessment

- **Develop materials to introduce and explain cooperative education to students and employers.** Use the benefits of cooperative education for the student, the school, the community, and for the employer / training sponsor (described on pages 21–22) to build support for the program.
- **Conduct a student interest survey** (see “Designing and Conducting Surveys” on page 19) and interview prospective students to explain cooperative education, to determine occupational interests, and to ascertain eligibility for the program and interest in participating.
- **Appoint a steering committee of teachers and/or appropriate school personnel** to survey local businesses (see “Designing and Conducting Surveys” on page 19) to determine the number of work-training stations in the community in which cooperative education students might be placed. Ideally, the number of workstations should equal one and one-half times the number of students to be placed.
- **Provide an orientation to the steering committee** that includes the following:
 - **Statements of commitment and support for cooperative education** from administration, guidance, and teachers. Testimonials from key leaders working with successful programs in other localities may also be used to show the support for, and success of, cooperative education.
 - **An overview of the benefits of cooperative education** to students, the school, employers, and the community (described on pages 21–22).
 - **Information on the proposed programs/courses that will use the cooperative education method of instruction.**

- **An overview of labor-market information**, indicating current and projected employment opportunities in the local community.
- Involve the steering committee in planning and conducting the employer survey. This should include, but not be limited to, the following:

- **The development of a list of businesses to be included in the survey.** Although the classified section of the telephone directory may be used to compile the list, other sources are available. Contact the local Chamber of Commerce or a personnel association to explain the need for the proposed survey. Discuss the survey instrument and give assurances that the information obtained will be kept strictly confidential. Request a membership list. The list should provide names of those persons in authority, those who determine the employment needs, and the training capabilities of companies.

Other names, addresses, and contact personnel might be secured from your local Advisory Committee, the Retail Merchants Association, the Virginia Employment Commission, Government Manpower Agency, and Planning District Commission.

- **The design of the Training Station Interest Survey** (see “Designing and Conducting Surveys” on page 19). A cover letter should be included with the survey to explain the purpose of the survey and include a request for a follow-up appointment.
- **The development of procedures for conducting the Training Station Interest Survey.** Plan a visitation schedule that will allow sufficient time to conduct the survey and to explain the cooperative method of instruction. In selecting the employers to be interviewed on a particular day, group them according to geographical location. Remember that an energetic and informed coordinator will sell the program. Afterwards, the quality of a successful program will sell itself.

Selling any product begins with a thorough knowledge of the product to be sold; selling the cooperative method of instruction is no exception. The primary purpose of the initial interview is to secure information about employment possibilities; however, an explanation of the cooperative method of instruction must be made to establish the purpose for conducting the survey. First impressions are critical. An employer respects the teacher-coordinator who approaches a task in a professional manner.

Briefly describe the program to the potential employer. If the survey form previously mailed has not been completed or cannot be found, supply another and proceed with the questions. Should the form have been completed, review portions, and if needed, utilize additional time to explain the cooperative method.

Any questioning should be in a personal tone to show the school's interest in that particular business. Be sensitive to the employer's reactions, and supply information as requested, but save any hard-sell techniques for the follow-up interview.

Occasionally, the employer will invite you to tour the facility because the company is also trying to promote a positive public image. Take advantage of the opportunity. Note the tasks performed, equipment being used, the attitudes displayed by the employees, and the flow of work. If the opportunity does not present itself, request a tour for another time.

The coordinator should take the initiative in terminating the interview after a reasonable time of, say, 15 to 20 minutes. However, do not leave without assuring that you will call for a subsequent appointment to explore the possibilities of the participation of the organization in cooperative education.

- **The development of methods for tabulating and summarizing the data collected from the Training Station Interest Survey.** To maximize the use of the completed survey, a file should be maintained. Results should be analyzed, interpreted, and summarized as to classifications of organizations, employment needs, and attitudes towards the cooperative program. Additional information should be recorded after follow-up visits. Because conducting occupational surveys is a continuous process for the teacher-coordinator, an up-to-date file is a constant source of information. A summary of the results also should be made available to the administration, local advisory committee members, and local news media — without using company names, of course.
- **Follow up all contacts.** After the survey results have been studied and a determination of likely training station prospects made, a systematic visitation plan must be formulated so that follow-up appointments may be arranged. Advantages of the cooperative method of instruction to be stressed during follow-up appointments are enumerated beginning on page 21.

Designing and Conducting Surveys

Surveys of local businesses and students to determine the interest and potential for cooperative education should be carefully designed to elicit information that is accurate and relevant. It is helpful to formulate some survey objectives before designing the survey instrument.

- **Training Station Interest Survey.** (See sample on pages 23–24.)

This survey should result in information that will allow cooperative education planners to

- determine the willingness of local employers to support the program
 - learn the names and number of potential training stations in the community
 - determine the types of businesses in the community and the various learning experiences these businesses might provide for students
 - reveal the employment needs of the community
 - determine the educational training required for employment
 - learn the types of organizational patterns and equipment used in the business or industry
 - discover whether employment tests are used and, if so, the kinds administered
 - discover approximate, local starting salaries for the particular business or industry.
- **Student Interest Survey.** (See sample on pages 23–24.)

The survey of students should reveal

- interests and needs of the students
- student willingness to participate in cooperative education
- number of potentially eligible student-learners
- career objectives of the students
- educational qualifications of students for participation
- extent of student familiarity with cooperative education programs.

If school officials and the steering committee decide there is support for cooperative education, the following steps should be taken:

- An application should be initiated through the Career and Technical Education Management System (CTEMS) document.

- A qualified teacher-coordinator should be selected (see “Selecting the Teacher-Coordinator” on page 31).
- An adequately equipped classroom or laboratory should be provided for related instruction. The teacher-coordinator should be provided office space for privacy in interviewing students, training sponsors, and parents. The office should include a telephone for making community contacts.
- The coordinator should be provided with sufficient time during the day for program planning, for the development of instructional materials, for making community contacts, and for visiting students on the job. Assignments should not interfere with the released period(s) for coordination.

Benefits of Cooperative Education

For the student:

- Students have the opportunity for learning useful employment skills on real jobs under actual working conditions.
- Interest in classroom work is stimulated by the application of academic and job-related learning to job situations.
- As wage earners, students develop understanding, appreciation, and respect for work and workers.
- The ability to get and hold a job helps young people develop a mature and realistic concept of self.
- The transition from school to employment is made easier.
- The ability of the student to develop a post-high school plan for employment and continuing education is enhanced.

For the school:

- A school that conducts cooperative on-the-job training is able to extend educational opportunities that are beyond its own physical and financial resources.
- Interaction with professionals outside the school environment is provided in the training of young people.

- Teachers, guidance counselors, and school administrators are provided with improved opportunities to keep in touch with changing employment conditions.
- Cooperative on-the-job training is a living demonstration of the concept that education is indeed a community-wide partnership.

For the community:

- The number of young people making a successful transition from school to work is increased, thereby adding to the number of economically productive members of society.
- A continuing pattern of school-community partnerships is developed.
- Training experiences through cooperative education help to improve the community's pattern of job stability by giving students employment skills and civic competence.

For the employer/training sponsor:

- Employers are assisted in analyzing jobs and developing training outlines.
- The private sector is provided with opportunities to take an active part in the education and career preparation of students in the local community.
- Students are prepared to work in their own localities, under the supervision and following the methods of a specific local employer.
- Classroom instruction gives student-learners a more thorough understanding of job-related theory and knowledge.

SAMPLE
COOPERATIVE EDUCATION
TRAINING STATION INTEREST SURVEY
(Name) HIGH SCHOOL

Date: _____

1. Name of business or organization: _____
2. Address: _____
3. Type of business or organization: _____ Phone: _____
4. Name of owner or manager: _____
5. Person completing survey: _____ Title: _____
6. Approximate number of full-time employees: Male: _____ Female: _____
7. Approximate number of part-time employees:
 Adults: Male: _____ Female: _____ Total: _____
 Students: Male: _____ Female: _____ Total: _____
8. Educational requirements for full-time positions: _____
9. Job entrance tests administered, if any: _____
10. Please indicate below or attach to this form the positions, number of employees, and the skill requirements for job entrance you now have for each position:

Position	Number	Skill Requirements
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

TRAINING STATION INTEREST SURVEY (continued)

11. Does employment in your organization increase during a particular time of the year?

Yes _____ No _____ If yes, when? _____

For which positions? _____

Cooperative education is the supervised on-the-job instruction phase of an occupational preparation program. Students attend classes part of the day and work in training stations during the other part of the day for related training. The teacher-coordinator correlates classroom instruction with on-the-job learning experiences.

12. Would you be willing to provide work experience opportunities for cooperative education students?

Yes _____ No _____

If yes, what type(s) of part-time positions could you offer? _____

Number of cooperative education students you would possibly employ: _____

If no, please explain: _____

13. Please indicate below or attach to this form the types of work/learning experiences you can possibly provide cooperative education student-learners:

14. In your opinion, what are likely to be the best job opportunities in your business/occupational area in the next five years?

THANK YOU FOR YOUR RESPONSE!

SAMPLE
INTRODUCTORY LETTER TO ACCOMPANY
TRAINING STATION INTEREST SURVEY

(Current Date)

(Name of Contact)
(Name of Potential Training Station)
(Address of Potential Training Station)

Dear (Name of Contact):

(Name of School) High School is studying the feasibility of establishing Career and Technical Education programs using the cooperative education method of instruction. Cooperative education has been proven to have numerous real benefits to those involved — employers, students, schools, and the community. Students participating in cooperative education attend classes part of the school day and work part-time in local businesses that agree to provide training stations for the students. A teacher-coordinator correlates the in-school instruction with the students' on-the-job learning experiences.

Programs using cooperative education require the support of the community. We are conducting this survey to ascertain approximately how many employers might support these programs by providing part-time employment for students enrolled in programs using the cooperative method of instruction. This survey will also provide information about employment needs and expectations, which will be used to improve classroom instruction so that we may better meet the needs of local employers.

A school representative will call for an appointment to collect the completed survey form and answer any questions you may have. The interview will be brief. Your cooperation in completing this survey will be greatly appreciated by the school and the students who may be the future employees of businesses in this community. We will very much appreciate your assistance in helping to determine the need for these programs.

Sincerely,

(Principal or Superintendent)

xx
Enclosure

SAMPLE
COOPERATIVE EDUCATION
STUDENT INTEREST SURVEY
(Name) HIGH SCHOOL

Date _____

I. PERSONAL

Name: _____
Address: _____
Date of birth: _____ Telephone: _____
Grade level: _____ Homeroom: _____
Father's name (or Guardian): _____
Father's occupation: _____
Mother's name (or Guardian): _____
Mother's occupation: _____

II. EDUCATION AND FUTURE PLANS

Plans after high school graduation: _____

Are you interested in preparing for a specific career?

Yes _____ No _____ Undecided _____

If yes, career choice: _____

Cooperative education offers programs in which a student attends classes part of the day and works in an employer training station part of the day for related training. Would you be interested in participating in such a program?

Yes _____ No _____ Undecided _____

If yes, would you be able to provide your own transportation? _____

Would you like additional information about cooperative education programs?

Yes _____ No _____

List the career and technical courses you have completed: _____

List the career and technical courses you are presently taking: _____

List additional career and technical courses you plan to take: _____

List additional career and technical courses you would like to see offered:

List your extracurricular activities: _____

III. EMPLOYMENT EXPERIENCE AND PLANS

A. Are you presently employed? Yes _____ No _____

If yes, place of employment: _____

Responsibilities: _____

B. List any previous employment:

1. Place of employment: _____

Responsibilities: _____

2. Place of employment: _____

Responsibilities: _____



SELECTING THE TEACHER-COORDINATOR

SELECTING THE TEACHER-COORDINATOR

Careful selection of the cooperative education teacher-coordinator is vitally important. He or she is the key to an effective and meaningful educational program using the cooperative education method of instruction. The individual selected must be well qualified to assume the job and must clearly understand the required roles and responsibilities.

The teacher-coordinator is a member of the school staff who serves in two capacities — as teacher and as coordinator. He or she must be able to work cooperatively with people, motivate others, and develop training relationships with business and industry. The success of the course is directly dependent upon the teacher-coordinator's enthusiasm and ability to establish priorities, develop and execute plans, and evaluate activities objectively so that goals can be successfully achieved.

Qualifications

The qualifications required for effective teacher-coordinators are as follows:

- a Collegiate Professional or Technical/Professional license endorsed for the appropriate discipline (assigned teaching area)
- experience in the occupation
- successful teaching in the appropriate discipline
- participation in pre-service or in-service training in planning, implementing, and evaluating cooperative education.

Additionally, the successful teacher-coordinator will be knowledgeable and enthusiastic in

- guiding and selecting students
- enlisting and supervising the participation of employers
- teaching related instruction
- handling personal and educational problems of students
- directing student organization activities

- administering the program
- maintaining good public relations
- representing the school effectively in the community
- carrying out school policies
- representing the total education program
- gaining the confidence of the business and school communities
- assisting students in adjusting to the work environment and in making personal adjustments
- motivating students and employers.

Responsibilities

In addition to possessing the abilities listed above, the teacher-coordinator must fully understand and prepare for the responsibilities that accompany the role. Teacher-coordinators have major responsibilities in the following areas:

- **Classroom Instruction**
 - Organizing the classroom or laboratory for instruction
 - Explaining course goals and purposes to students
 - Using program area competencies and guides as a basis for planning instruction
 - Planning instructional strategies for individual training needs
 - Evaluating classroom instruction and on-the-job training for their related learning experiences
 - Selecting or developing appropriate materials for related instruction
 - Providing opportunity for students to participate in the appropriate career and technical student organization
 - Creating a library of technical information

- **Guidance**

- Cooperating with guidance counselors in determining student enrollment in the course
- Interviewing prospective students for entry into the program
- Assisting students in making other course selections related to career goals
- Assisting students in determining appropriate placement
- Counseling students regarding job orientation and interview techniques
- Holding regular conferences concerning student progress in class and on the job
- Arranging for student placement adjustments

- **Coordination**

- Visiting businesses to select appropriate training stations
- Orienting new training sponsor(s)
- Preparing training agreements
- Developing training plans
- Observing students on the job at the training station
- Conferring with training sponsors concerning student performance and progress
- Complying with local, state, and federal laws relating to career and technical education, employment of minors, and safety
- Holding conferences with students, employers, and parents
- Resolving problems that arise between the student and the training sponsor
- Ensuring that the training supervisor provides consistent, effective guidance and supervision in accordance with the step-by-step training plan

- **Operation and Administration**

- Placing students in jobs directly related to course competencies and career objectives

- Completing the training agreement and training plan with student, training sponsor, parent, and administrator
 - Assuring that all legal requirements for the training have been met
 - Recording coordination visits and conferences with training sponsor and students
 - Maintaining teacher-coordinator records
 - Maintaining student files
 - Measuring student achievement of tasks on the job
 - Evaluating the job market to secure additional training stations
 - Filing itinerary with principal or other administrator
 - Managing time effectively while balancing school and community responsibilities
- **Public Relations**
 - Visiting employers to encourage their cooperation in the establishment of the program
 - Participating in community and civic activities
 - Promoting career and technical education through student organization community projects
 - Planning an employer/employee function with students during the school year to honor the employers who have provided the training stations for the students
 - Conducting community surveys to determine appropriate types of training stations
 - Developing brochures on career and technical program(s) to distribute to the business community
 - Promoting within the school using brochures, displays, and articles in the school newspaper
- **Professional Development**
 - Keeping certification up to date

- Returning periodically to the workplace
- Participating in local, state, and national professional organizations
- Participating in staff development activities
- Staying abreast of current research, developments, and technology in the professional field
- Incorporating new information and technology in lesson plans

Clearly, the roles and responsibilities of a good teacher-coordinator are challenging, rewarding, and extremely time-consuming.

