




EMPLOYMENT OPPORTUNITIES

Cooperative Agriculture Education
Cooperative Office Education
Louisiana
Cooperative Family and Consumer Sciences
Cooperative Health Occupations
Cooperative
Cooperative Agricultural Education
Trade and Industrial Cooperative Education
Education
Cooperative Office Education
Handbook
Cooperative Family and Consumer Sciences
Cooperative Health Occupations
Coop
Louisiana Department of Education Reaching for Results
Ceeli J. Picard, State Superintendent of Education 
Trade and Industrial Cooperative Education
Summer 2001
Cooperative Agriculture Education



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Introduction

The purpose of this handbook is to provide Cooperative Education Teachers in Louisiana with an additional resource when planning and organizing the delivery of their cooperative education program. Although this program is offered statewide, specific arrangements are worked out locally between individual employers and school staff, in accordance to Bulletin 741 rules and regulations and local customs.

As the nation struggles with implementing programs that promote whole-school reform to meet the needs of our students, as well as our fast-paced high-tech global society, experts are drawing lessons and strategies from successful education and training programs already in place. Cooperative education (Co-op) is one of the oldest of these programs. It helps students to develop an appreciation of the relevance of academic subject matter to workplace performance, and to gain valuable work experience and skills while exploring career interest and abilities, thus promoting student academic achievement.

Why is Cooperative Education Important?

- Seventy percent of American jobs in the 21st century will call for more education than required for a high school diploma, but less education than required for a baccalaureate degree.
- Business, industry, and labor have concerns about the quality and competitiveness of the American workforce in the global economy.
- Students are afforded an opportunity to bridge the gap between the classroom and the world of work.
- Cooperative education leads to high-skills, high-wage jobs that keep America running; “new collar” jobs that enable young people to form families, live good lives, and contribute to their communities.

Many of the recently adopted national and state initiatives promote the importance of relevancy in the students’ learning to their future success in the workforce of the 21st century as well as to their becoming productive citizens and lifelong learners. Some of these initiatives as they relate to Career and Technical Education include the following: Career Clusters, Career Majors, Career Academies, Industry Based Certifications, School-Based Enterprises and Work-Based Learning. These initiatives are further discussed in the general information section of this handbook. Workplace skills that should be incorporated into the students’ classroom work as well as on-the-job training expectations are also included in the appendix of this handbook.

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General Information

Recent trends indicate that approximately three-quarters of new employees have insufficient oral and writing skills, while technology demands high-skilled jobs. The growing interdependence between education and economics has made evident the strong link between what students are asked to learn and what they will do with the rest of their lives. Students who are currently economically or socially disadvantaged will make up a large portion of tomorrow's workforce. This fact means that all students must be prepared for a quality educational experience, one that goes beyond the abstract theories to the practical uses and applications of education in careers and the workplace.

Career and Technical Education Opportunities

Career and Technical Education programs and courses are designed to prepare all youth with the education and technical skills needed for successful employment in various careers and professions. Career and Technical Education is academically rigorous and career relevant, teaching students to apply high-level mathematics, science, and languages in the workplace and communities. Career and Technical Education also prepares students for college, should they choose to attend. It enhances academics by bringing real-world context and application to education. Providing relevance is an important key to improving student achievement. Students who grasp the relevance of what they are learning and who recognize how it relates to their future are motivated to work harder.

The seven Career and Technical Education program areas offered in grades 7–12 in Louisiana include Agriculture, Business, Family and Consumer Sciences, Health Occupations, Marketing, Technology, and Trade and Industrial Education. Each program area offers a variety of skill-related courses that can be grouped under the newly formulated U.S. Department of Education Career Clusters.

U.S. Department of Education—16 Career Clusters

The U. S. Department of Education has adopted 16 broad Career Clusters that represent all careers from entry-level through professional/technical management. The Career Clusters offer a relevant context for learning; students connect what they learn in school with the knowledge and skills needed for success. The clusters are a tool that parents, teachers, administrators, and counselors can use to assist students in planning their pathways to college and/or employment. The sixteen clusters are discussed below.

1. **Agricultural and Natural Resources:** Planning and managing agriculture food, fiber and natural resources systems; production of agricultural commodities, including food, fiber, wood products, horticultural crops, and other plant and animal products; financing, processing, and marketing and distribution of agricultural products; farm production and supply and service industries; horticulture and landscaping service, and the use and conservation of land and water resources; development and maintenance of recreational resources. It also includes mining and extraction operations and related environmental management services.
2. **Arts, Audio-Video Technology, and Communications:** Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.
3. **Business and Administrative Services:** Planning, managing and providing administrative support; information processing accounting; and human resource management services and related management support services.