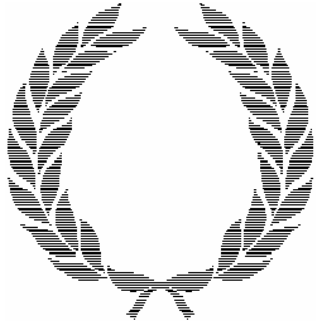
EXAMPLES OF ACTIVITIES THAT ARE PERFORMED BY TEACHER-COORDINATORS

In-School

- Confer with administration and guidance department
- Interpret the program to students and staff
- Conduct school survey
- Select students
- Conduct orientation program for students
- Check equipment and room layout
- Check student records
- Develop and update instructional material
- Secure supplies and materials
- Review labor laws
- Review labor-market data
- Schedule resource persons
- Prepare reports
- Confer with students regarding job evaluations
- Participate in CTE student organization activities
- Provide guidance services for students
- Maintain up-to-date file on students and program activities
- Keep current on technological changes
- Sponsor employer/employee appreciation activity
- Assist in placing graduates
- Evaluate the program
- Develop training agreements
- Develop training plans

Out-of-School

- Locate and select training stations
- Interpret the program to the community
- Promote the program within the school and community
- Contact parents
- Place students
- Visit students at training stations
- Confer with training sponsors
- Work with advisory groups
- Participate in civic, trade/craft, and professional organizations
- Conduct follow-up surveys
- Conduct community and other surveys to assist with program planning
- Attend scheduled meetings, professional conferences, and in-service workshops



**PROMOTING
COOPERATIVE
EDUCATION
PROGRAMS**

PROMOTING COOPERATIVE EDUCATION PROGRAMS

The many advantages of cooperative education and the excellence of individual programs must be promoted vigorously. A carefully designed promotional plan is vital to success, and the plan must include all of the following target groups: professional school personnel, students, parents, and the business/industry community. See page 46 for the "Checklist for Evaluation of Plan for Promotion of Cooperative Education Programs."

Professional School Personnel

The following methods may be helpful in demonstrating to counselors, faculty, and school administrators the nature and advantages of cooperative education programs:

- **Prepare a program of studies.** Develop a publication that explains every course offered in the particular program area and the sequence required for students considering a career in that area. The coordinator should arrange for individual conferences with middle and high school guidance counselors to explain the sequence of courses offered and discuss career opportunities in the field. This activity should be carried out each year.
- **Invite guidance counselors to regularly scheduled departmental meetings.** The teacher-coordinator should strive to work with guidance counselors at both the middle and high school levels to receive their assistance in the recruitment of students. The counselor who understands the purpose and design of programs using the cooperative method can better counsel students who have expressed an interest in or shown an aptitude for a particular career. Professional colleagues must thoroughly understand programs using the cooperative method so that they can refer prospective students to the coordinator.
- **Prepare a program brochure.** The brochure should explain cooperative education programs and their benefits for the school, students, employers, and the community. It should describe cooperative education in general and the specific programs available, state the advantages of cooperative education, and outline application procedures for students and benefits for employers.
- **Present cooperative education at a faculty meeting.** Explain to the faculty the available programs and the types of students who might benefit from them. Enumerate the types of training stations in which students may be placed. Answer questions, and suggest how other faculty members can assist. Explain the use of coordination time with respect to student success in the programs.

- **Prepare an annual report.** This report, containing information about the success of the programs, should be distributed to the faculty and administration before the end of the school year.
- **Arrange social functions.** One example is an informal gathering such as a coffee break for guidance counselors, teachers, and administrators. This could allow for open discussion of programs as well as highlight student achievements in the program. Consider sponsorships by student organizations within the programs.

These are suggestions for successful promotion of programs using the cooperative method to teachers, counselors, and school administrators. The list is not meant to be exhaustive but should serve as a springboard to stimulate other ideas.

Student Recruitment

The recruitment of qualified and interested students is a prime responsibility of the teacher-coordinator. The growth and survival of the program depends upon the efforts of the coordinator to interest new students in enrolling in programs. Coordinators must contact potential cooperative education students before registration each year. A list of suggested recruitment activities that can help to interest new students in cooperative education follows:

- **Present an assembly program explaining programs using the cooperative method and their benefits to students.** Use current students to talk about their successful experiences.
- **Distribute student-interest surveys to middle and high school English classes.** Obtain a list of the students who have indicated an interest in entering a career and technical education program. Make arrangements to talk individually with students interested in exploring the cooperative method to determine whether or not it would offer what they need for career preparation in their chosen occupational field and to answer their questions.
- **Encourage present cooperative education students to prepare a brochure to be presented to middle and high school students.** Brochures and handouts should contain information regarding each program, such as course descriptions, entry-level employment and salary range, careers in each program, and training required.

- **Assist current cooperative education students in preparing bulletin boards at the middle and high school levels** illustrating aspects of cooperative education programs and encouraging students to apply. Always take advantage of space that is available within the schools, such as main hallways, to promote the program.
- **Supervise current cooperative education students in preparing a monthly newsletter** to be distributed to all students in pre-occupational classes. Use interesting stories about what is happening on the job with cooperative education students. Include pictures and materials explaining advantages from the viewpoint of students and supervisors.
- **Encourage cooperative education students to visit middle schools** to discuss the program with students and answer questions regarding courses necessary to prepare for a cooperative education program. Current cooperative education students can prepare statements on what cooperative education has done for them. Work with students to make sure they point out the important aspects of the program. Presentations should be planned to reach every middle school student. Visits may be scheduled for homeroom or activity periods.
- **Invite interested middle school students to visit cooperative-education-related classes.**
- **Submit articles and pictures to the school newspaper or school magazine** to publicize the programs and activities of cooperative education students.
- **Arrange for non-cooperative education students to visit businesses** that employ cooperative education students.
- **Invite cooperative education employers to explain job opportunities** in their businesses to students during Career Day. (Career Day may be arranged cooperatively with all career and technical programs and with guidance counselors.)
- **Host an Open House during Career and Technical Education Week** for training sponsors, Career and Technical Advisory Committee members, other businessmen and women in the community, school administrative staff, guidance counselors, and parents.
- **Maintain file cards for each cooperative education student enrolled in your classes.** Information on cards would consist of student's name, home address, telephone number, career objective, courses needed for career objective, and a list of courses completed beginning with Grade 9. The cards are an excellent source for following up students who left the cooperative education program in the middle of the year or who did not receive the schedule requested for the next school year.

- **Use cooperative education students and graduates as guest speakers** in career and technical education classes, at appreciation luncheons/banquets, assembly programs, and student organization meetings. Discussions may include information on their training stations, entry-level employment opportunities, and job qualifications.
- **Set up displays** during Career and Technical Education Week, Back-to-School Night, College Night, in the cafeteria throughout the school year, and at feeder schools.
- **Use the public address system** to recognize student achievements, to announce job openings, and to keep students informed about cooperative program activities.
- **Post job openings** from local newspapers on an Employment Opportunities board.
- **Sponsor competitive events** for younger students to gain an interest in the program.
- **Make a conscientious effort to recruit special populations.**
- **Help your current students succeed in the classroom and at their training stations!** Students who are successful are the best advertisements for your program. Also, share student successes with their counselors. This lets counselors see that you care about the success and progress of your students.

Successful coordinators use these and many other ideas to make certain that all students in the school are aware of the many opportunities available through participation in cooperative education. Talk with experienced coordinators — they are willing to share ideas with you.

Parents

Parents must give their consent before their underage children are accepted into programs using the cooperative method. A favorable attitude cultivated by parents fosters the development of a professional student attitude. Moreover, parents themselves may be potential employers of cooperative education students. Some suggested activities for helping parents become aware of the cooperative method of education follow:

- **Send a letter to parents** explaining the cooperative method and asking for their support or permission for their son or daughter to be enrolled in a program. A sample letter is shown on page 47.

- **Send a newsletter prepared by cooperative education students to parents.**
- **Hold an open house for parents.** Encourage them to ask questions about the program in which their child wishes to become involved. Solicit their support.
- **Present a multimedia program to parents.** Give explanations of the cooperative method and describe the benefits to students. Include graduates of programs and let them explain how the cooperative method of education benefited them.
- **Arrange for personal conferences with parents** whose children have expressed an interest in programs using the cooperative method.
- **Make presentations about the cooperative education program** at parent organization meetings.
- **Place articles in local newspapers** explaining the cooperative method of education, special projects undertaken by cooperative education students, and accomplishments of students enrolled in programs.
- **Involve parents as resource speakers and cooperative education employers.**

Business/Industry Community

In addition to understanding the educational values of cooperative education programs, business/industry people frequently need to be “sold” on the idea of participating in a program. Business and industry personnel serve a vital role in assisting the school in training the student-learner. This collaboration maximizes the opportunities and advantages of participation in cooperative education programs.

Suggested activities for publicizing cooperative education programs to the business/industry community follow:

- **Display in windows of local businesses various promotional materials for cooperative education programs.** This is especially appropriate during Career and Technical Education Week.
- **Make presentations to civic organizations such as the local Chamber of Commerce.** Consider joining community and professional organizations and

attending meetings. Personal contact with community/business people will allow for individual discussions with potential employers.

- **Use the local news media — newspapers, radio, and television — for news releases about the program.** When newsworthy events occur, follow local guidelines for publicity.
- **Keep a file of black and white pictures about your program and offer them with news releases when appropriate.**
- **Write feature stories periodically throughout the year.** These may be offered as “exclusives” to selected media. They may include stories of successful graduates.
- **Form an alumni group of former students to help promote the cooperative education program.** Many alumni are employed in local businesses and may become supervisors of cooperative students.
- **Conduct at least one employer/employee function annually —** a tea, open house, breakfast, luncheon, or banquet.
- **Present certificates of appreciation** to participating employers at employer/employee functions.
- **Issue a special invitation to employers to observe classes or to make presentations** during class time or at career and technical education student organization meetings.

NOTE: See “Planning the Employer/Employee Appreciation Activity” on page 119 for more detailed information on planning employer/employee appreciation activities.

Use your creativity and imagination to expand the above list. You also can get ideas from other cooperative education coordinators.

In addition to targeting the specific audiences outlined above, some activities will address a combination of audiences. These activities not only allow for interaction among groups but may also save time and effort. Some examples include:

- **Establish or maintain articulation agreements** with local colleges and universities offering articulated or dual credit for secondary cooperative education courses and programs. This enhances program validity, creates greater student interest, and broadens administration awareness and involvement.

- **Feature a cooperative education student/program of the week/month on one of the school's main hall bulletin boards.** Try to include photos where possible. Bulletin boards/posters are effective advertising media for the entire school community.
- **Arrange for display space at local shopping centers/malls.** Involve students in creating and staffing exhibits. Retail areas are highly visible locations for marketing activities directed toward the community at large.
- **Maintain cooperative education student organization booths at local and state fairs and exhibitions.** These venues allow for campaigning to a diverse cross-section of the population.

Use all resources available to expand the above suggestions and tailor them to your specific cooperative education program.

SAMPLE
**CHECKLIST FOR EVALUATION OF PLAN FOR
 PROMOTION OF COOPERATIVE EDUCATION PROGRAMS**

ACTIVITY	Yes	No
Plan begins early in year (July).		
Plan contains activities for each month.		
Plan makes provisions for publicizing the program to the following:		
Students		
Parents		
Teachers and Counselors		
School Administrators		
Employers — Business Community		
Plan allows coordinator to have the completed student applications in hand before registration to allow for careful selection of students.		
Plan includes at least one brochure or newsletter explaining the program, which prospective students can take home to share with parents.		
Plan includes activities for publicizing program to middle and high school parents.		
Plan includes participation of current cooperative education students in helping prepare materials and in making presentations to prospective students.		

SAMPLE LETTER TO PARENTS

COOPERATIVE EDUCATION PROGRAM (Name) HIGH SCHOOL (Address), VA

Dear Mr. and Mrs. (Name of Parent):

At this time each year we counsel with students concerning their career interests. Your (son/daughter) has indicated an interest in cooperative education.

Cooperative education is a unique experience for any young person. Students have the opportunity to study a specific occupation on the job and learn important employment skills under the direction of a competent training sponsor. The training sponsor works cooperatively with the school to develop a training plan for the student and to provide regular feedback regarding the student's performance on the job.

The advantages to (Student Name) would be many: working within a controlled, carefully supervised program, learning about career opportunities in (his/her) area of interest, and earning money while receiving school credit. This program has merit for every student whether or not further education at a college/university or technical center is part of his or her future plans.

If (Student Name) enrolls in cooperative education, (he/she) would be assuming the following responsibilities:

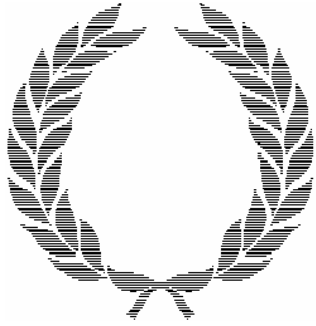
1. The student must demonstrate regular attendance in school *and* on the job.
2. The student cannot report for work in the afternoon without the coordinator's permission if he or she is absent from school in the morning.
3. The employer and school must be notified if the student must be absent from work.
4. The student in a cooperative education program must hold membership in the related local, state, and national career and technical student organization.

A brochure is included with this letter to provide you with additional information. If you have questions, please contact me at (phone number).

Sincerely,

(Name)
Cooperative Education Coordinator

XXX
Enclosure



SELECTING STUDENTS

SELECTING STUDENTS

The selection of qualified students is vital to program success. The coordinator should select those students who want, need, and can benefit most from cooperative education.

The coordinator may use the following sample forms during the selection process:

- Cooperative Education Program Student Application for Admittance (See page 58.)
- Cooperative Education Program Guidance Interview Form (See page 59.)
- Cooperative Education Program Faculty Recommendation Form (See page 60.)
- Cooperative Education Program Interview Evaluation Form (See page 61.)
- Cooperative Education Program Summary Sheet for Student Selection and Placement (See page 62.)
- Student Cumulative Record (See page 56.)

It is important for coordinators to follow local requirements concerning the handling of student records. All student information should be considered confidential and must be carefully secured.

The initial step in the process of selection is the completion of the student application form. Coordinators may use the sample on page 58 or design their own form to obtain information needed to determine student qualifications. Application forms should closely simulate job application forms and should adhere to federal regulations. Any information you request that might be considered discriminatory should be made optional and placed on a separate form. Consideration should be given to including the following information:

- **Guardian Information.** Obtain name and address of parent or guardian. Permission of parent or guardian of underage children will be required for entry into the program.
- **Training Station Preferred by Student.** This will be helpful in determining whether the training station placement is appropriate for the student's career objective.

- **Attendance for Current School Year.** Current year records may not be available at the time of application. Attendance for previous years can be found on the student's cumulative record.
- **Health.** This information may be useful to the teacher-coordinator in making appropriate accommodations for any disability; however, federal laws prohibit denying access or screening students based on disabilities, including health-related problems.
- **Employment.** Present and/or previous job information will help in placement of students within programs, as well as provide an employer-reference contact.
- **Personal Data Sheet (Résumé).** This can present an overview of student background, special interests, and experiences and provide references from teachers and others.
- **Current Schedule of Classes.** The coordinator may need the information to determine whether the student has completed the required courses and whether the student is passing his/her current courses. Knowing the student's schedule will also assist the coordinator in arranging for job interviews.

Criteria for Student Selection

In order to select those students who will benefit from the cooperative method of instruction, the coordinator needs to know the student characteristics associated with successful participation in cooperative education. After reviewing the application form, the coordinator should determine before scheduling student interviews whether each student meets the following criteria:

- **The student must be enrolled or planning to enroll in an occupational preparation program.**
- **If the student is under 16 years of age, he/she must have a work permit.** Exemptions are listed in the Guide for the Employment of Teenagers, available from the Virginia Department of Labor and Industry. (See page 10 for contact information.)
- **The student should have a definite career objective.** The student's statement should be validated by information obtained through guidance procedures such as assessments of aptitudes, abilities, and interests in order to help determine practical career objectives. The prospective cooperative education student, with the guidance counselor and coordinator, should review career assessments, the student's basic

knowledge of the occupation in which he or she may have the greatest chance of success, and course performance records. These procedures are necessary to guide students toward a placement facilitating the greatest chance for success. A Guidance Interview Form is provided on page 59.

When a realistic career objective has been established, the initial step for the preparation of training plans has been completed.

- **The applicant should have a satisfactory scholastic record.** This does not mean that students who have A or B averages should be considered more desirable for cooperative education than other students. The student with consistent, average grades but who possesses desirable character traits and is ambitious may benefit most from the program.

Job skills are important for success in an occupational program, but equally important are skills in communication and mathematics. Success on the job may depend heavily on these basic skills. Students instructed through the cooperative method of education will be participating in supervised and directed training. The method of instruction used will require them to read and understand technical information related to their on-the-job experiences.

Students who have failing grades should not be eliminated without an analysis of the causes of failure and an investigation of opportunities for success that may be obtained through participation in cooperative education.

- **The student should possess acceptable character traits.** Even if the student has the career objective and grade-point average that indicate probable success in a cooperative program, little progress will be made if the basic character of the individual is such that doubt exists as to whether he or she can secure a job and advance on it. The coordinator should look for traits such as dependability, cheerfulness, ability to accept constructive criticism, courtesy, cooperativeness, independence, sincerity, and a willingness to work individually and as a team member.

Some information regarding the student's character may be obtained through recommendations from other teachers. Other information may be obtained in the student interview. The coordinator might also discuss the traits of prospective students with teachers who have taught them in other classes. A Faculty Recommendation Form is shown on page 60.

- **The student must have the consent of parent or guardian before** participating in cooperative education. Space may be provided on the student application form for this consent.

- **The student should have a satisfactory attendance record.** This information is available from the cumulative records obtained in the guidance office, and current year information is provided on the student application form.
- **The student should demonstrate competence in prerequisite skills, if applicable.**
- **The student should be punctual in class attendance.** Excessive tardiness, as well as frequent absences, will cause difficulty for the student at a training station.
- **The student should be involved in a cooperative education orientation program before job interviews are arranged.**
- **The student's on-the job training should not exceed 15 hours per week.**

Studying student application and data sheets will enable the coordinator to determine those students who are best qualified for and will benefit most from the experience provided by enrollment in the cooperative method of instruction.

Coordinators should also keep in mind throughout the selection process that emphasis should be placed on the inclusion of students rather than their exclusion. A key component to all successful cooperative programs is the acceptance of as many qualified students as possible. Teacher-coordinators are cautioned that information obtained should be used to counsel students for informed decision making. Federal laws prohibit denying access or screening students based on sex, race, creed, age, color, disabilities, or national origin.

Guidelines, Questions, and Evaluation for Student Interviews Form

Immediately following the initial review of student applications, the coordinator should arrange interviews for all qualified students who are interested in the cooperative education method of instruction.

The interview of prospective students serves several purposes. The coordinator should attempt to determine if the student has or can develop attitudes required on the job. The coordinator should avoid asking for information found on the application form or in the student's cumulative record. Instead, the coordinator should strive to clarify this

information. Time also should be allotted during the interview for the student to ask questions about the program.

Sample Questions for Student Interview

- What do you believe is the purpose of cooperative education?
- How did you first learn about cooperative education?
- Why do you want to enroll in cooperative education?
- Have you ever been employed? If so, describe your job.
- What are your plans following high school?
- Have you considered further education or training after high school?
- In what way will participation in cooperative education help you? What can you do for the program?
- Is there any reason why you could not work 11 to 15 hours weekly next year?
- Is there any reason why you would not join the state/national affiliated student organization?
- Would you have any objections to modifying habits regarding personal grooming and attire if you were asked to in order to become more employable or to keep your employment?
- What school subjects do you enjoy most?
- What other classes do you plan to take next year?
- What special training would you expect to receive in your classroom instruction?
- What is your career objective?
- Will you have transportation for summer placement? By fall?

An Interview Evaluation Form is shown on page 61.

Student Cumulative Records

The coordinator may refer to cumulative school records to study standardized test results. The primary purpose of these tests is to improve instruction and guidance through an understanding of the strengths and weaknesses of each student.

Care must be taken not to attach undue significance to a single score. A pattern of low scores or high scores may, however, be significant. It is best to study all scores available before making a final decision. When evaluating test scores of students, special attention should be given to those scores pertinent to the student's program area. The coordinator also should evaluate other results as they might apply to the student's success in a chosen career.

The coordinator might also wish to verify information contained on the student's application or personal résumé. Some specific areas, which should be checked, include the following:

- grade average
- attendance (reasons for excessive absences/tardiness)
- official grade level
- anticipated graduation date
- career and technical education courses completed
- medical history that would warrant counseling with the student regarding appropriate job placement or accommodations that may be necessary for job placement.

Summary Sheet for Student Selection and Placement

Since the selection procedures involve a number of steps, it is convenient to record the process on a summary sheet. One such sheet is found on page 62.

Some of the columns on the Summary Sheet require explanations:

- **Date Application Received.** Enter the date that you receive the student's application for admittance to the cooperative education program.
- **Absences/Tardies.** Enter the number of days the student has been absent or tardy during the past full school year.
- **Program Area Prerequisites.** Consider successful completion of prerequisites if required for admittance into cooperative programs.
- **Teacher Reference.** Enter appropriate ratings such as "Needs Help," "Average," "Good," or "Excellent" to indicate the overall ratings given by teachers on the Faculty Recommendation Form. Space for three references is provided.
- **Interview Date.** Enter the date that you interviewed the student and an appropriate rating to indicate your overall impression.
- **Job Interviews.** Enter dates and names of training stations when the student is sent for job interviews.

Conclusion

The following suggestions may serve as reminders in the selection process:

- Verify any information that may seem questionable.
- Remember that punctuality can be as important as attendance.
- Talk directly with other teachers and reference persons. Try not to rely solely on written comments and statistics.
- Keep in mind that character traits can be as important as grades as an indicator of successful participation.

Determining which student may benefit most from the cooperative method of instruction requires a good deal of intuition and judgment. Care must be taken to ensure the success of both the individual and the program.

SAMPLE
COOPERATIVE EDUCATION PROGRAM
STUDENT APPLICATION FOR ADMITTANCE

Name: _____ Social Security No: _____

Age: _____ Date of Birth: _____

Address: _____

Driver's License? _____ Access to a Car? _____ Interested in Summer Employment? _____

Parent or Guardian Name: _____ Occupation: _____

Parent or Guardian Address: _____

State your Career Objective: _____

Indicate the Type of Training Station You Prefer (List Choices):

First Choice: _____ Second Choice: _____

Absences: _____ Tardies: _____ (to date this year)

Have you ever worked full time? _____ Part time? _____

If so, where? _____

Type of Job: _____

Are you currently employed? _____ If yes, where? _____

Do you intend to further your education after high school? _____

Include your present schedule of classes with this form.

PLEASE ATTACH A PERSONAL DATA SHEET (RÉSUMÉ). Include as references names of three teachers who can attest to the quality of your work.

TO THE STUDENT:

Occupational programs using the cooperative method provide an opportunity to be considered for employment in the businesses and industries in our area. When you participate in a program, you indicate that you are sincerely interested in putting forth your best efforts to receive on-the-job training. If you accept this responsibility, please sign in the space provided:

Date

Student

TO THE PARENT OR GUARDIAN:

Do you consent to your daughter or son entering an occupational program using the cooperative method and do you agree to cooperate with the school and the training station in making the training and education of the greatest possible benefit to your daughter or son? If so, please indicate your support and approval with your signature.

Date

Parent or Guardian

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SAMPLE
COOPERATIVE EDUCATION PROGRAM
GUIDANCE INTERVIEW FORM

Personal Review of: _____ Date: _____

1. Aptitude-achievement-career interest tests show:

	LEVEL OF ABILITY		
	Below Average	Average	Above Average
Verbal Ability			
Computative (Math) Ability			
Reading Ability			
Program Area Skills			

2. Best grades have been in:

3. Overall grade average in program area is:

4. Most competent skills are:

5. Other comments:

Date

Guidance Counselor

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SAMPLE
COOPERATIVE EDUCATION PROGRAM
FACULTY RECOMMENDATION FORM

_____ High School, _____, VA

Student: _____

The above student has given your name as a reference on an application for participation in a program using the cooperative method.

In what classes or activities have you observed this student? _____

Please rate this student on the following characteristics:

	Needs Help	Average	Good	Excellent
Relating to Others				
Punctuality				
Cooperation				
Personal Appearance				
Expression of Ideas				
Industriousness				
Reliability				
Integrity				
Scholarship (ability)				
Initiative				
Qualities of Leadership				

Comments:

Special talents or strong points:

Areas in which student may need special assistance:

_____ **Date**

_____ **Teacher**

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SAMPLE
COOPERATIVE EDUCATION PROGRAM
INTERVIEW EVALUATION FORM

Student interviewed: _____

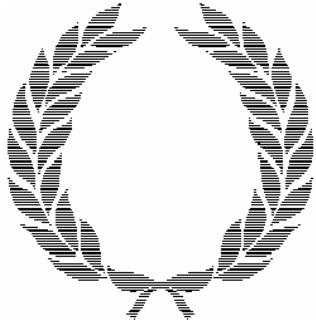
	Above Average	Average	Poor
Appearance			
Personality			
Desire to be Enrolled in Program			
Ability to Communicate			
Concept of Program's Purpose			

Student's plans following high school:

Work experience:

Questions:

Comments:



SELECTING TRAINING STATIONS

SELECTING TRAINING STATIONS

Locating quality training stations is integral to the success of programs using the cooperative method of instruction. Several criteria for consideration encompass all program areas and can be helpful in narrowing the selection process. In particular, the following three questions address dimensions that can aid the coordinator in the decision process:

- What constitutes an acceptable training station?
- How do I start looking for potential cooperative education employers?
- How do I overcome employer resistance to serving as a training station for cooperative education students?

This section outlines strategies for answering these questions.

Standards for Acceptable Training Stations

The determination of what constitutes an acceptable training station is critical to providing relevant experiences for a cooperative education student's career objective. To do this, the coordinator should have a set of standards to aid in the identification of acceptable training stations. Consideration should be given to five critical areas in developing these standards. A discussion of each area follows.

- **The employer is a trainer and a teacher.**

Training station sponsors should have the capability and willingness to provide occupational training and educational opportunities within the student's career choice area. The coordinator must explain the objectives and goals of cooperative education programs.

The teacher-coordinator can determine whether a standard of cooperative training is in evidence by the willingness of the organization to develop jointly with the coordinator a step-by-step training plan, to assign an experienced worker to supervise the student-learner, and to arrange time to confer periodically with the coordinator. Scheduled conferences between the training sponsor and the teacher-coordinator are critical to the success of the program. Using these conferences, the coordinator monitors the development, updating, and evaluation of the training plan.

Another means of determining whether this standard is being met is to examine the procedures the organization follows in training its full-time personnel. Does it provide systematic training for these employees? Is participation in adult education encouraged? Are personnel involved in developmental skills improvement courses for employees?

- **The training stations should provide experiences in the occupational area related to the student's career objective.**

The student-learner's assignment must be one that falls within the occupational area, and it must be related to the student-learner's previously identified career objective. The training sponsor must express a willingness to provide a variety of learning experiences within the student-learner's capabilities.

One stumbling block in choosing an acceptable training station is the coordinator's desire to find jobs for students as quickly as possible. Resist the temptation to accept a training station that does not specify the tasks to be performed by the student-learner. Every effort must be made to select training stations that will provide accounting experiences for accounting students, agricultural experiences for students in agriculture, etc. Since the cooperative education experience is long-term, work experiences must be of sufficient variety and complexity to challenge the student-learner and provide a positive and realistic image of the occupation.

- **The organization should exemplify high ethical standards.**

Care must be taken to determine whether the organization is one that exemplifies high ethical standards in dealing with both customers/clients and employees. The student-learners are at an impressionable age, and they are especially prone to imitate and assume the values of the adults around them. They are often highly idealistic, and these ideals and values are rigidly structured as to their expectations of adult behavior. Coordinators are encouraged to avoid placing students in situations where they may be compromised by instances of poor ethical practices.

- **The training station should be accessible.**

Unless there is adequate public transportation or the student-learner has private transportation, a training station that is excellent in all other respects might not be acceptable because of the student's inability to get to the job. Consideration also must be given to the amount of time needed to get from the school to the training station. Use of a school bus could be requested to transport all cooperative students leaving at midday to a central location from which they might use public transportation.

- **The training station should provide a safe environment.**

Buildings, equipment, and grounds should meet local and state safety regulations. A coordinator should alert student workers to potentially dangerous situations. Training stations that are located in potentially dangerous locations or stations that require odd hours may not provide a safe environment. "Liability of Teacher-Coordinators in Cooperative Education" may serve as a source of information regarding legal responsibilities of the teacher-coordinator. This research paper is available upon request from the Anne Rowe, Specialist, Business and Information Technology, at the Virginia Department of Education.

- **The employer must be in compliance with all labor laws.**

The training station must comply with local, state, and federal labor regulations affecting minors. Information is available from the United States Department of Labor, Wage and Hour Division, and the Virginia Department of Labor and Industry, Division of Labor Law Administration. Although the coordinator's function is not to enforce these laws, the coordinator should alert the training station of the existence of such regulations and should expect compliance.

Laws regulating wages, the issuance of student-learner certificates, the employment of minors in hazardous occupations, and situations requiring work permits are primary areas of concern. The minimum wage and overtime standards apply to student-learners who are employed by employers subject to the regulations. Since this law is complex, the coordinator should suggest to the training sponsor that contact be made with the regional Wage and Hours Division Office in order to ascertain whether the organization is subject to the regulations. The employing organization must obtain approval from the United States Department of Labor to be exempted from paying the minimum wage.

A summary of the characteristics for effective training stations is as follows:

The training sponsor

- understands and shows an interest in the cooperative method of instruction
- is interested in providing instruction within the framework of part-time employment
- is willing to provide a wide variety of learning experiences compatible with individual needs and capabilities
- is willing to confer periodically with the coordinator
- is willing to develop jointly with the coordinator a step-by-step training plan

- works closely with the student-learner and the coordinator
- makes instructional materials available to the student-learner and the coordinator
- provides employment that meets or relates to the career objective of the student-learner
- employs the student-learner for at least an average of 11 to 15 hours per week
- serves as or designates a training sponsor to supervise and direct the student-learner on the job
- discusses career possibilities with the student-learner
- provides a physical and moral environment that is safe and beneficial for the student-learner
- establishes a working schedule for the student-learner that is in agreement with local and state program guidelines
- has equipment and facilities that are up-to-date, safe, and in good working condition
- provides employment for the student-learner that is accessible in terms of location and transportation facilities
- enjoys a good reputation in the community in the areas of social consciousness, ethical conduct, and labor relations
- pays wages comparable to those of similar businesses — at least minimum wage unless station meets sub-minimum-wage criteria
- encourages attention to schoolwork and academic success. Student-learners will be able to focus more fully on their work assignments if they are free from academic worries/frustrations.

The student-learner

- is provided supervised training on the job in the specific occupational area that he/she has chosen as a career objective
- has an opportunity to learn skills under actual working conditions
- receives relevant instruction and is able to experience the world of work

- encounters daily situations in an adult environment that will help them make mature decisions regarding full-time employment
- is able to make a gradual transition from school to work
- receives compensation for his/her work, builds self-esteem, and contributes to his/her economic independence.

The organization

- becomes an active partner in the public education of its community
- helps to revise curriculum to reflect employment requirements
- has a chance for a trial acquaintance with students before full-time employment
- develops future employees over an extended period without creating employee tenure
- receives a student-learner who already possesses some of the skills necessary to be a productive worker
- is provided with a coordinator from the school who will serve as a consultant for training needs.

Locating Training Stations

The systematic search for adequate training stations must include planning, conducting a community survey, gaining approval and support of school administrators and local advisory councils, and creating publicity. See the section on “Determining the Need for Cooperative Education” on pages 17–27 for information and sample forms to be used in conducting a community survey. Further, the actual selling of the cooperative method of instruction must be accomplished by personal visits to those in authority at prospective employer organizations. Careful interpretation and storage of data must be made for optimum use of the survey results. Finally, successful selling of any product or service depends on an enthusiastic, informed, and intelligent sales person.

Many coordinators use a checksheet to record their impressions of potential training stations. Remember that such a document may reflect a subjective interpretation of

training stations; it should therefore be considered confidential and handled with discretion. A sample evaluation checksheet is shown on page 72. As with all forms shown in this guide, it may be adapted for local use.

Overcoming Resistance

The coordinator must be skilled in techniques of effective oral communication.

Communication involves the exchange of meaning between individuals through a common system. One communicates in words and gestures. The following techniques will be helpful to the coordinator in communicating effectively.

- **Be clear and patient.**

Assist employers to recognize how they will contribute to and benefit from cooperative education.

- **Be precise and brief.**

Choose words with care, and in using them, define key terms. Avoid educational jargon and acronyms. State facts objectively and avoid abstractions. By doing this, you will be assured that the employer and you are talking about the same thing.