4. **Construction:** Designing, planning, managing, building, and maintaining physical structures and the larger built environment including roadways and bridges and industrial, commercial, and residential facilities and buildings.
5. **Education and Training Services:** Planning, managing, and providing education and training services and related learning support services including assessment and library and information services.
6. **Financial Services:** Planning, managing and providing banking, investment, financial planning and insurance services.
7. **Government and Public Administration:** Planning, managing and providing government, legislative, and administrative and regulatory services and related general purpose government services at the federal, state, and local levels.
8. **Health Science:** Planning, managing, and providing diagnostic, therapeutic, and information and environmental services in health care.
9. **Hospitality and Tourism:** Planning, managing, and providing lodging, food, recreation, convention and tourism and related planning and support services such as travel-related services.
10. **Human Services:** Planning, managing, and providing human services including social and related community services.
11. **Information Technology Services:** Designing, developing, managing, and supporting hardware, software, multimedia, and systems integration services.
12. **Legal and Protective Services:** Planning, managing, and providing judicial, legal, and protective service including professional and technical support services in the fire protection and criminal justice systems.
13. **Manufacturing:** Planning, managing, and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance, and manufacturing/process engineering.
14. **Retail/Wholesale Sales and Services:** Planning, managing, and performing wholesaling, and retailing services and related marketing and distribution support services including merchandise/product management and promotion.
15. **Scientific Research, Engineering, and Technical Services:** Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services and research and development services.
16. **Transportation, Distribution, and Logistics Services:** Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water, and related professional and technical support services such as transportation, infrastructure planning and management, logistics services, mobile equipment, and facility maintenance.

The Career Options Law

During the 1997 legislative session, Louisiana's lawmakers recognized that students must have a comprehensive plan in place in order to address educational preparedness. As a result, the Career Options Law, which mandates the implementation of Five-Year Educational Plans for all high school students by 2006, was signed by Governor Foster. This legislative vision parallels the Southern Regional Education Board's High Schools That Work initiative by involving each student and his/her parents in a career guidance and individualized advisement system aimed at ensuring the completion of a program of study with a career or academic major. All high schools in Louisiana now offer a minimum of at least one career major with some high schools offering as many as 30 career majors.

The Career Major

A *career major* is defined as a coherent sequence of courses or field of study that prepares the student for a first job and/or further education/training. The sequence of courses may be delivered in a variety of ways: career academies, industry-based certifications, school-based enterprises, or work-based learning that may include job shadowing, paid or unpaid internships, cooperative education and apprenticeship.

Choosing a career major also affords students the opportunity to earn articulated credit and/or be enrolled concurrently at a postsecondary institution, where the student may continue his/her education after high school and pursue a 2-year or 4-year degree. Some students may continue their education by entering a registered apprenticeship program, while other students may enter the military or go immediately to work.

Career and Technical Related Initiatives That Promote Cooperative Education

Career Academies. Career Academies generally share three basic features, which include the following: 1) the **small learning communities** are comprised of a group of students who have some of the same teachers for at least two years and who share several classes each year; 2) they **combine a college-preparatory curriculum with a career theme** (e.g., health care, business and finance, hospitality and tourism and communications media); 3) academies **embody partnerships with employers**, who provide advice on curriculum, guest speakers, supervision of internships; who provide financial or in-kind support; and who sometimes serve as mentors.

Industry-Based Certifications. After successful completion of prescribed coursework, work related experience, and testing, students receive a credential that is recognized nationally, regionally and/or locally. This credential automatically places students in a position as a first choice candidate for a related job, usually with a higher starting salary than an entry level employee.

Dual Enrollment/Articulation. *Articulation* is a systematic, seamless student transition process from secondary to postsecondary education, which minimizes content duplication. It serves as a vehicle for students to earn postsecondary credit while enrolled in high school or upon entering postsecondary study.