- **Encourage active participation on the part of the employer.**

In the interchange of ideas, be very careful to watch for signs of misunderstanding and strive to clarify communication immediately. The questions that the employer will ask usually indicate interest in the program and a desire to ascertain the benefits to be derived for the company.

- **Establish credibility.**

Persons who attempt to persuade others are most likely to be believed if they know the facts and are motivated to reveal them. When asked for information, supply pertinent facts. Handle all requests and responses pleasantly, professionally, and promptly.

- **Plan persuasion techniques.**

The coordinator should appreciate the common basis of misunderstanding and take appropriate steps to minimize its effects. Once the basis is determined, the coordinator should be able to find the right appeal to overcome any resistance. One

technique of persuasion is the use of humor. If a conversation seems to be slipping into a negative interchange, tactful humor can restore mutual receptiveness. Another technique is to lead the conversation to key facts on which both parties can agree. Allow the employer to share in formulating these mutual agreements.

- **Anticipate negative responses.**

The coordinator should recognize the areas in which there possibly may be resistance and plan responses in advance. The areas of resistance faced by most coordinators in selling the cooperative method of instruction concern wages, coordinator's duties, paper work involved, legal aspects, student control, and cooperative program planning. In organizing replies to overcome resistance, the coordinator must remember first to develop areas of common interest and concern. Techniques of persuasion may then be used in supplying information.

Communication is most effective when trust and confidence are present. Establish at the outset that you are a reliable person who reports facts honestly and listens sincerely. Convince the employer that you want to be of service. Previous encounters by the employer with high school students in part-time jobs may have built up negative feelings toward schools in general. Your priority in this case would be to restore trust.

Finally, refrain from pushing for an immediate positive reaction. Feel your way and work at your own pace. People need time to understand a concept in order to give their best support to it. They may need additional time to accept the cooperative method before they will do more than the minimum activity required. What counts in the final analysis is not so much what people are told, but what they will accept.

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SAMPLE
TRAINING STATION
EVALUATION CHECKSHEET

Potential Training Station: _____

Address: _____ Phone: _____

Date of Interview: _____ Person Interviewed: _____

Job Classifications Available: _____

Job Entrance Tests: _____ Yes _____ No

Skill Standards Required (basic, advanced, etc.) _____

Does the atmosphere of the training station seem conducive to the effective operation of the cooperative method of instruction? _____ Yes _____ No

Are there provisions for a range of on-the-job experiences? _____ Yes _____ No

Are the equipment and facilities representative of current industry standards? _____ Yes _____ No

Is the employer willing to work with the teacher-coordinator in developing a training plan for a specific career goal? _____ Yes _____ No

Does employee morale seem conducive to satisfactory relationships for student-learners? _____ Yes _____ No

Does the instructional potential of the training station seem satisfactory for students seeking a full range of work experience within a chosen career? _____ Yes _____ No

Is the training station accessible? _____ Yes _____ No

Will minimum wage be paid? _____ Yes _____ No

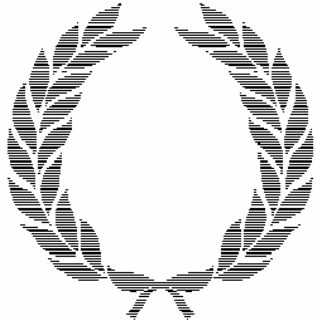
If not, does the training station meet sub-minimum wage criteria? _____ Yes _____ No

Signed:

Teacher-Coordinator

Date

Please use the reverse side for additional comments.



**PLACING
STUDENTS
ON THE JOB**

PLACING STUDENTS ON THE JOB

Securing jobs for students is one of the most critical activities within the cooperative method of instruction. Prior to doing this, the coordinator will have assessed the student's qualifications and evaluated potential training stations. The student with the assistance of the coordinator now becomes actively involved in preparation for entry into the job market. A major role of the coordinator is to assure that each student's entry into the world of work is a pleasant and rewarding experience.

Preparing Forms for Employment

Completing employment forms is the first major task for the student. Certain forms are required by businesses in the private sector and by local, state, and federal government agencies. Other forms, while not required, are valuable because they help assure a smooth transition to the world of work. For governmental agencies, job applicants are required to sign statements attesting to the validity of the information given. The coordinator should help the student to obtain, understand, and prepare all forms. All the employment documents discussed in this section could be included in a student portfolio, along with skill certificates, achievement awards, and letters of recommendation.

- **Application Form**

Most employers require prospective employees to complete a job application form. If such a form is available, the coordinator should assist the student in its preparation. If no specific application form is available, the coordinator should review sample forms with the student so that the student, if requested to complete an application at the interview, can do so without difficulty.

Previous work experience should be explained concisely, using correct grammar. Students should be told that when a question on the application does not apply, they should write or type "NA" or "Not Applicable" in the appropriate spaces rather than leave them blank, indicating that the items were not overlooked.

Coordinators who place students in local, state, and federal government agencies will need to give careful attention to the application forms because forms used by such agencies are usually more complex than those used by businesses in the private sector.

- **Résumé**

A well-prepared résumé will aid the student in completing the application form. Even if the company does not require completion of an application form, the student may provide a résumé.

The heading of the résumé should include the student's name, address, phone number, and e-mail address. Sections to include in the résumé are career or job objective, work experience (if any), pertinent schooling and coursework, and class rank (if known). The student also may list honors and awards; membership in student and/or civic organizations such as FFA, DECA, or scouting; and relevant hobbies or interests. The last section of the résumé should be "References" with a sentence stating that a list of references is available upon request.

A number of reference materials are available to aid in formatting résumés. Above all, résumés should be accurate and easy to read. A well-written résumé is a professional document that provides both an introduction for the student and a springboard for the interviewing process.

- **Social Security Number**

The coordinator should be sure that the student has a social security number. The Internal Revenue Service requires all dependents to have a social security number by age two, and the State Board of Education requires that a social security number be included in every student's cumulative file unless a waiver is granted. Because of the many requests made for the social security number by employers, students should be encouraged to memorize their social security numbers.

- **Introduction Card**

The student should be provided with an introduction card to present at the interview. Some government agencies require a letter certifying that the student is enrolled in a cooperative program. A sample introduction card is shown on page 84.

- **Form W-4, Employee's Withholding Allowance Certificate**

A review of the W-4 Form with the student is highly recommended. A student will usually have only one exemption. If the student is not expected to earn enough money to pay taxes, the word "Exempt" may be written on the form. If the student is expected to work a full calendar year and earn enough money to pay state and federal taxes, the word "Exempt" should be omitted so that taxes will be withheld from earnings.

- **I-9 Form**

Students must present original documents and fill out a form attesting to citizenship status or authorization to work. Proof of identity and proof of employment eligibility

will be required before they are placed on payroll. This form must be completed within three days of the beginning date of employment. Acceptable documents may include a social security card, birth certificate, and/or driver's license.

Student Placement

After the coordinator has selected businesses to serve as training stations, the task of placing students in appropriate jobs begins. Matching students with jobs that will provide quality learning experiences related to their career objectives is absolutely essential for the success of the program. Following is a sequence of activities that the coordinator should follow in placing students:

Prior to Sending Students on Interviews

- Work with students to develop résumés and prepare for interviews with employers. Counsel students on the application process, interview techniques, and appropriate dress. (See pages 78–83 in this guide and Related Web sites for Cooperative Education at <http://www.CTEresource.org/featured/cooperative.html> for tips on preparing students for interviews.)
- Match students' skills, interests, and traits with appropriate training stations and set appointments for interviews. Students should take an introduction card and a résumé to the interview.
- Confirm appointments with employers.

During the Interview Process

- Send students on interviews and keep records.
- Follow-up with employers immediately after student interviews to solicit feedback about students' performance during the interview. Many coordinators use an "Employer's Evaluation of Interview" form similar to the one shown on the reverse side of the Introduction Card on page 84 to obtain feedback from the employer. (See "Reasons for Rejecting Job Applicants" on page 81.)

After the Interview Process

- Have students write a short letter expressing appreciation for being considered and restating reasons for desiring the job.
- Work with students who are hired to complete any required paperwork and forms.

- Initiate a training agreement and training plan for the student.

Student Preparation for the Interview

The job interview is a challenging activity for the student, who will be alone with a stranger in an unfamiliar atmosphere, answering a number of questions. Responses, along with personal actions, will qualify or disqualify the student for the job. Obviously, this experience may cause the student to have anxieties and frustrations that should be anticipated and dealt with by the coordinator.

The student should understand what an interview is — a method used by an employer to obtain qualified workers. For the employer, the purpose of the interview is to ask questions and to observe the interviewee's actions to determine if the person is the best qualified in skills and personal characteristics to meet the employer's needs. For the prospective employee, the purpose of the interview is to present qualifications and to persuade the interviewer that he or she is the one for the job. The interviewer questions and observes; the interviewee responds in a convincing and positive way.

In preparing the student for the interview, the coordinator should cover the following areas:

- **Reporting for the Interview**

Students must be prepared for the physical aspects of the interview. Promptness, appropriate dress, personal hygiene, and personality displayed at the interview are factors that will weigh heavily in the interviewer's decision. Sufficient travel time should be planned to arrive a few minutes early for the interview. Students must be reminded to go to the interview alone; this is not an occasion to take along parents or friends. Appropriate dress implies attire suitable to the trade or occupation. Interviews conducted for an office job, for example, require business attire. Personal hygiene includes cleanliness, effective deodorant, appropriate facial makeup, hair grooming, and other aspects that convey a neat appearance. The student is making an impression from the moment of entry to the interview. Clothing, neatness, mannerisms, and behavior reflect the personality of the student to the employer.

- **Student Qualifications and Requirements**

Through self-evaluation and teacher evaluation, the student is aware of skills and knowledge possessed and can state them specifically and in a positive manner. Example: "On my last keyboarding speed test for five minutes, I keyed 45 words per minute with four errors;" not, "I type about 45 words per minute." Statements in specific terms can be made about all occupational competencies. The duties of the job and the levels of expected performance should be known by the student. This information, along with knowledge of the business, creates favorable impressions with the interviewer. The previously completed training station evaluation (see sample on page 72) will provide the coordinator with this information, which can be given to the student.

- **Student Characteristics or Attributes Employers Seek during Interviews**

Based on a survey of employers in Arlington, Virginia, a list was generated to determine the characteristics or attributes employers look for during interviews. Employers generally used 12 areas of questioning. Each area contained descriptive qualifiers. Questionnaires were sent to large and small businesses. Employers were requested to indicate the most important time segment of the interview (first 5 minutes, second 5 minutes, or third 5 minutes) and to share some "definite don'ts" about the interview.

Although all areas listed on the questionnaire were considered important, employer's responses, in ranked order, were as follows:

<u>Rank</u>	<u>Characteristic/Attribute</u>	<u>Qualifiers</u>
1	Qualifications	Possesses school achievement
2	Initiative	Expresses willingness to learn
3	Alertness	Gives intelligent responses
4	Oral Communication Skills	Expresses ideas clearly
5	Maturity	Appears emotionally stable
6	Physical Appearance	Displays proper grooming
7	Interest	Asks questions about job
8	Personality	Is poised
9	Attitude	Has positive outlook on life
10	Respectfulness	Pays attention
11	Personal Manners	Is courteous
12	Compatibility	Indicates a cooperative spirit

Of the three five-minute segments of the interview, the first five minutes were considered the most important.

Some “definite don’ts” include the following:

- Don’t be late.
- Don’t chew gum or smoke.
- Don’t try taking over the interview.
- Don’t be too “chatty.”
- Don’t be concerned primarily with financial aspects.
- Don’t introduce abstract comments.
- Don’t come on too strong in selling yourself.
- Don’t wear inappropriate clothing.
- Don’t let emotions, especially negative ones, enter into the interview.
- Don’t talk too much; be a good listener.
- Don’t try to interview the employer.
- Don’t go for the interview without knowledge of the company.
- Don’t forget to follow up the interview.

- **Questions Asked during the Interview**

The effectiveness of rehearsing a student on questions and answers is questionable, because one cannot anticipate how a student might react to similar questions at a different time and in a different situation. However, sample questions can be beneficial so that students can become knowledgeable about the wide range of questions asked. Most companies will avoid asking questions of an extremely personal nature, respecting the law pertaining to a person’s rights to privacy. Many companies provide free literature pertaining to the interview, and most include possible questions that might be asked of the applicant. A partial list is provided below:

- What are your plans for the future?
- Why did you choose this field for a career?
- What are your occupational skills?
- What do you believe to be your best work in school?
- In what school activities did you participate?
- What kinds of activities fill your spare time? What are your hobbies?
- Do you have a good school attendance record? Tardy record?
- What do you know about this company?
- Do you prefer working with people or by yourself?
- What are your future education goals?
- How can you substantiate that you are dependable and responsible?
- What are some of your pet peeves?
- In what way do you influence your friends?

Reasons for Rejecting Job Applicants

The Advisory Council for Technical-Vocational Education in Texas completed a statewide survey. In order of priority, the following reasons were given for rejecting job applicants after their interview:

- Little interest or poor reasons for wanting a job
- Applicant has a history of job-hopping
- Inability of applicant to communicate during a job interview
- Immaturity (other than chronological age)
- Personal appearance
- Manners and mannerisms
- Personality
- Lack of job-related skills
- Poorly completed job application form.

Conduct during the Interview

The following list of tips may be useful in helping the student learn how to act during the interview:

- Be serious about the interview — the interviewer is.
- Remember that questions are asked to determine your qualifications for the job.
- Smile sincerely and be extremely tactful, especially at the beginning of the interview. A good first impression weighs heavily on the interviewer's judgment.
- Look at the interviewer when listening and speaking and avoid slang expressions. You are being judged for maturity by the things you say and emotions you display.
- Know the duties required of the job and important facts about the company.
- Articulate qualifications in a positive, confident manner.

- Emphasize your strong points.
- Speak distinctly and answer questions completely, avoiding short answers. The interviewer wants to find out how well you express yourself.
- Plan positive remarks about hobbies, school, your future, your friends, and current events.
- Avoid being overly critical of people and situations.
- Ask questions if aspects of the job are unknown to you. All questions should be purposeful. At the same time, too many questions might indicate that you are a poor listener.
- Express willingness to learn new things. The interviewer might be trying to find out if you are adaptable to new situations, equipment, etc.
- Be sensitive to stereotyping people and jobs.
- Do not be overly aggressive or overly timid.
- Terminate the interview cordially and politely.

Job Interview Follow Up

The job-seeking process should not end with the interview. The student should be encouraged to write a short letter expressing appreciation for being considered and restating reasons for wanting the job. This action will not only leave a favorable impression with the employer, even if the student is not accepted, but it will also encourage a proper practice that should be used in securing future employment.

The coordinator should initiate procedures to obtain feedback concerning the student's performance during the interview. This feedback will enable the coordinator to help the student perform better during future interviews. The employer's feedback to the coordinator should reveal information that will benefit both the student and the coordinator. If the student is not accepted, the coordinator needs to know why in order to (1) reassess the needs of the employer for selection of another student, and (2) find the weaknesses of the student as perceived by the employer so that remedial work can be undertaken before the next job interview.

Another important source of feedback is a teacher-coordinator conference with the student immediately after the interview. Feedback shared with the student can be beneficial in the following ways:

- The student can become aware of weaknesses detected during the interview.
- Feedback can aid the student in re-evaluating job qualifications.
- The student can gain some insight on ways to rebuild confidence for the next interview.

SAMPLE
INTRODUCTION CARD*

(Front of Card)

INTRODUCTION

This will introduce _____ who is enrolled in the cooperative education program at _____.

This student is interested in the position of _____.

Report to: Firm _____ Interviewer _____

Address _____ Phone _____

Appointment Date _____ Time _____

(SCHOOL NAME)
(SCHOOL ADDRESS)

Teacher-Coordinator

Please complete the other side of this card and return to the school in the attached, self-addressed envelope.