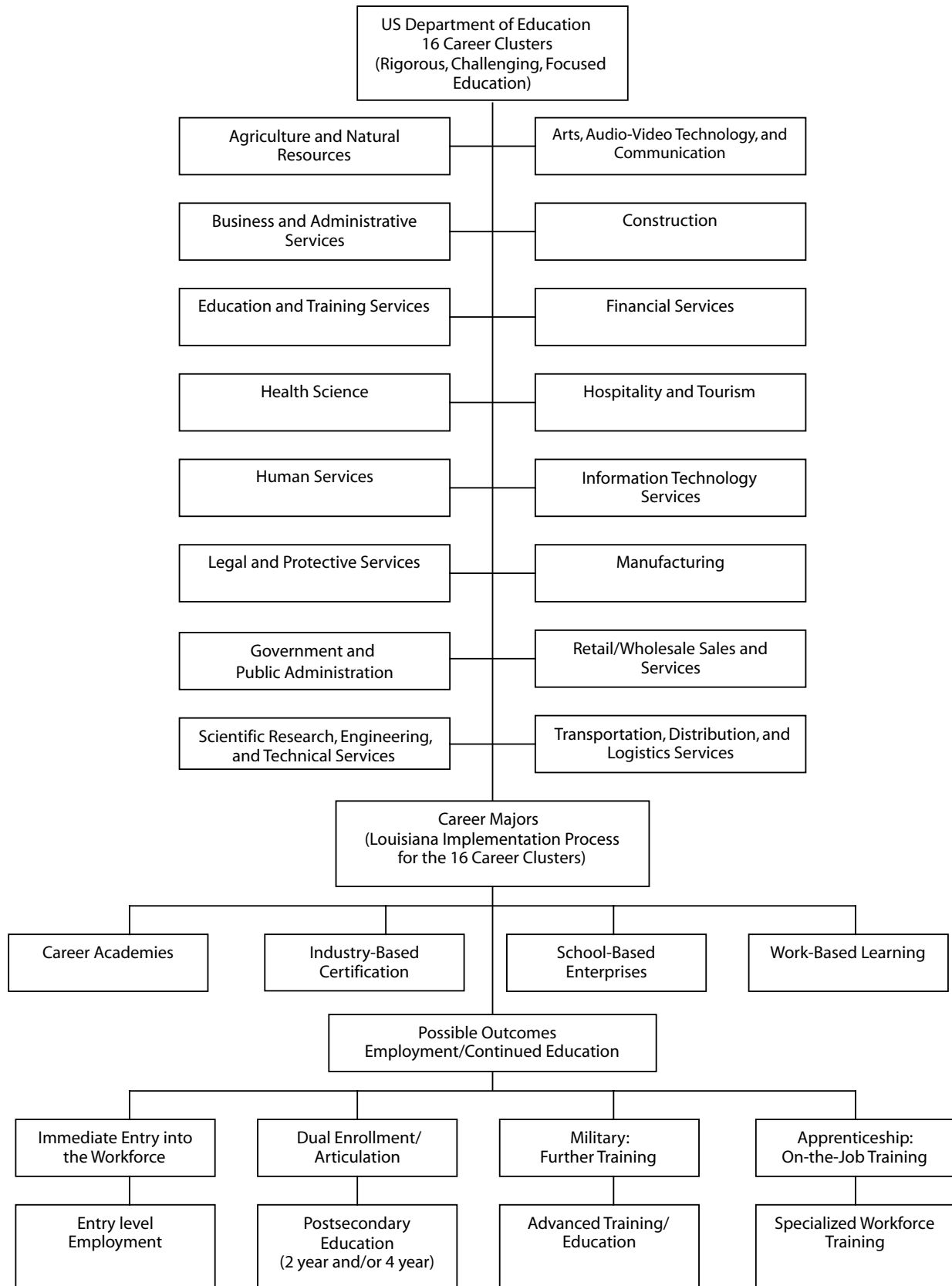
Apprenticeships. Students are assigned to a mentor to become proficient in a specific skill. This formal educational process combines on-the-job training, work-experience, and classroom instruction to ensure the students' mastery of a career and technical education skill.

School-Based Enterprise. School based enterprises are usually organized on a school site where students are engaged in producing goods or services for sale. Students are involved in managing a business as a part of their school program.

Work-Based Learning. Under the supervision of a teacher, students are involved in a structured work-site employment where they receive occupational training that advances knowledge and skills in essential academic learning requirements. Some of the different types of work-based learning offered in high schools today include the following:

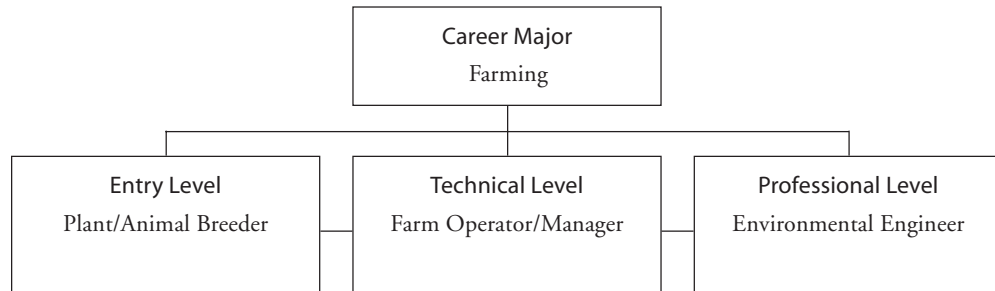
- Job Shadowing
- Service Learning
- Internships
- Cooperative Education
- Apprenticeship

Building Linkages

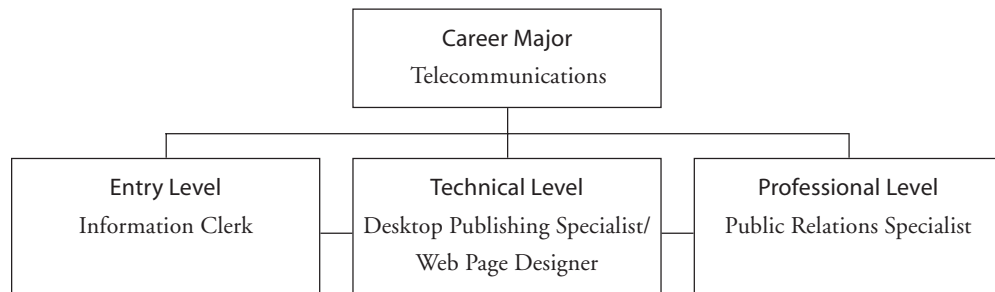


Career Clusters and Career Majors: Examples of Occupations

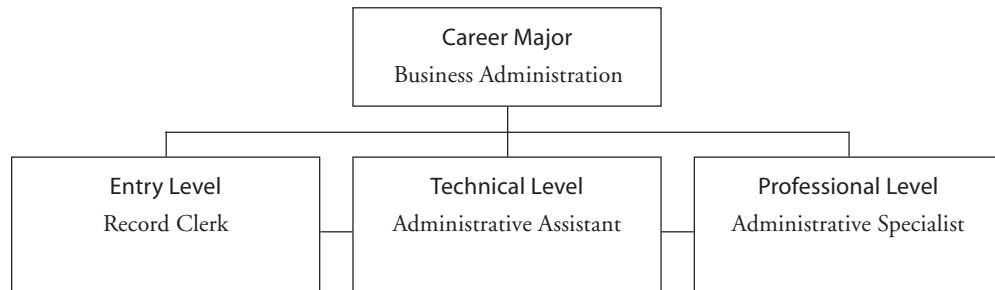
Agricultural and Natural Resources Cluster