(Back of Card)

Evaluation of _____ during interview:

Appearance Favorable Acceptable Unfavorable

Poise At Ease Composed Nervous

Attitude Cooperative Reserved Cocky

Verbal Expression Clear, Logical Poor Grammar Unclear

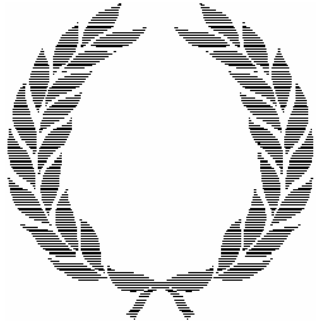
Will accept for employment: Summer Fall

Will not accept for employment. Reasons: _____

Date _____ Signature _____

Suggestions for student to make a more favorable impression during future interviews: _____

**Adapted from a card developed by Dr. Elaine F. Uthe as part of a set of materials on cooperative vocational programs developed during a project at Michigan State University.*



**PREPARING
TRAINING
SPONSORS**

PREPARING TRAINING SPONSORS

If the on-the-job portion of the cooperative method of instruction is to be truly cooperative, and if the workstation placement is to be regarded as a bona fide training station, then an experienced employee of the organization must be designated to work with the student. This person, called the *training sponsor*, is a key individual in the cooperative method of instruction and is paramount to the overall success of career and technical education programs using cooperative education.

The willingness of the employer to hire cooperative students may not be indicative of the quality of experiences and training the student may receive while an employee of the organization. Unfortunately, some employers may become involved in the cooperative method because of the economic benefits their organization will derive from the participation. The educational benefits to the student may become a secondary concern. In a similar manner, coordinators should avoid being more concerned about getting students placed on the job than they are with the quality of the training stations. Still another factor that can impede a training station from becoming an educational laboratory is the lack of knowledge on the part of the training sponsor about his or her role in such an educational endeavor. Coordinators should ensure that the sponsor understands both the cooperative method of instruction and the role of the sponsor within the program.

Coordinators should make a concerted effort to translate the theory of the cooperative method into the practice of successful sponsor preparation. One way to apply this theory is to create a sponsor development plan. This plan can in turn help the sponsor to provide relevant and meaningful experiences for the student. The sponsor development plan can be described as a written plan that identifies what the coordinator must do to prepare the training sponsor to be a better teacher of the student-trainee.

Preparation of a sponsor development plan can be viewed as consisting of two stages: (1) training sponsor preparation and (2) continuing sponsor development. Strategies that can be used in executing the plan include interviews during individual visits, group conferences

with several training sponsors, and written guidelines in the form of a sponsor-training manual.

Training Sponsor Preparation

Training sponsor development begins to take place during the coordinator's first visit. This initial face-to-face contact is crucial to the success of sponsor development because the way in which the program is initially presented will ultimately determine the long-term relationship with the training sponsor. The preparation of the training sponsor for the role to be assumed sets the stage for all activities to be undertaken during the year.

The following are items that should be covered during the initial visit:

- Orientation to Cooperative Education
- Training Sponsor's Role
- Student's Role and Responsibilities
- School/Coordinator's Role.

- **Orientation to Cooperative Education**

The concept and philosophy of the cooperative method of instruction should be covered thoroughly. This discussion establishes the foundation for successful operation of the program. A study on cooperative education substantiates the importance of this discussion. In the study, expectations of students in cooperative programs were contrasted with expectations of participating employers. Results showed that students expected specific training for an occupation; academic credit for the work experience; varied and interesting work assignments; pleasant, fair, and helpful supervision; at least the minimum wage; and experience leading to further training. The expectations of employers were quite different. They expected the students to have the ability to perform a variety of tasks, to exhibit good work habits, and to display desirable personal attributes. The employers wanted the school to provide specific occupational training, effective coordination, and solutions to problems that might arise. It has been noted that the study identifies a most critical potential defect of cooperative education: employers may view the student essentially as a part-time worker, while students expect the experience to have educational significance. The study indicates how essential an orientation component is to the development of a viable training station. All participants in cooperative education must understand that the training station is to serve primarily as a training medium rather than merely as an opportunity for the student to obtain remunerative employment or for an employer to obtain part-time help. In the

sponsor development plan, provision is made for this concept to be introduced and reiterated to training sponsors so that they will thoroughly understand it.

- **Training Sponsor's Role and Responsibilities**

Training sponsors need and want to know what is expected of them while participating in the cooperative method of instruction. A brief discussion of the sponsor's major responsibilities is sufficient during the initial session. Training-sponsor responsibilities include

- orienting the student-learner to the training station and the position
- training and supervising the student-learner
- providing the student-learner with learn-by-doing experiences
- teaching specific skills and attitudes
- evaluating student performance
- counseling the student-learner on good work habits and attitudes, such as responsibility and dependability, and on other job-related matters
- communicating with the coordinator about job-related matters concerning the student-learner.

- **Student's Role and Responsibilities**

It is essential that the sponsor understand what is expected of a student enrolled in the cooperative method of instruction. The sponsor must be aware of the policies and procedures that apply to the student as well as the fact that the student has been selected to participate in the program to further a particular career objective. The sponsor should encourage the student to acquire particular career skills on the job through practice under supervision. Student responsibilities include

- maintaining hours of work/school attendance
- earning academic credit
- adhering to specific school policies regarding participation in the cooperative method of instruction
- communicating with the teacher-coordinator and training sponsor regarding job-related matters.

- **School and Teacher-Coordinator's Roles and Responsibilities**

The training sponsor also needs information about how the school experience and the teacher-coordinator fit into the cooperative partnership. Items that should be discussed include

- the provision for related classroom instruction (content and objectives of curriculum)
- the coordinator's role as a teacher and as a partner in developing the training plan and a worksite visitation schedule

- the purpose of visits
- the preferred times of visits
- the frequency of visits
- related student-organization involvement
- evaluation of the student and of the total program
- reporting policies and procedures.

- **Group Sessions**

Although training sponsor preparation usually takes place during individual visits by the teacher-coordinator to each training station, a school-sponsored group function in which employers and/or training sponsors are brought together can prove beneficial. The purpose of such an activity may be for training sponsors to hear a presentation on the cooperative method, to participate in a workshop, or simply to exchange ideas.

Ideally, such a session is scheduled as a luncheon or afternoon meeting held at the school or area career and technical education center. It may be desirable to go to a community or business location. The session should not be too long and probably will be well attended if held during the middle of the regular workweek. The coordinator should be responsible for making all the necessary arrangements and planning the agenda.

In large school systems, a joint activity with coordinators and training sponsors from several high schools may be advisable. The session can be planned by all or a committee of coordinators. With this type of session, training sponsors from all over the city can be brought together for discussion and interaction among themselves and with coordinators.

Several topics that lend themselves to this type of session include

- sponsor preparation/orientation held early in the year
- instructional techniques workshop
- supervisory techniques with youth
- training sponsor's role in affiliated student organizations
- program evaluation.

Group sessions have many advantages and should be considered as a strategy in implementing a sponsor development program.

- **Continuing Sponsor Development**

Once the foundation has been laid during the sponsor preparation phase and the training sponsor is aware of the instructional approach in cooperative education, the coordinator should reinforce the concepts and assist the training sponsor in the performance of responsibilities as the "off-campus teacher." This reinforcement and

assistance is a continuous process and one that should be prepared in advance. It is carried out during the regularly scheduled visits of the coordinator to the training station. By means of observation and discussion with the student and training sponsor, areas of assistance needed by the training sponsor can be discovered. Care should be exercised, however, not to imply that the training sponsor is lacking in skill as an instructor or supervisor and therefore needs training. Rather, a collegial relationship in which the sharing of information and expertise will result in a team approach should be stressed.

Consideration during the continuing phase of the sponsor development program should be given to preparation and utilization of the training plan, instructional techniques, supervisory techniques, student evaluation, integration of affiliated student organization activities, career awareness, and program evaluation.

- **Preparation and Utilization of the Training Plan**

In the continuing sponsor development program, a thorough knowledge and understanding by the sponsor of the purposes of and techniques for use of the training plan are essential. After the initial conference items are described in the "preparation" stage, emphasis is given to the development and use of the training plan. The sponsor should be acquainted with what a training plan is and what purposes it serves. Next, the joint planning of the training plan with the student, sponsor, and coordinator should be accomplished. A working session with all three persons present will expedite this planning session. Finally, a short period should be devoted to a review of the training plan by the coordinator and the training sponsor.

Although the use of a training plan will be continuous throughout the time a student is with an organization, a specific visit early in the sponsor development program should be devoted to an extensive discussion and development of the training plan. Involvement in the preparation of the training plan will help the sponsor become aware of the student's occupational goal. Also, the sponsor will then be more likely to provide adequate work activities and on-the-job instruction to assist the student in meeting individual objectives. (For additional information on training plan development, see page 107–109.)

- **Instructional Techniques**

The coordinator should realize that the occupational competence of the training sponsor does not ensure teaching competence. In fact, training sponsors may assume that the learner can perform a task after being told and shown once how it should be done. Actually, research has shown that students can take from two to ten times longer to perform a task than is normally required by experienced workers.

Sponsor development in instructional techniques will be an on-going process. In other words, an entire session will not usually be devoted to instructional techniques. Rather, a sharing of information and spontaneous responses to a sponsor's manifested need will establish the format. This is easier said than done, for even though a coordinator has encouraged the training sponsors to discuss any concerns they may have regarding their instructional roles, most will be reluctant to communicate their teaching deficiencies openly with the coordinator. Therefore, the coordinator, by means of observation and individual discussions with the training sponsor and the student, must determine specific areas and topics where the training sponsor needs assistance.

The coordinator should avoid any implication that the training sponsor is incompetent as an instructor. The coordinator's task is to serve as a resource person to the sponsor, providing needed information and assisting the sponsor in fulfilling the responsibility as the "out-of-school teacher."

- **Supervision of Youth**

Supervision is the general charge of overseeing the student-learner on the job. For most students, the cooperative experience is their first contact with the world of work. Therefore, the supervisory techniques used by the training sponsor in dealing with the student are part of the foundation of attitudes and work habits that influence a lifetime of work and interpersonal relationships for the student.

The training sponsor, in conjunction with the coordinator, must help develop and foster the work habits and attitudes that a good worker needs. As a supervisor, the training sponsor has the responsibility to be a constructive counselor to the student-learner and to help the young person adjust to and find satisfaction and reward in work. Many training sponsors, however, may be unaware of the characteristics and behavior patterns of youth that make their supervision such a challenge. A training sponsor's success in supervision will depend on an understanding of what youth are like and application of the general principles of good supervision to youth on the job. The coordinator must assist the training sponsor in developing and adapting the general supervisory techniques that are most productive in dealing with the student.

- **Student Evaluation**

Monitoring the progress of the student is a responsibility of the training sponsor. Many sponsors may prove reluctant, however, to be honest and realistic about the student under their supervision when they realize that their evaluation will be considered in assigning an academic grade for the cooperative experience. Nevertheless, the training sponsor needs to note an honest and forthright assessment of the student's strengths and weaknesses so that recommendations and improvements can be made.

Ideally, evaluation should be a continuous process — i.e., when the sponsor notes deficiencies, an immediate informal session should be held to communicate the deficiencies to the student. Likewise, praise should accompany a task well done. The use of the “Evaluation” column on the training plan facilitates continuous assessment, and the coordinator should encourage use of this column by the training sponsor.

On coordination visits during the school grading period, the coordinator and training sponsor should discuss particular strengths and deficiencies of the student. Strategies for improvement should be formulated, and criteria for further assessment identified. Notations should be made by the coordinator on the evaluation section of the training plan. The presence of the student at such a session is advisable.

At the time of the evaluation, a coordination visit should be devoted entirely to the process. The coordinator will have an opportunity to work with the training sponsor in translating informal assessments into a more formal evaluation. At the same time, the coordinator can assist the sponsor in improving skills for evaluating student progress.

- **Integration of Career and Technical Student Organizations**

Career and Technical student organizations are an integral part of a total career and technical education curriculum. As such, they are an important component of the cooperative experience. Most training sponsors are unaware of the existence of student organizations, their co-curricular nature, and the many activities sponsored by them to achieve the objectives of leadership, skill, and citizenship development. Training sponsors need information about career and technical student organizations, what goals they try to achieve, what kinds of activities students are involved in through them, and how training sponsors can assist in the career and technical student organization curriculum component.

Although a discussion of the major goals, objectives, and activities of organizations is one way to convey this information to the training sponsor, a superior method is by inviting the sponsor to participate in the organization’s activities. Attending regularly scheduled meetings, being a guest speaker at a local meeting, serving as a judge in local competitive events, or chaperoning an organization-sponsored trip are examples of activities in which a training sponsor may participate. Involvement will enhance the sponsor’s understanding of an affiliated organization and the sponsor’s role in the organization. The coordinator, through the planned sponsor development program, promotes such involvement.

- **Career Awareness**

In addition to the obvious anticipated outcomes of the cooperative experience, such as skill development and adjustment to the work environment, students should also

become aware of the various careers available in the career family. Most students begin their cooperative experience believing that there are only a few occupations available to them. Effort must be given to helping students become acquainted with the many occupations available within a career family. Although some activities directed toward this goal can be part of classroom instruction, a more desirable way to learn of a career is through first-hand observation and exploration at the organization where the students are working. To provide such experiences for each student, the training sponsor and coordinator must plan the appropriate settings and desirable outcomes. These pre-planned experiences should be included in the training plan and may take various forms, for example, a weekly or daily rotation for several weeks from one job to another for observation purposes or an investigation by means of interviews of the various duties and job responsibilities of persons in different positions within the organization.

Regardless of the strategy employed, the important concept is that training sponsors be cognizant that career awareness is a desired outcome of the total cooperative method of instruction experience. Further, the coordinator is responsible for ensuring that efforts are made to provide appropriate career awareness experiences for each student.

- **Program Evaluation**

The coordinator should be concerned not only about the evaluation of individual students but also with the overall effectiveness of the total cooperative program. How is the program contributing to the success of the total career and technical education program in the school? This questions needs to be addressed.

One of the major components in this assessment is feedback from the people who are closely involved in the program. In addition to feedback from students and graduates, employers and training sponsors should be given the opportunity to express their views on the strengths and weaknesses of the cooperative program. Much valuable feedback can be obtained by informal conversations with training sponsors on routine coordination visits. Likewise, a group meeting with several training sponsors and employers can facilitate an exchange of ideas that will provide worthwhile information for evaluation purposes.

Training Sponsor Manual and/or Resources

A worthwhile strategy to be employed in a sponsor-development program is the development and use of a training sponsor manual. The manual should be an attractive booklet containing pertinent information needed by the training sponsor. Information arranged in an attractive format and organized in a way to facilitate ready reference is an

asset to the training sponsor and a beneficial addition to your sponsor development program.

A typical manual may include the following items:

- a short explanation of the cooperative method of instruction and individual program
- a copy of the employer/employee training agreement
- a copy of the parent/student agreement, if applicable (an additional agreement usually detailing parent/student responsibilities outlined in the training agreement)
- an on-the-job orientation checklist (See page 98.)
- a sample training plan
- a curriculum outlining topics to be covered in class
- pertinent information about the affiliated career and technical student organization
- a copy of the student evaluation form
- other helpful information such as
 - "Four-Step Teaching Approach" (See page 97.)
 - school calendar
 - labor law information
 - school and coordinator's names and telephone numbers.

Additional Ideas for Sponsor Development

- Conduct a luncheon/workshop session on techniques of supervision.
- Conduct a session to discuss the learning process in simple terms. Sponsors should know how students learn in order to train them effectively.
- Send out a newsletter telling about in-school, related instruction.
- Conduct an open house of the related career and technical education department.
- Conduct an appreciation event (e.g., Employer/Employee Banquet with the awarding of certificates to sponsors).

- Invite sponsors to a meeting of your advisory committee.
- Conduct a session on how to evaluate the student-employee.
- Invite sponsors to attend a career and technical student organization activity.
- Conduct in-service classes for supervisors. Employers are appreciative of courses in the latest techniques in the career and technical area.
- Ask sponsors to arrange a field trip for your class.
- Ask sponsors to serve as judges for local/regional events or to chaperone at state career and technical student organization activities.
- Ask sponsors to be guest speakers in related classes.
- Ask sponsors to allow you to study a particular system within the employing organization (job analysis). Ask that they evaluate your procedures, survey instruments, etc.
- Ask sponsors to display materials during Career and Technical Education Week.
- Ask sponsors to arrange career awareness sessions for students in related classes.
- Explain procedures for making a final written evaluation of the student-trainee.
- Ask for suggestions concerning future in-service education classes that you might offer at the local high school to help sponsors with their own staff continuing education and improvement.

Four-Step Teaching Approach

One instructional theory that is quite simple and is a tried and true model for teaching is the Four-Step Teaching Approach developed by the psychologist Herbert in the early 1800s. You can share this approach with training sponsors to help them develop instructional competence.