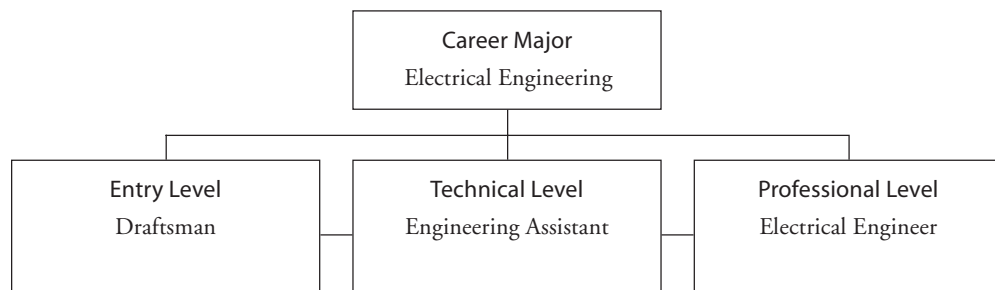
Arts, Audio-Video Technology, and Communications Cluster



Business and Administrative Services Cluster

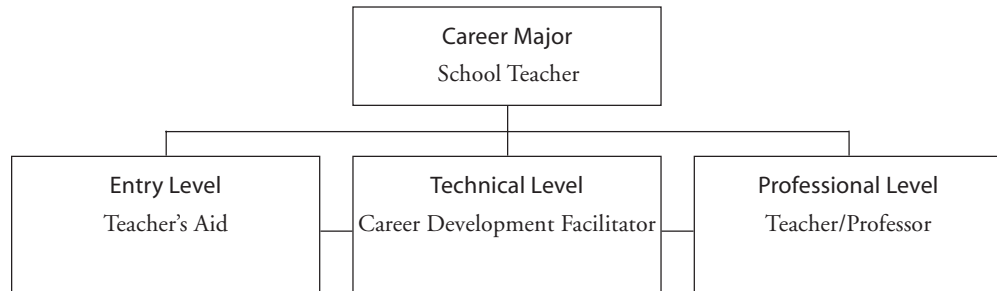


Construction Cluster

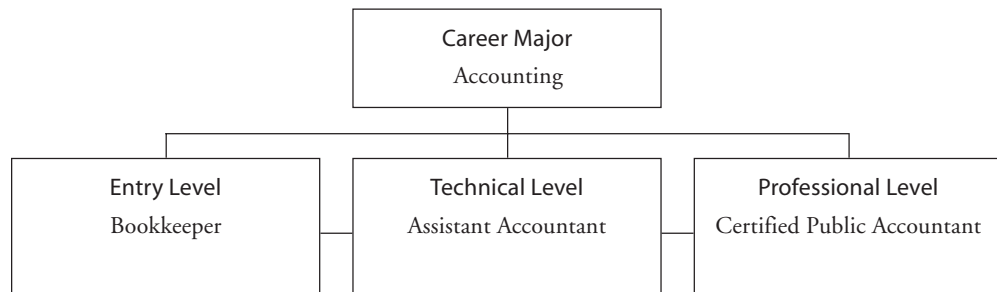


Career Clusters and Career Majors: Examples of Occupations

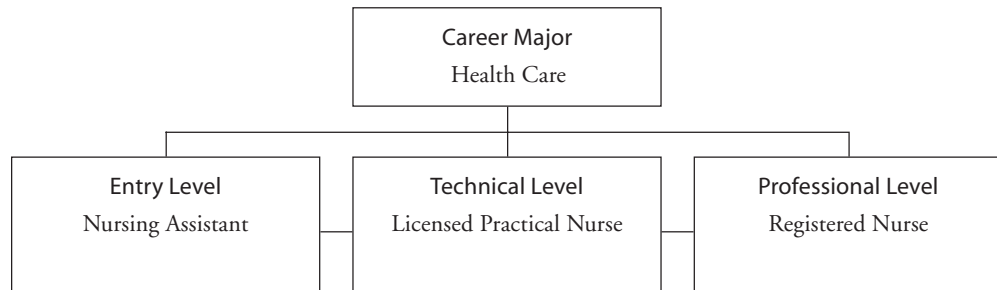
Education and Training Services Cluster



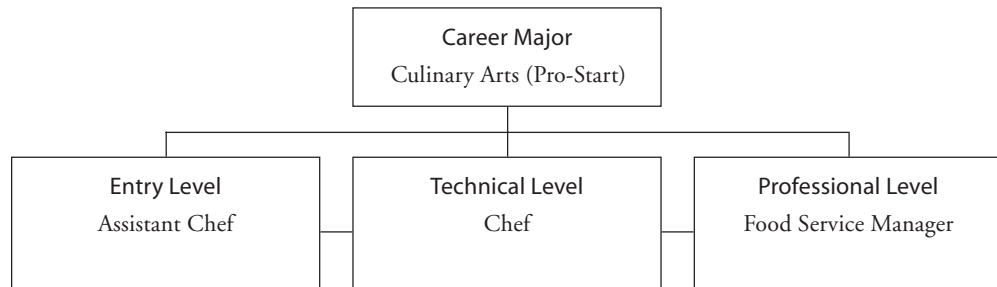
Financial Services Cluster



Health Science Cluster

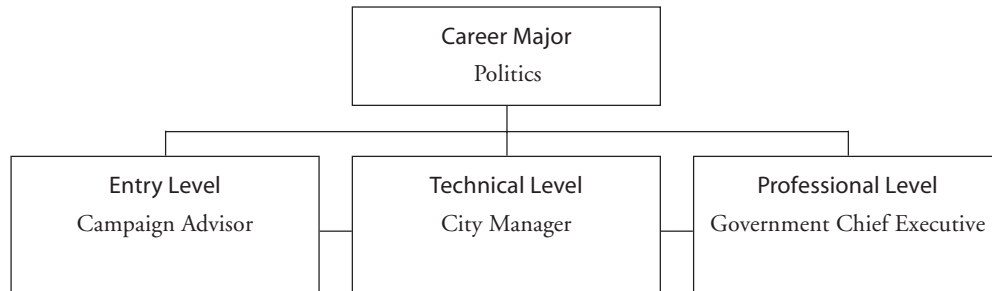


Hospitality and Tourism Cluster

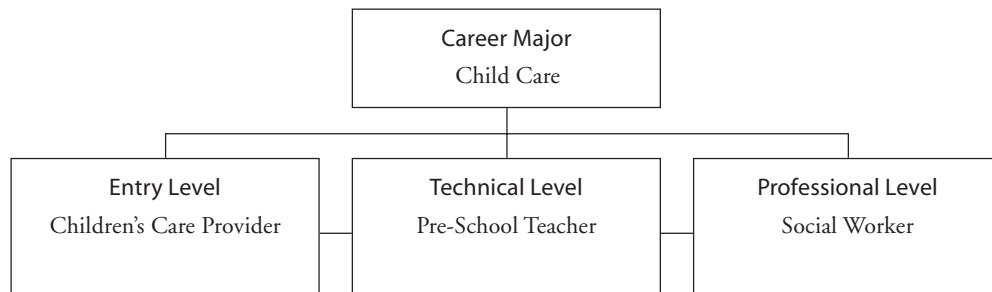


Career Clusters and Career Majors: Examples of Occupations

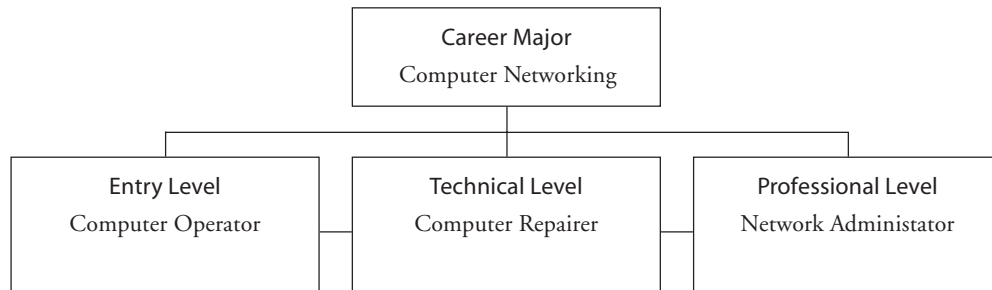
Government and Public Administration Cluster