PREPARATION

- Prepare the learner:
 - Put learner at ease.
 - Explain the reason for instruction — motivate learner.
 - Get complete attention.
- Prepare the lesson:
 - List or decide on major points to be presented.
 - Determine how you will present the material.
 - Decide upon a standard of performance.
 - Make available all materials learner will need.

PRESENTATION

- Present the material to be learned.
- Teach one point at a time and do so slowly.
- Pause to allow time for questions during the presentation.
- Review the material.

APPLICATION

- Let learner demonstrate the procedure.
- Ask questions about procedure to assure learner understanding and correct any mistakes.
- Assist when necessary during the initial tryout and for the first few times the procedure comes up again.

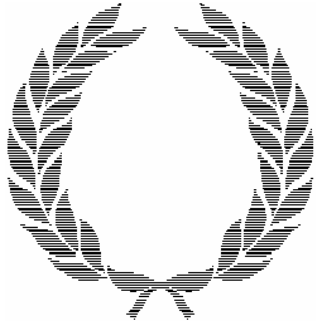
EVALUATION

- Check the learner in the actual work setting against your established standards of performance.
- Correct errors.
- Encourage questions.
- When satisfied that the learner can perform at established standard, allow him/her to assume the responsibility.

ORIENTATION CHECKLIST

Training Sponsor: Use one checklist for each student-trainee. Check each item as it is completed. Review information with the student-trainee after five days to insure thorough comprehension.

- _____ Introduce student-trainee to all persons with whom he/she will have contact.
- _____ Give the student-trainee a tour of the training facility.
- _____ Explain the duties of the student-trainee's first assignment.
- _____ Inform student-trainee as to who will supervise and give orders to the student-trainee.
- _____ Inform co-workers of their relationship to student-trainee, and solicit their cooperation.
- _____ Inform student-trainee of arrival time, quitting time, check-in, and check-out procedures.
- _____ Inform student-trainee of lunchtime and relief procedures and regulations.
- _____ Inform student-trainee of facilities available such as rest room, lunchroom, telephone, coat rack, etc.
- _____ Inform student-trainee of time-recording procedure, pay schedule, deductions from pay, and computation of wages.
- _____ Inform student-trainee about any information which is to be kept confidential.
- _____ Familiarize student-trainee with employee benefits.
- _____ Inform student-trainee of clauses in a union agreement, if one exists, that pertain to cooperative students.
- _____ Inform student-trainee of promotional possibilities in the firm.



**PROVIDING
COMPREHENSIVE
COORDINATION**

PROVIDING COMPREHENSIVE COORDINATION

The responsibilities involved in coordinating a career and technical occupational program using the cooperative education method of instruction are many and varied. Released time from teaching should be given to conduct these activities. Coordinators are encouraged to provide their local administrators with a weekly schedule of their activities. (See sample on page 114.) Otherwise, coordinators may be assigned school duties or be asked to cover other classes during what the administration may perceive to be "free time."

The most important coordination activity is making visits to training stations. Another important activity is preparing reports. This section outlines these activities and offers suggestions for their accomplishment.

Making Training Station Visits

In order to discuss with students their individual training stations and job situations and to relate classroom instruction to different training station environments, the coordinator will need to be as familiar as possible with each task students perform. Coordinators should make a visit to each training station once a month to observe and evaluate student-trainee progress and to assess additional training needs in order to incorporate related training in the classroom. If monthly visits are not possible, coordinators should make at least one visit each grading period.

Initial Training Station Visits

The following guidelines should be considered when making initial training station visits:

1. Call the training sponsor, preferably one week in advance, to make an appointment for your visit. Allow 30 to 45 minutes per training station visit.
2. Plan the purpose of the visit, and take necessary materials. If this is the first visit since the student was selected, take the training agreement and the training plan. Coordinators may use a training sponsor's manual and any additional employer evaluation forms, if such tools are available or desired.

3. Upon arrival at the training station, ask to see the student's training sponsor.
4. If this is a new training station, explain the roles of coordinator and training sponsor.
5. Review with the sponsor the training sponsor's manual, if available.
6. Review the training agreement and the training plan, and ask the training sponsor to sign the documents. Ask that a copy be retained for the training station file.
7. Discuss the overall function of the training station and the role of the student-trainee within it.
8. Discuss the evaluation process with the training sponsor.

Subsequent Training Station Visits

After the placement process is completed and the student is working in accordance with the training plan, the coordinator will need to establish a plan of visitation and counseling. This is a vital part of the coordination process and a basic link between the school and employers.

Coordinators should have a purpose for each visit worthy of the training sponsor's time. Here are some purposes for coordination visits:

- **Student Evaluation Procedure**

Plan an evaluation visit each grading period for the purpose of establishing assessment for the student. In developing guidelines for grades, the on-the-job portion of the grade should not outweigh the classroom instruction portion.

It will be necessary for the coordinator to visit the training station near the end of each grading period for the purpose of assisting with the evaluation. The evaluation portion of the training plan should be recorded by the coordinator based on input from the employer during the visit.

The training sponsor should understand how the evaluation report will be used. The student's grade should be based on classroom grade and job performance. The coordinator should discuss each evaluation report with the student in a private conference so that strengths and weaknesses can be identified. It is encouraged

that the training sponsor provide evaluative input to the student during the training process.

- **Employer Acquaintance with Related Instruction**

The training sponsor typically will have no direct contact with the related training provided by the school. The coordinator therefore must keep training sponsors informed about related training and give them an opportunity to suggest special areas of training relevant to the tasks the student is performing on the job. Coordinators may want to inform training sponsors of problems involved with providing directly related instruction, for example, the problem of obtaining suitable reference materials. (Sponsors may be able to donate materials not available at school.)

Training station visits should result in a better understanding by the employers of what students are doing in the classroom. Items such as study guides, reference books, and completed assignments will serve as excellent topics of conversation with training sponsors and give them some evidence of the character and quality of the student-trainee's classroom work. Continuous reference to the relationship between directly related instruction and work experiences will strengthen career and technical programs using the cooperative education method of instruction.

- **Reconciliation of Periodic Report of Training**

A general practice is to have each student complete a periodic report of training to keep the coordinator informed of the nature and scope of the on-the-job experience. This report can also be used to trace any potential problems that may arise. For example, a student-trainee may report week after week that the same routine work is being performed. A coordinator may assume that the student-trainee is not reporting job experiences accurately or that the training sponsor is not allowing the student new areas of job experience. A visit to the training station may be necessary to determine the truth.

- **Introduction of School Administrators to Employers**

Coordinators should provide opportunities for school administrators to visit students on the job and meet their training sponsors. Such visits will serve to encourage administrators' appreciation and awareness of the problems involved in career and technical programs using the cooperative education method of instruction. Administrators will be attentive to community feedback of this kind. Visiting training stations jointly with the school principal has sufficient value to justify periodic occurrence throughout the year.

- **Observation**

A coordinator will occasionally want to observe the student-trainee at work. This will provide an opportunity to sample attitudes of co-workers, receive ideas and suggestions for related study, identify the student's need for personal improvement, provide an awareness of the general attitude toward the student, become aware of the training station environment, foster awareness of the quality of the on-the-job training, and follow the general progress of the student.

The Visitation Process

The first step in preparing for a visit to a given training station is to check the visitation record in order to review the date, purpose, and results of previous visits. Various aspects of these previous visits may require follow up.

A review of purposes of previous visits may suggest an appropriate purpose for the planned visit. The purpose of the visit will determine which materials, if any, should be taken.

The experienced teacher-coordinator may find mental notes to be sufficient, while other individuals may find it to their advantage to prepare a written list of leading questions. Diplomacy and tact are essential during the visit.

An appointment should be made with the training sponsor. Arrive promptly and be prepared to proceed with the conference. The conference should be conducted in a setting that will enable the training sponsor to give undivided attention to the matter at hand.

The visitation process will be completed when notes have been prepared for use in student counseling. The need for and intensity of the counseling will vary with the purpose and results of the visit. If the purpose was to work with the employer in adjusting a problem, counseling will be mandatory as soon as possible. A list of "Do's" and "Don'ts" when making training station follows.

VISITING THE TRAINING STATION

DO	DON'T
<ul style="list-style-type: none"> Plan a weekly calendar, and establish a schedule for your visits. 	<ul style="list-style-type: none"> Coordinate by telephone.
<ul style="list-style-type: none"> Have an objective for each visit — e.g., to evaluate and observe the student. 	<ul style="list-style-type: none"> Follow a set pattern for each visit.
<ul style="list-style-type: none"> Leave a copy of your daily itinerary in the school office. 	<ul style="list-style-type: none"> Leave the impression that you have a lot of free time.
<ul style="list-style-type: none"> Be friendly but professional. 	<ul style="list-style-type: none"> Turn the visit into a social call.
<ul style="list-style-type: none"> Contact the training sponsor when you enter. 	<ul style="list-style-type: none"> Go directly to the student.
<ul style="list-style-type: none"> Be alert and observant. 	<ul style="list-style-type: none"> Give the impression of snooping.
<ul style="list-style-type: none"> Be alert for the training sponsor's signal that the conference should end. 	<ul style="list-style-type: none"> Depend only on memory for details of the visit.
<ul style="list-style-type: none"> Have a private student conference concerning the training station visit. 	<ul style="list-style-type: none"> Prolong the visit and waste the training sponsor's time.
<ul style="list-style-type: none"> Be objective and willing to learn. 	<ul style="list-style-type: none"> Point out the student's mistakes or bad practices while at the training station.
<ul style="list-style-type: none"> Observe the student at work. 	<ul style="list-style-type: none"> Pass yourself off as an expert or authority.
<ul style="list-style-type: none"> Treat all information and records as confidential. 	<ul style="list-style-type: none"> Interrupt or interfere with the student's work.
<ul style="list-style-type: none"> Be loyal to the teaching profession at all times and strive for improved relations. 	<ul style="list-style-type: none"> Discuss the student's problems at school.
<ul style="list-style-type: none"> Complete notes immediately after the visit. 	<ul style="list-style-type: none"> Criticize school policies, procedures, curriculum, etc.

Suggested Steps for Resolving Conflicts

1. Identify the problem early before it becomes serious.
2. Postpone making any decision or taking any action until you have talked with all parties — especially the student.
3. Identify all possible solutions or alternatives.
4. Carefully weigh the merit or value of each solution in terms of what it does to the student, the program, the employing organization, and the school.

5. Determine good, better, and best choices, as well as those that you deem unacceptable.
6. Discuss the situation and alternatives with the student and the training sponsor, stating the advantages and disadvantages of each.
7. Develop a plan of action that is acceptable to all.
8. Carry out the plan of action.
9. Follow up later to see whether the plan is working or whether further adjustments need to be made.
10. Set up a grievance committee to assist in decision making and to support the coordinator's corrective action. Examples of committee members might be the principal or assistant principal, a guidance counselor, a department chairperson, or another teacher or teacher-coordinator.

Coordination Requirements

The training agreement and the training plan are essential to the success of programs using the cooperative education method of instruction. These documents must be completed for each student participating in cooperative education. Additionally, coordinators must complete and submit certain reports to the appropriate Program Service Area at the Virginia Department of Education. This section will help coordinators to become acquainted with and understand the purpose of these documents and reports.

- **The Training Agreement**

The training agreement is a written statement of commitment from the student, the parent, the training station, and the teacher-coordinator. It is a required, formal document that spells out the responsibilities of all involved parties. (See regulation on page 7.) All parties to the agreement must sign the document and retain a copy for their files. The purpose and scope of the training agreement is most easily seen by looking at the sample agreement form on the CTE Web site: http://www.doe.virginia.gov/instruction/career_technical/cooperative_education/index.shtml. School divisions that develop local forms must include all asterisked (*) items to be in compliance with the Virginia Department of Labor and all parties listed above.

- **The Training Plan**

Two of the major responsibilities of a teacher-coordinator are to plan and organize instruction for students and to ensure that there is correlation between classroom instruction and on-the-job training. Carrying out these responsibilities depends on the coordinator's skill in working with students and the employer's success in developing training plans that are comprehensive in terms of meeting a student's training needs and career objective.

The training plan is a required, formal document that identifies classroom and on-the-job instruction that contributes to the employability and ongoing development of a cooperative education student. (See regulation on page 7.) An orientation checklist is included as part of the training plan to assist employers in the initial stages of working with students. The training plan also serves as an evaluation tool for the student-trainee. A training plan must be developed for each student. The development of the training plan is primarily the responsibility of the teacher-coordinator; however, it should include input from the training sponsor, the student-trainee, and other program-related teachers, if applicable. Training plans should be retained for five years after students graduate.

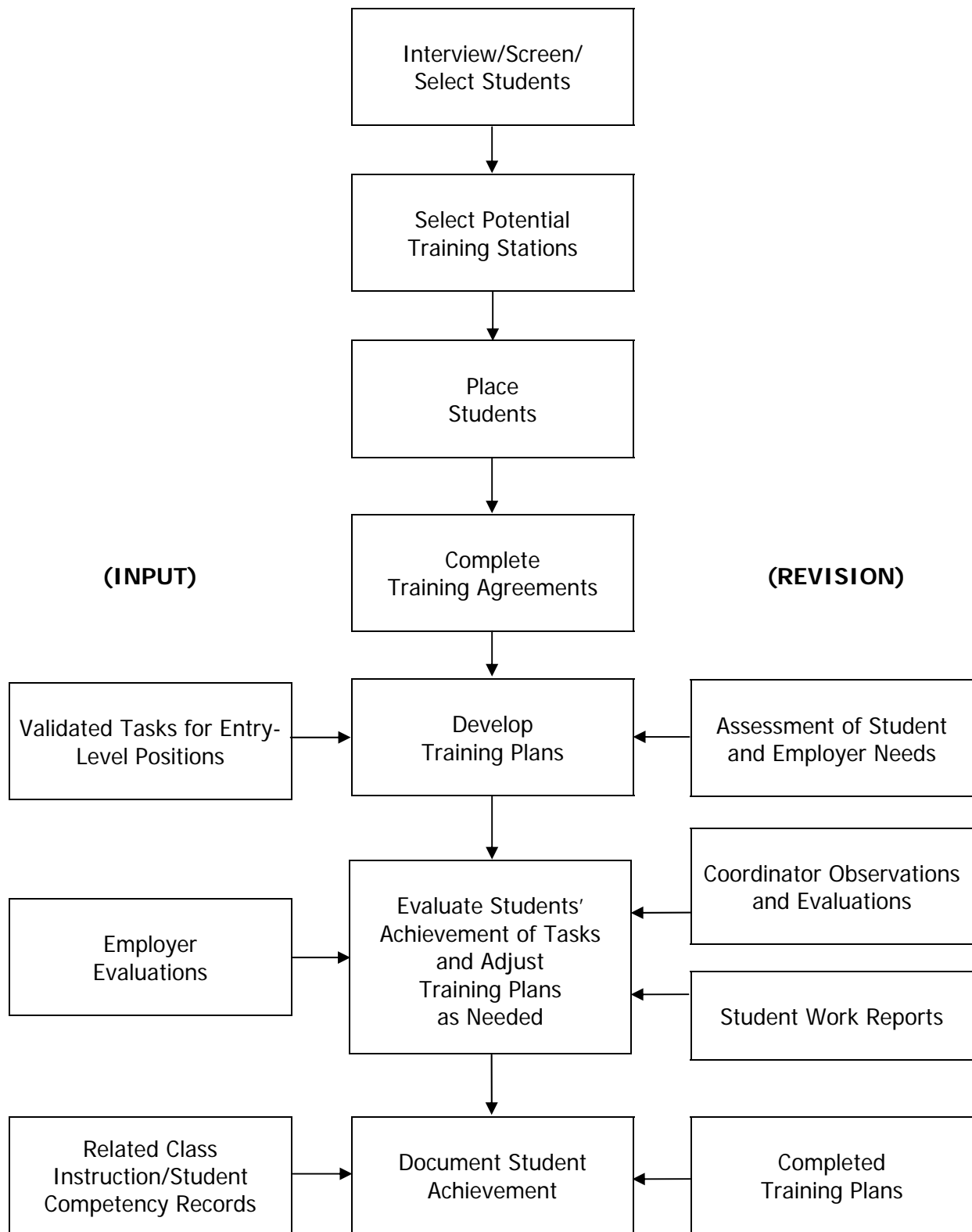
A sample training plan that is generic for any program is available on the CTE Web site at:

http://www.doe.virginia.gov/instruction/career_technical/cooperative_education/index.shtml. Individual career and technical program areas may also have sample training plans, such as a sample plan specifically designed for Business and Information Technology students (available on the CTE Web site at the above address).