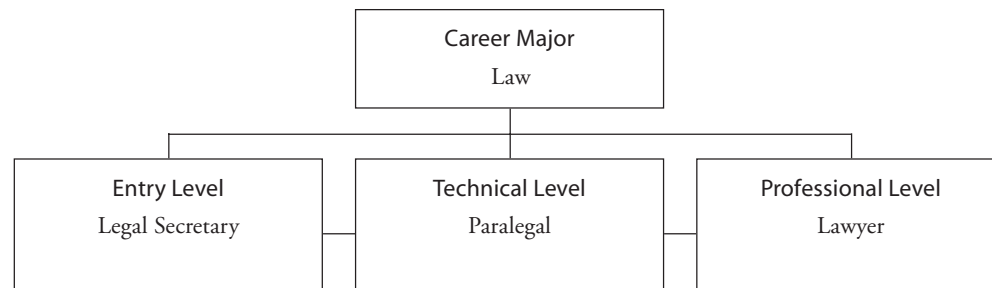
Human Services Cluster



Information Technology Cluster

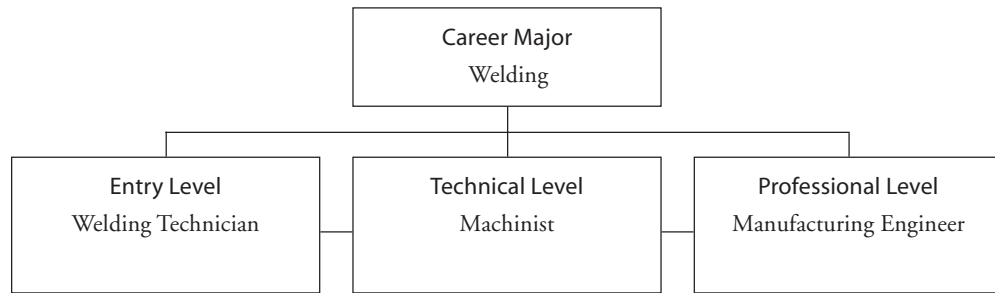


Legal and Protective Services Cluster

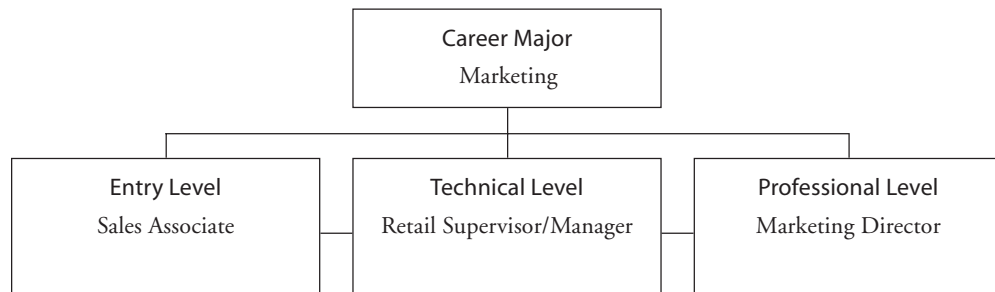


Career Clusters and Career Majors: Examples of Occupations

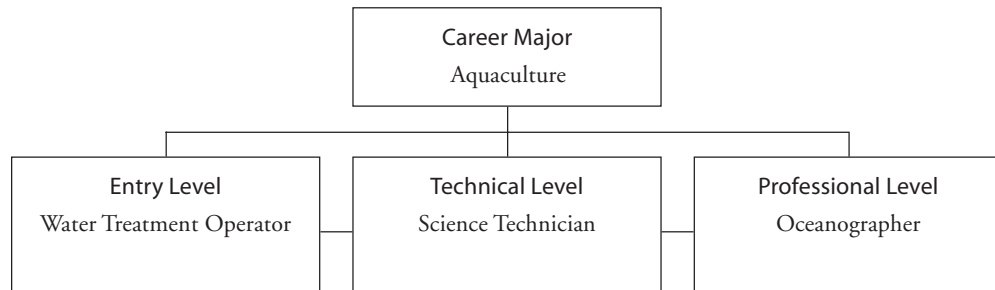
Manufacturing Cluster



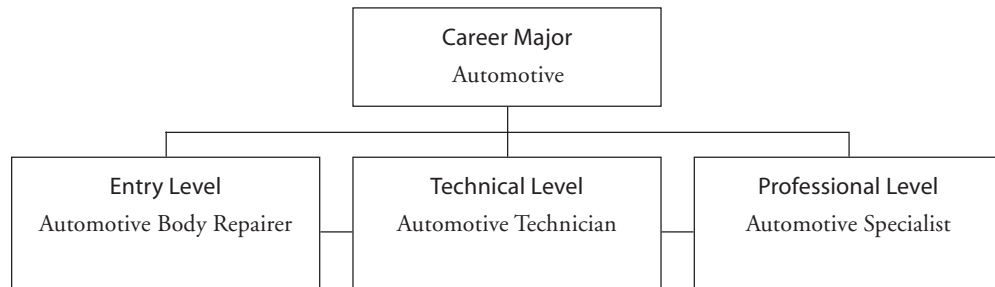
Retail/Wholesale Sales and Services Cluster



Scientific Research, Engineering, and Technical Services Cluster



Transportation Distribution and Logistics Cluster



Cooperative Education: Program Overview

Cooperative education (Co-op) is a structured educational strategy integrating classroom studies with learning through productive work experiences in a field related to a student's academic or career goals. It provides progressive experiences in integrating theory and practice. Co-op is a partnership among students, educational institutions, and employers, with specified responsibilities for each party. These responsibilities are described in this section.

Essential Characteristics

- Recognition by school administration, teaching faculty, and co-op faculty as an educational strategy integrating work related classroom learning and progressive work experiences, with academics.
- Structure for multiple work experiences in formalized sequence with study
- Work experiences that include both an appropriate learning environment and productive work
- Work experiences related to career or academic goals
- Pre-employment preparation for students, as well as ongoing guidance
- Agreement among the school, employer and the student
- Job description and new learning opportunities
- Specified minimal work periods
- Work monitored by the school and supervised by employers
- Official school enrollment during employment
- Recognition as a co-op employee by the employer
- Evaluations by the student, the school, and the employer with guided reflection by the student
- Remuneration for the work performed
- Provision for employer and school evaluation of quality and relevance of the work experience and curriculum
- Designed to maximize outcomes for students, employers, and the school

(National Commission for Cooperative Education)

The Cooperative Education Student

The status of high school cooperative education has suffered because of its link to vocational education. Traditionally, one of the myths about vocational education is that it is for students who are lower performing, and is therefore considered a dumping ground for students who are not successful in the academics. However, most cooperative education programs have admission requirements such as a 2.0 grade point average, good attendance, and no disciplinary problems. These requirements are important for the programs to be successful. In addition, cooperative education students must take their related course (or courses) concurrently with the cooperative education course or have successfully completed the related course before being placed in the cooperative education course.