The training plan development process is continuous. It begins with activities to identify a realistic career objective and training needs for individual students and continues through the entire training phase of the program. Training plans should be expanded, adjusted, and revised in accordance with the needs of individual students and employers. The flowchart on the following page shows the position of the training plan in the total cooperative education plan.

INSTRUCTIONAL SYSTEM USING INDIVIDUALIZED TRAINING PLANS

Procedure Followed by Teacher-Coordinator



On-the-job training in a cooperative program must be monitored continuously. The training plan provides a record of the student's progress throughout the training program.

The teacher-coordinator should discuss with the student the purpose of the training plan and how it is to be used. The student should be informed that the training plan will be used to measure job performance. The student should be aware that some of the tasks will be experienced on the job and some will be learned in the classroom. Students should also understand that evaluations will be completed each grading period and will be followed by conferences involving the student, the coordinator, and the employer.

The coordinator should schedule an appointment with the employer to explain the use of the training plan as soon as the student is placed on the job. At this time, those tasks that are to be learned on the job should be identified and indicated on the training plan.

- **Evaluation and Adjustment of Training Plan**

During each visit, the coordinator discusses the student's progress with the employer. Using the training plan as an evaluation tool, the employer measures the student's performance on the job. The employer may complete the training plan with the coordinator. The employer's evaluation is discussed with the student and is used to make modifications in the student's training program and to assist in determining the specific instruction to be provided for the student in the classroom.

During the coordinator's regular visits to training stations, the employer advises the coordinator of the addition of new tasks or the deletion of previously identified tasks. The coordinator should then adjust the training plan to reflect these task changes.

Wage and hour reports should also be used by the coordinator to obtain information regarding changes in a student's hours/wages as well as changes in a student's job responsibilities. The coordinator's observations during visits to the training station should also identify any needed adjustments to the training plan. After each adjustment to the training plan, the coordinator must determine whether additional class-related instruction is required.

At the end of the school year or whenever the student's job ends, the coordinator's copy of each training plan should be filed as a record of student achievement. Related classroom instruction should also be documented on a student competency record. If a student is placed in an occupational area for which a plan has been developed, the coordinator should be able to adjust a previously developed plan to meet the needs of the student-trainee.

- **Annual Wage and Hour Report**

By June 5 of each year, teacher-coordinators are required to complete an Annual Wage and Hour Report. This report records where all students were employed for the year, their job titles, hourly rates, and total earnings. (Directions for the report are available on the CTE Web site:

http://www.doe.virginia.gov/instruction/career_technical/cooperative_education/index.shtml, under the heading “Reporting: Annual Wage & Hour Report.”) Teacher-coordinators should read and understand the description and the directions before attempting to complete the report. The report is to be kept on file in the school division, and it should be shared with school and central office administrators as well as advisory committee members and other members of the business community. Department of Education specialists may find a need to request a copy of the full report during the year. Because of the Governor’s Executive Order 051, this report must be submitted electronically; printed reports will not be accepted.

Optional Reports

- **Career and Technical Education Monthly Plan and Report**

It is strongly recommended that teacher-coordinators complete a daily log of activities, a weekly planning calendar, and a monthly report of activities. (See pages 114–116 for sample reports.) Sharing a report of activities with local administrators will support the use of coordination time.

- **Annual Report**

An annual report, although optional, is strongly recommended by the Virginia Department of Education. This report allows coordinators and other career and technical education teachers a chance to let the school administration know what achievements have been made by programs using the cooperative education method of instruction. (See sample report on page 112.)

- **Parent-Guardian Agreement for Cooperative Education**

This form may be used in addition to the training agreement to detail school requirements to parents and students. It *does not* replace the training agreement section for parent and student responsibilities. (See sample form on page 113.)

Reporting Cooperative Education on Career and Technical Education Reporting System (CTERS) and Enrollment Reports

The following information is offered as a reminder when you report cooperative education on CTERS and other reports requiring course codes:

- On CTERS reports, report cooperative education students who meet state guidelines, as outlined in the Introduction to this guide. Follow local guidelines when reporting in your school division.
- Only cooperative education students enrolled in courses approved for the cooperative method of instruction should be reported as “co-op” on CTERS reports. (Be sure to include in your total enrollment on reports those students who are not currently working.)
- If a coordinator teaches a “co-op” student in more than one class, report the student as “co-op” in only one class.

COOPERATIVE EDUCATION ANNUAL REPORT

I. PURPOSES OF THE DEPARTMENT (State purposes)

- A.
- B.
- etc.

II. PHYSICAL PLANT (if applicable)

- A. Present Facilities
- B. Recommendations for Improvement
 - 1. Capital Outlay — Additional Facilities Needed
 - 2. Service and Repairs

III. CURRICULUM

- A. Improvements Made during the Present School Term
- B. Recommendations for Improvement

IV. STUDENT DATA

- A. Enrollment
- B. Earnings
- C. Graduates
- D. Placement Service
- E. Follow-up
- F. Recruitment
- G. Prospects for Coming School Term
- H. Recommendations

V. STAFF

- A. Qualifications of Present Staff
- B. Activities of Present Staff
- C. Recommendations

VI. PUBLIC RELATIONS

- A. Within the Department
- B. With Administration
- C. With Other Departments of the School
- D. With Community
- E. Recommendations for Improvement

VII. CTE STUDENT ORGANIZATION ACTIVITIES

VIII. SUMMARY

NOTE: This is a sample form that may be used in addition to the training agreement to detail school requirements to parents and students. It does not replace the training agreement sections for parent and student responsibilities. Approval to use this form must be granted by the local school administration.

SAMPLE

PARENT/GUARDIAN AGREEMENT FOR COOPERATIVE EDUCATION

HIGH SCHOOL _____ **DATE** _____

1. The student's first responsibility is to the school. It is the student's responsibility to make satisfactory arrangements with the employer concerning his/her work schedule on those occasions when his/her presence is necessary at school.
2. The student in a career and technical education program using the cooperative education method of instruction is subject to all school regulations.
3. The student will not terminate a job without the approval of the coordinator.
4. The employed student, upon completion of daily classes, must report either to the job, go home, or remain in school for a supervised activity as directed by the coordinator.
5. The student who is between jobs must, upon completion of daily classes, remain at school under supervision or engage in other activities as directed by the coordinator.
6. The student will be expected to conform to the requirements of the school and the employer with respect to grooming.
7. The student will conduct self in a manner that will reflect credit to self, school, and employer.
8. No student will work on days when absent from school unless advance permission has been given by the coordinator. Violations of this rule will be treated as truancy. It is the responsibility of the student to notify the coordinator and the employer by 10 a.m. on a day when absent.
9. The student who loses a job because of negligence or misconduct may be dropped from the program and lose credit for the course.
10. Transportation to and from the place of employment is the responsibility of the student. Transportation arrangements must meet with the approval of parents and school administration.
11. The student is responsible for submitting reports to the coordinator when required.
12. On-the-job training of the student is the responsibility of the school. The coordinator must approve all jobs and reserves the right to change the student's job if deemed necessary.
13. Employment conditions, including total hours worked by the student, will be regulated by the coordinator and the employer. Total hours shall average of 11 to 15 hours per week.
14. Parents or guardians will assume responsibility for the conduct and safety of the student from the time of leaving school until reporting to the job, and from the time of leaving the job until arrival at home.

The undersigned have read and agree with the policies listed.

Student

Parent or Guardian

NOTE: This is a sample of a form that may be used to report upcoming coordination activities to administrators.

SAMPLE
WEEKLY PLANNING CALENDAR
COOPERATIVE EDUCATION

Plan for week of _____ through _____

M O N D A Y	
T U E S D A Y	
W E D N E S D A Y	
T H U R S D A Y	
F R I D A Y	

REMARKS: _____

NOTE: This is an optional form that may be used for reporting coordination activities to local/state administrators.

SAMPLE
CAREER AND TECHNICAL EDUCATION
MONTHLY PLAN AND REPORT

NAME _____ DATE OF REPORT _____

SCHOOL _____

DIVISION _____

_____ Total No. of Cooperative Education Students _____ Total No. of Students Employed

(Check One) AG ED____ B&IT____ EFE/WECEP____ F&CS____ HMS____
 MKT____ T&I____

Daily Report of Activities for the Month Just Ending

This section should be completed by each cooperative education coordinator. Report only those activities that occur during the coordination time of the regular school and/or those activities that occur during the extended contract time.

M _____	
T _____	
W _____	
T _____	
F _____	

M _____	
T _____	
W _____	
T _____	
F _____	

Daily Report of Activities for the Month Just Ending (continued)

M	
T	
W	
T	
F	

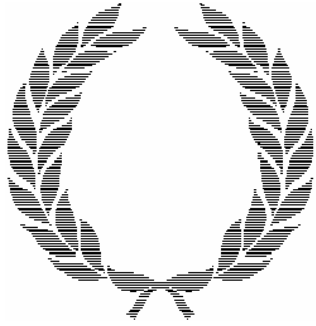
M	
T	
W	
T	
F	

M	
T	
W	
T	
F	

Activities for Coordination Time Planned for Coming Month

Attach a list of activities in the areas of

- | | |
|--------------------------|--------------------------|
| Coordination | Co-Curricular Activities |
| Public Relations | Guidance |
| Professional Development | Departmental Improvement |



**PLANNING AN
EMPLOYER/EMPLOYEE
APPRECIATION
ACTIVITY**

PLANNING AN EMPLOYER/EMPLOYEE APPRECIATION ACTIVITY

The annual employer/employee activity is one of the most important business and social events for cooperative education programs. The activity provides an opportunity for students and the school community to honor employers for their cooperation in hiring students and allowing them to participate in a learning laboratory for applying skills and knowledge developed in class. It is one of the best public relations activities for the program and the school community.

The purposes of the employer/employee appreciation activity are to

- honor employers and training sponsors for their assistance to the students employed
- promote favorable relationships between employers and the school
- afford an opportunity for students to make functional use of their planning skills in preparation for the activity
- place an emphasis on the total involvement of students
- demonstrate support of the employment community.

Determining the Kind of Appreciation Activity

To determine the best type of appreciation activity to be conducted, coordinators need to be thoroughly familiar with the school and business community. Coordinators should also obtain input regarding student and employer preferences, availability of transportation, suitability of combining with other cooperative programs in the school division, and attitude of school administrators toward multiple or single activities.

Activities that may be considered for an appreciation function are a breakfast, luncheon, tea, open house, evening banquet, dinner theater, or cookout. Local school guidelines, local facilities, and student/employer preferences will help to decide which of these or any other activity to conduct.

Advantages and disadvantages for combined or separate appreciation activities should be considered. In larger systems, administrators may prefer attending one activity rather than several (one for each school and/or program). Individual activities may be more appropriate for smaller school systems or in areas where distance between schools is great. In some schools or divisions, two or more subject areas utilizing cooperative education may choose to share an appreciation activity. If a speaker is included in a combined activity, he/she should be asked to include all programs in the remarks.

Often a special theme may be selected and carried out through publicity, decorations, and program design. If it is appropriate to have a speaker on the program, the theme may become the topic for the speaker's speech. Other program activities, which may be entertaining as well as informative, could include performances by students or former students in such activities as skits, success stories, and panels; motivational films; and multimedia presentations.

Evening banquets may include a speaker and entertainment. Time constraints should be considered if planning a speaker for a luncheon. Suggested speakers could include student organization officers, local administrators, outstanding employers, community leaders or city officials, state staff, and representatives of professional organizations. Current trends in a given program area, qualities for successful employment, professional employment responsibilities, expectations of professional workers, and school and community cooperation are some examples that provide appropriate topics for speakers.

Assigning Responsibilities

Ultimately, the coordinator is responsible for the employer/employee appreciation activity; however, in large divisions where one activity is shared by many coordinators, responsibilities may be divided. When a coordinator has the full responsibility, other department members may be willing to provide advice and assistance. It is very important, too, that the students are fully involved in the planning, preparation, and presentation of the activity since it is their employers who are being honored.

When setting the date of the appreciation activity, be sure to check school and community activities and holidays that might conflict with the activity and to place the date on the school calendar. Sometimes this information is requested as much as a year in advance. If you decide on a luncheon, assign the following responsibilities at least three months in advance of the tentative date of the activity:

- Facilities and Arrangements
- Special Guest List
- Invitations
- Decorations
- Printed Programs
- Supplies (place cards, nametags, and certificates)
- Finances
- Field Trip/Permission-To-Leave-School Notices
- Transportation.

- **Facilities and Arrangements.** The student responsible for facilities and arrangements is charged with the following duties:
 - Determine/confirm location several months in advance.
 - Determine/confirm menu.
 - Determine/confirm cost of luncheon. Cost of the luncheon should be adequate to cover the cost of decorations, nametags, and printing for invitations and program.
 - Determine/confirm number of tables needed and seating arrangements.
 - Determine/confirm whether background music will be provided.
 - Determine/confirm facilities and arrangements approximately one month prior to luncheon.
 - Determine/confirm reservations one week prior to luncheon.
 - Determine/confirm physical arrangements before luncheon, including number of tables, placement of head table, decorations, and availability of piano or taped music and microphone.
 - Collect funds.
 - Pay outstanding bills.

- **Special Guest List.** The student responsible for the special guest list is charged with the following duties:
 - Identify all special guests, for example,
 - Chairperson of School Board
 - Chairperson of Career and Technical Education Advisory Committee
 - Division Superintendent
 - Assistant Superintendent, Division of Instruction

- Director of Instruction
- Director of Guidance
- Director of Career and Technical Education
- State Staff.
- Raise funds for luncheon costs for special guests. This activity may be accomplished through organizing student fund raising, requesting a reimbursement from the school or division, or requesting payment from the special guest. Determine the local school division policy.
- Contact all special guests as soon as the date for the luncheon is set (so that special guests can place date on calendar).
- Furnish attendee count to person in charge of facilities and arrangements.
- Determine the placement of special guests at head table.
- **Invitations.** Each coordinator is responsible for inviting individual school administrators. Names of these persons should be given to the student responsible for the special guest list. Each coordinator is also responsible for issuing invitations to all of the students' employers. Invitations should be mailed or hand-delivered three-to-four weeks prior to the luncheon. All students should assist in the process. The student responsible for invitation procurement and distribution is charged with the following duties:
 - Prepare mock-up of invitation.
 - Determine number of invitations needed.
 - Obtain card stock and envelopes.
 - Obtain printed invitations.
 - Deliver/send printed invitations to all special guests and employers.

A sample invitation is shown on page 125.

- **Decorations.** The student responsible for decorations is charged with the following duties:
 - Obtain table count, table size, and color scheme from facilities and arrangements person.
 - Contact florist or horticulture department. Order appropriate number of table/flower arrangements, including one for the head table. Contract a price for all flowers.
 - Forward flower bill to person responsible for facilities and arrangements for payment.
 - Pick up floral arrangements and deliver them to luncheon facility; place on tables.
- **Printed Programs.** The student responsible for printed programs is charged with the following duties:
 - Obtain date, time, and location of luncheon.

- Obtain names of coordinator(s) and the school(s) they represent.
 - Obtain the names and school(s) of student participants. The program may require an alphabetized list of all employers (from coordinators) and the listing of students who take charge of the following:
 - Presiding
 - Welcome (student or school division official)
 - Invocation (if desired)
 - Introduction of employers
 - Introduction of guest speakers (if any)
 - Closing remarks
 - Music (if any).
 - Type program.
 - Arrange for program to be printed.
 - Pick up programs from printer and bring to event.
- **Supplies.** These include place cards, nametags, and certificates. One possibility is to let the nametags serve as the place cards as well. If place cards are to be used, the student responsible for supplies must make place cards for persons seated at the head table, and coordinators may decide to have place cards for all persons attending. For nametags, the student responsible for supplies is charged with the following duties:
 - Determine number of nametags needed.
 - Purchase nametags.
 - Distribute appropriate number of nametags to each coordinator.

Each coordinator is responsible for preparing nametags for students and their employers. Students should assist in preparing the nametags.