Selecting Quality Sites

The teacher coordinator must conduct an on-site assessment of each future place of employment. This assessment will involve conducting door to door visits; talking with personnel and human relations' people about goals of the program and the role the business partner will play; and taking into consideration the following:

- the employer's and supervisor's positive attitude and commitment to the provision of experiential learning opportunities;
- the opportunity for each student to work in a one-on-one relationship with a supervisor;
- the range and scope of the learning opportunities and experiences available;
- the technology, equipment, and facilities provided at the placement;
- the health and safety conditions of the workplace; and
- the business's employment policies.

(Carol Ascher 1994)

Training Students and Employers for Co-op Programs

All cooperative education students must experience the school's orientation to the program before going to work. Employers are strongly encouraged to participate in this orientation. The teacher-coordinator will arrange the orientation session and will see that the following items are discussed:

- Training Agreement
- Training Plan
- Safety Precautions
- Dress Code and Behavior
- Sexual Harassment
- Confidentiality
- Other Paper Work

Orientation meetings are vital to the smooth operation of the cooperative education student experience. Each cooperative education student is required to attend this meeting and is encouraged to be accompanied by one or both parents/guardians to make sure everyone understands what is involved.

Benefits to Students

- Gain experience in the business world
- Develop a system of networking
- Improve communication skills
- Develop teamwork
- Develop interview skills

Benefits to Employers

- Promote a qualified workforce
- Increase the pool of qualified candidates
- Reduce the cost of recruiting, hiring and training employees

- Develop the skills of current workers as mentors and supervisors
- Help students and parents understand workforce requirements
- Establish an ongoing relationship with the local area High School
- Help educators improve the curriculum to meet your business or industry's need for qualified employees

Cooperative Education

Bulletin 741 Policies and Standards

System Policies and Standards

Cooperative Education Programs

1.180.00. Cooperative education programs shall provide opportunities for vocational education students to receive on-the-job training and related classroom instruction in the areas of Cooperative Agriscience Education (CAE), Cooperative Office Education (COE), General Cooperative Education (GCE), Health Occupations Cooperative Education (CHO), Family and Consumer Sciences Cooperative Education (CFCS), Marketing Education (CME), and Trade and Industrial Cooperative Education (TICE).

Requirements for Teachers

1.180.01. The teacher–coordinator shall hold a valid teaching certificate entitling the holder to teach cooperative education in the vocational program or a valid vocational technical certificate (VTIE) to teach Trade and Industrial Cooperative Education.

Scheduling Cooperative Education Courses

1.180.02. Cooperative education programs shall incorporate classroom instruction and on-the-job training. The classroom phase shall include a total of five hours each week (one regular period per day) of vocational related classroom instruction. The on-the-job training phase shall include a minimum of 15 hours of job training per week for the entire year. Teacher-coordinators shall be scheduled for classroom instruction and on-the-job supervision in accordance with the number of cooperative students enrolled. It is recommended that teacher-coordinators be scheduled as follows:

- Classroom Instruction
 1. One period per day for 10–33 students
 2. Two periods per day for 34–50 students
- On-the-Job Supervision
 1. One period per day for 10–33 students
 2. Two periods per day for 34–50 students

Requests for exceptions to this standard shall be made in writing by the principal through the local superintendent to the Office of School and Community Support, State Department of Education. Permission to alter the recommended enrollment for classroom instruction and/or on-the-job supervision will be based on the presentation of convincing evidence of unusual or extenuating circumstances.

Facilities

1.180.04. The local educational governing authority shall provide use of a telephone for teacher-coordinators of cooperative education programs to use for placement/coordination/follow-up activities.

1.180.05. The local educational governing authority should make available a private area for teacher-coordinators of cooperative education programs to use for student/parent/employer consultation.

School Policies and Standards

Cooperative Education Programs

2.180.00. Cooperative education programs shall provide opportunities for vocational education students to receive on-the-job training and related classroom instruction in the areas of Cooperative Agriscience Education (CAE), Cooperative Office Education (COE), General Cooperative Education (GCE), Health Occupations Cooperative Education (CHO), Family and Consumer Sciences Cooperative Education (CFCSE), Marketing Education (CME), and Trade and Industrial Cooperative Education (TICE).

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- On-the-Job Supervision
 3. One period per day for 10–33 students
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Requests for exceptions to this standard shall be made in writing by the principal through the local superintendent to the Office of School and Community Support, State Department of Education. Permission to alter the recommended enrollment for classroom instruction and/or on-the-job supervision will be based on the presentation of convincing evidence of unusual or extenuating circumstances.

Minimum Enrollment in a Cooperative Office Education Class

2.180.03. A cooperative education class shall maintain an enrollment of 10 students.

Facilities

2.180.04. The school shall provide use of a telephone for teacher-coordinators of cooperative education programs to use for placement/coordination/follow-up activities.

2.180.05. The school should make available a private area for teacher coordinators of cooperative education programs to use for student/parent/employer consultation.