Each coordinator is also responsible for the following duties involved with preparing certificates:

- Obtain the appropriate number of blank certificates.
- Type the certificates.
- Deliver certificates signed by coordinator and principal to supervisor/director/superintendent for signature.
- Collect signed certificates (and appropriate number of frames, if framing is desired).
- Frame all certificates.
- Distribute certificates to students at the luncheon for presentation to respective employers.

A sample certificate is shown on page 126.

- **Finances.** Each coordinator is responsible for determining and forwarding luncheon costs to the person responsible for facilities and arrangements. Each student is

responsible for his/her expenses as well as the expense for the employer. Students should be made aware of this responsibility when they are placed in cooperative education. Opportunity for fund raising or the setting of cooperative education dues to cover this expense should begin early in the school year.

- **Field Trip/Permission-To-Leave-School Notices.** Each coordinator is responsible for field trip/permission-to-leave-school notices for all students attending the activity.
- **Transportation.** Each coordinator is responsible for transportation of students to the luncheon location.

Conducting Rehearsal for Students

Whether the appreciation activity is held with other schools or singly, a rehearsal is needed. The students should conduct the program. Students learn by doing, and a rehearsal helps develop poise and self-confidence.

A sample script is provided on page 127–128 for students performing at the appreciation activity.

Conducting the Appreciation Activity

Where necessary, transportation may need to be arranged for students to attend the activity if it takes place outside the school building. Prior instruction should be given the students regarding dress, acting as hosts for guests, seating arrangements, and general conduct. It may also be necessary to discuss table etiquette if the activity involves a meal. Coordinators and/or students should be available at the entrance to greet guests as they arrive. Some guidelines for decorum are found on page 129.

SAMPLE
INVITATION

The Cooperative Education Students

of the

_____ *Public Schools*

cordially invite you to attend

the Annual Employer/Employee Luncheon

Tuesday, the nineteenth of March

two thousand three

at twelve noon

The Lake Wright

6280 Northampton Boulevard

Norfolk, Virginia

RSVP by _____

**SAMPLE
CERTIFICATE**

(LOGO)

_____ *Public Schools*

Certificate of Appreciation

awarded to

for recognition of active participation in the training of

through cooperative education

for the year

Superintendent

Coordinator

Local Supervisor

Principal

SAMPLE
SCRIPT FOR COOPERATIVE EDUCATION
EMPLOYER/EMPLOYEE APPRECIATION LUNCHEON*

Presiding Student:

Good afternoon. *(Wait for attention by all.)*

Our luncheon today is an expression of our appreciation to our employers for giving the cooperative education students of the (school system) a chance to have on-the-job training while attending school. We sincerely appreciate this opportunity to increase our knowledge and improve our skills. This cooperative education instruction is a very important part of our training that we would not have without the fine cooperation of our employers.

We are happy to have all of you here. The official welcome will be given by (student) from (high school).

WELCOME *(The following script is offered if a student is presiding. Many divisions prefer a welcome from a school division official).*

We are honored today by the presence of our employers. Once a year, it is our privilege to have you as our guests at this appreciation luncheon.

In today's competitive job market, employers are looking for people who display initiative, accept responsibility, maintain positive attitudes, and demonstrate their potential for professional growth.

Your guidance is an important part of training us for the jobs of tomorrow. We appreciate the opportunities you have given us to improve our skills and attitudes as we prepare for careers in the business world.

Today, you are our guests; we are your hosts. We extend to each of you our hearty welcome.

Presiding Officer:

The invocation will be given by (student) from (high school).

INVOCATION *(if desired)*

**Script adapted from Norfolk City Public Schools.*

Presiding Student:

(For buffet) Please allow the persons at the head table to proceed through the serving line first. Then, if those of you at the tables nearest to me will follow, moving from there one row of tables at a time, I believe all will be able to be served more quickly. *(If there is a large group, keep some guests seated to avoid having the guests stand in line a long time.)*

(For seated meal) Please enjoy your meal.

(After most have finished eating) May I have your attention. Those of you who have not finished eating, please continue. It is our pleasure to honor our employers at this time. In your program is a list of these employers. (Student) from (high school) and (student) from (high school) will read the names.

Student #1:

It is my pleasure to recognize these employers. Please stand when your name/firm is called *(reads first half of list)*.

Student #2:

I have the honor of recognizing these employers. Please stand when your name/firm is called *(reads second half of list)*.

Student employees, please stand and present your employers with their certificates of appreciation.

Presiding Student:

We would like to acknowledge our special guests. Attending today are school administrators, guidance counselors, and career and technical education department chairpersons who actively support our program. Would these persons please stand to be recognized? *(Special guests stand.)*

We would also like to recognize the persons who make this program so successful and who contribute greatly of their time and efforts. Would the coordinators please stand? *(Coordinators stand.)*

(Closing remarks) It is a pleasure to have (superintendent and/or student) of the (school division) with us who will bring closing remarks.

(After remarks) Thank you, (person's name).

We sincerely appreciate your presence today. We look forward to seeing each of you again next year. Good afternoon.

SAMPLE
STUDENT GUIDELINES FOR LUNCHEON*

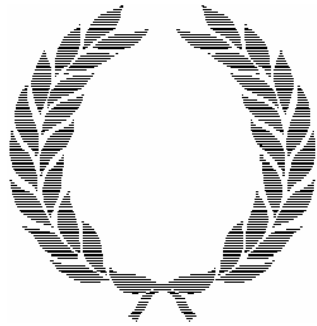
(Location)
(Date, Time)

1. Dress appropriately for the occasion. Strive to present a professional appearance.
2. We will leave from (room) at (time). BE THERE, ready to go. Your permission slip must be returned BEFORE you leave school. Turn it in early. If you are driving a car or need a ride, let your coordinator know.
3. When you arrive at the (location), get your employer's certificate and nametags from the designated table and reserve seats for you and your employer.
4. When your employer arrives, greet and escort him/her to the table. Introduce your employer and yourself to others at the table. If possible, introduce your employer to school/division personnel.
5. When the program begins, remain silent while others are speaking. Once the opening remarks are completed, you will be directed to the buffet (if buffet) in an orderly fashion. Let your employer go ahead of you. Be polite. Watch your table manners. Continue conversation. Make it a pleasant meal.
6. As soon as most people have finished their lunch, the program will begin. Give each speaker your attention. Applaud as each speaker is introduced and when he/she finishes speaking.
7. You will present a certificate. LISTEN for directions to stand with your employer. Stand, hand the certificate to your employer, and say, "Thank you." Sit down.
8. The program will be adjourned following the closing remarks.
9. At all times be on your best behavior. Be perfect hosts.
10. Have an enjoyable time.

**Guidelines adapted from Norfolk City Public Schools.*

SAMPLE
CHECKLIST FOR COOPERATIVE EDUCATION
EMPLOYER/EMPLOYEE APPRECIATION ACTIVITY

Responsibility	Date Completed	Name of Student	Student Record of Finances		
			Total Amount Due	Partial Payment (Date/Amount)	Total Paid (Date/Amount)
Type of Activity		1.			
Date of Activity		2.			
Location and Time		3.			
Arrangements (menu, physical arrangements, program)		4.			
Invitations Ordered		5.			
Guest List Prepared (students, employers, special guests)		6.			
Invitations Mailed		7.			
Table/Room Decorations Ordered		8.			
Preparation of Program, Nametags/Place Cards		9.			
Preparation of Certificates		10.			
Student Permission-To-Leave-School Forms on File		11.			
Confirmation of Facilities/Arrangements /No. Attending (including self)		12.			
Finances		13.			
Program Rehearsal		14.			
Student Rehearsal		15.			
Transportation		16.			
		17.			
		18.			
		19.			
		20.			
		21.			
		22.			
		23.			
		24.			
		25.			
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34.					
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36.					
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38.					
39.					
40.					
41.					
42.					



**CONDUCTING
COOPERATIVE
EDUCATION
ADVISORY
COMMITTEES**

CONDUCTING COOPERATIVE EDUCATION ADVISORY COMMITTEES

A functioning advisory committee can aid in the promotion of, as well as facilitate the effective operation of, a career and technical education program using the cooperative method of instruction. The purposes of this section are to provide information about advisory committees and to present guidelines for organizing occupational committees.

Definitions

- **General Advisory Council.** A group usually composed of seven-to-eleven persons from the business, industrial, and labor community selected by a school system to assist and advise career and technical education planners and administrators in the operation of all career and technical programs within the division.
- **Occupational Advisory Committee.** A group usually composed of four-to-six members (this varies with the size of the division and the locality) knowledgeable in various occupational areas that relate to all programs in the cooperative method of education disciplines.
- **Program Committee.** A group usually composed of four-to-six members knowledgeable in a specific occupational program area.

Guidelines

An Occupational Advisory Committee is organized to provide guidance and direction for the program. This group is only advisory in character; it has no administrative or policy-forming power.

The committee meets three-to-four times a year (or as determined by need) and includes representatives of the business/industry community. School representatives, such as the cooperative education coordinator and career and technical education director, serve as ex-officio members. Recent graduates, students, and parents might also be considered for membership. The members are appointed to definite terms of office usually from one-to-three years. Members are involved in the following:

- determining community employment needs
- publicizing and promoting the programs
- developing employment opportunities
- evaluating the programs
- advising about program objectives and course content.

Specific Activities

Specific activities for involving General Advisory Council members in the cooperative education program include the following:

- publicizing the program
- arranging for presentations by cooperative education teacher-coordinators to civic and business groups
- providing news releases to newspapers and magazines and to newsletters of business/industry firms
- visiting with other business/industry personnel to discuss programs using the cooperative method
- evaluating public relations policies and actions
- assisting with special events such as Career and Technical Education Week and similar activities
- assisting in developing and conducting local community surveys
- identifying potential training stations for cooperative education students
- assisting in development of or changes in curriculum
- assisting in the development of educational objectives
- assisting in the review of course content
- assisting in the review of standards of proficiency to be met by students
- assisting in the selection of texts and reference materials
- evaluating sample training plans for students in programs using the cooperative method

- loaning films, display materials, and other instructional aids
- making equipment recommendations
- assisting in program evaluation and follow-up procedures
- identifying full-time placement opportunities for program graduates
- assisting in identifying training needs for specialized areas in business/industry
- helping to identify appropriate careers for the physically or mentally handicapped
- serving as guest speakers and resource people
- serving as judges for local, regional, state, and national career and technical education student organization competitive events
- assisting at new-student orientation and parents' night programs
- conducting mock interviews with students
- designing and awarding certificates of recognition to career and technical education student organization state winners
- promoting contributions from business/industry organizations to provide trophies and plaques to career and technical education student organization regional competition winners
- participating in cooperative education employer/employee recognition activities.

Procedures

The school system (or teacher-coordinator) is responsible for the following:

- sending letters of invitation to prospective members. (See sample on page 140.)
Cooperative education coordinators, principals, or other teachers may recommend names of prospective members
- listing duties, responsibilities, and terms of service in writing
- developing a set of bylaws and adhering to them (See sample on page 142.)
- sending minutes of meetings to appropriate administrators
- sending agenda to each member and appropriate administrator prior to meetings (See sample on page 143.)
- issuing a certificate of appreciation (perhaps framed) to members who have completed their terms of membership.

Additional Tips for Effective Cooperative Education Committee Maintenance

Occupational Advisory Committees are invaluable resources. Members are eager to participate in and contribute to the occupational program if given the proper leadership and direction. Incorporating several or all of the following suggestions will aid a career and technical educator in maintaining an effective Occupational Advisory Committee:

- Provide a handbook for each advisory committee member.
- Conduct meetings on an organized time schedule.
- Conduct at least one luncheon meeting during the year.
- Plan an annual dinner or breakfast featuring a distinguished speaker.
- Maintain an atmosphere of informality at committee meetings and encourage a two-way exchange of information.
- Send each member a copy of the minutes as soon as possible after the meeting and maintain a complete set of the minutes at the school.
- Involve advisory committee members in planning ways to make career and technical programs available, attractive, and meaningful to all students.
- Ask advisory committee members to assist in developing practical experiences for students.
- Keep members informed about legislation that affects the career and technical program.
- Invite advisory committee members to serve as resource persons in classrooms.
- Invite members to participate in student organization activities.
- Encourage the school administration to reward and recognize the committee's efforts.
- Provide special recognition for advisory committee members who have contributed outstanding service.
- Ask members for suggestions to improve the effectiveness of the advisory committee.

SAMPLE
GENERAL ADVISORY COUNCIL
CANDIDATE INFORMATION FORM

Name: _____

Business address: _____

Business telephone: _____

Occupation or title: _____

Major job duties: _____

Educational level: _____

Degree of interest of candidate (circle one): (low) 1 2 3 4 5 (high)

This candidate would represent the following areas of interest to the General Advisory Council:

Comments:

Interviewer: _____

Date: _____

SAMPLE
INVITATION TO
OCCUPATIONAL ADVISORY COMMITTEE
MEMBER*

Date

(Name)
(Address)

Dear (Name of Invitee):

You have been recommended to serve on the Cooperative Education Occupational Advisory Committee for (School Division). The purpose of the Occupational Advisory Committee is to provide a stronger link between the schools and the business/industry community that employs our graduates.

In accepting this invitation, you would be expected to meet approximately three times annually with three-to-five other business/industry representatives, teachers, and school administrators. The first meeting is scheduled for November. The time and place of this meeting will be sent to you at a later date.

This advisory committee will play an important role in keeping our curriculum updated to the needs of the business/industry community. We would consider it an honor if you would accept this invitation. Please call (Name of Coordinator), Cooperative Education Coordinator, (Name of School) Public Schools. Telephone (Phone Number of Coordinator) by (Date), to indicate your willingness to serve.

Sincerely,

(Signature)

(Typed name)
Superintendent (or other designated school official)

**Adapted from Portsmouth Public School*

SAMPLE
COOPERATIVE EDUCATION
OCCUPATIONAL ADVISORY COMMITTEE
CHARTER

I. Name

The committee will be called the Cooperative Education Occupational Advisory Committee of (Name) High School.

II. Purpose

The committee is formed to carry out the following:

- Assist local cooperative education administrators and teachers in the successful operation and promotion of the cooperative education program.
- Advise cooperative education administrators and teachers in the following areas:
 - Relevancy of instructional materials
 - Appropriateness and adequacy of laboratory equipment
 - Teacher qualifications
 - Placement and follow-up of graduates
 - Student organization
 - Employment needs in business/industry occupations.
- Facilitate cooperation and communication with the public, business/industry organizations, and institutions of learning.

III. Policy and Policy Development

Policy is enacted officially by the local board. None of its authority is given to the Cooperative Education Occupational Advisory Committee.

Suggestions for policy and recommendations for improvement may come to the School Board from the Cooperative Education Occupational Advisory Committee through the General Career and Technical Education Advisory Council. The Cooperative Education Occupational Advisory Committee may review proposals from other sources and may originate policy proposals.

IV. Tenure and Responsibility of Cooperative Education Occupational Advisory Committee

The committee may be dissolved by a majority vote of the local board. The board may reorganize the committee if it feels that the committee could function more efficiently under a different organization.

Specific authorization by the local school board is necessary before the committee may promote the adoption of its proposed school policy and plans.

SAMPLE
COOPERATIVE EDUCATION
OCCUPATIONAL ADVISORY COMMITTEE BYLAWS*

- I. Name
- II. Area Served
- III. Membership
 - A. Number of Members
 - B. Term of Office
 - C. Appointment of Members
 - D. Ex-Officio Members
- IV. Purpose and Responsibilities
 - A. Purpose of Committee
 - B. Responsibilities
- V. Organization
 - A. Officers
 - B. Term of Officers
 - C. Minutes
- VI. Policies and Procedures
- VII. Meetings
 - A. Regular Meetings
 - B. Special Meetings
 - C. Quorum
 - D. Agenda
- VIII. Committees

**Suggested outline adapted from Danville Public Schools, Danville, Virginia*

SAMPLE

**AGENDA FOR A REGULAR COOPERATIVE EDUCATION
OCCUPATIONAL ADVISORY COMMITTEE MEETING**

Call to Order

- Roll Call
- Approval of minutes of previous meeting
- Reports of officers and committees
- Standing committees
- Special committees
- Unfinished business
- New business
- Announcement of next meeting date

Adjournment

NOTE: It is advised that a specific amount of time be set for these meetings and that the chairperson move the meeting along so that each item on the agenda is covered.