Teacher-Coordinator

2.180.06. Reimbursement of travel expenditures for placement, supervision, and coordination activities of the cooperative education program should be provided.

2.180.07. The teacher-coordinator and the employer shall cooperatively develop a training memorandum for both the classroom phase and the on-the-job training phase. The training memorandum shall include (a) length of training, (b) skills and knowledge to be taught in the classroom, and (c) skills to be learned through on-the-job training.

2.180.08. Copies of the training memorandum shall be maintained in each cooperative education student's folder and provided to the training sponsor (employer). The cooperative training memorandum is required in lieu of the employment certificate for minors.

2.180.09. Each teacher-coordinator must submit class organization and end-of-the-year reports to the Office of School and Community Support, State Department of Education (SDE).

2.180.10. At least six times during the school year, the teacher-coordinator shall visit each student on the job to observe the student at work to confer with the employer, and to obtain a written evaluation of the student's progress.

2.180.11. The teacher-coordinator shall inform the employer of labor laws as they apply to minors in cooperative education.

2.180.12. Orientation and pre-employment training shall be provided for each student prior to the student's placement with a program-training sponsor (employer).

Funding for extended employment beyond the school year should be provided for each coordinator.

2.180.13. The cooperative program training sponsor (employer) shall complete a written evaluation of each student's on-the-job performance for each grading period.

2.180.14. The teacher-coordinator shall be responsible for determining the student's grade.

Cooperative Students

2.180.15. Students shall be placed in appropriate, paid training stations within three weeks of the opening of school. Students not placed shall be rescheduled into non-cooperative courses.

2.180.16. Students in Cooperative Office Education, Health Occupations Cooperative Education, Family and Consumer Sciences, and Cooperative Education shall be seniors. Students in Cooperative Agriscience Education, General Cooperative Education, Marketing Education, and Trade and Industrial Cooperative Education shall be juniors and seniors.

Refer to the vocational education course offerings for prerequisites and requirements for specific cooperative programs.

2.180.17. Students shall receive minimum wage or above for the hours spent in job training.

2.180.18. Students must successfully complete both the classroom phase and the on-the-job training phase to receive any credit. Students may not begin a cooperative program at midterm.

2.180.19. Students shall be placed in training stations that offer learning activities reflective of the cooperative program's Classification of Instruction Program Codes (CIP).

Required Cooperative Education Reports

Training Memoranda

Training Memoranda developed in conjunction with the Department of Labor (DOL) must be used in lieu of regular student work permits for all cooperative education students. The Department of Labor is especially interested in having field representatives recognize those training plans on site visits. Because of child labor law exemption, the DOL is interested in recording the number of students trained through the programs.

Teachers should use the appropriate form with employers and not allow students to work with a regular work permit. Employers hesitant about utilizing the training plan rather than the work permit should be given a copy of the letter from the Department of Labor. Concerns may be addressed to the Department of Labor or the Career and Technical Education Section at the Louisiana Department of Education.

Class Organization Report

Copies of all class organization reports must be submitted to the Career and Technical Education office. Names of students, places of employment, and major job duties should be listed.

Because these forms are reviewed to ensure appropriate student placement related to the occupational interest, **forms must be submitted by September 30 of each year.** For programs participating in block scheduling, class organization reports must be submitted each term. **New spring term reports should be reported by January 30.**

These forms are especially important, since the Department of Education is often called upon to provide information for educational and legislative purposes, to fill requests from business associations, and to provide information for public relations activities.

End-of-the-Year Report

This report indicates the total number of students completing the program, the total number of hours worked by all students, and the total amount of wages earned by students. Hours and wages should be listed by job categories.

Information from this report is most important! Business and industry, legislators, and other educational entities are interested in the training students receive, as well as their economic impact on the state. **End-of-the-Year Reports are due by June 1 of each year.**

The forms may be purchased from the LCTCS printing center at

Louisiana Technical Resource Center
Charlie Mann
PO Box 1159
Natchitoches, LA 71458
(318) 357-3155

**State of Louisiana
Department of Education
Department of Labor
Baton Rouge, Louisiana**

Voluntary Program
Complete if participating.

Program _____

**Co-Operative Part-time
Training Memorandum**

Student's Name	Social Security Number	Sex	Age	Birth Date
Job Title	CIP Code	Employer		
School	Local Public School System	School Year		

The memorandum of training between the above-mentioned student and the employer will serve as a plan of operation under the cooperative part-time arrangement, and it will outline the conditions under which the effective and mutually valuable training may be accomplished. It will be considered complete when the employer and the teacher-coordinator have outlined both on-the-job training and related instruction to be followed by the student-trainee.

1. The trainee shall be selected without discrimination.
2. The trainee shall be employed in accordance with all the state and federal labor laws.
3. The trainee shall be given instruction in safety procedures and use of equipment.
4. The employer shall provide a minimum of 15 hours of job training during the week.
5. The employer shall agree to offer the student the greatest variety of job experiences available within the student's individual capabilities to enable him/her to prepare as completely as possible for the particular occupations described herein.
6. The employer shall regularly provide the teacher-coordinator with pertinent information on the trainee's progress.
7. The employer shall assist the teacher-coordinator in the evaluation of the trainee's job performance.
8. The employer shall devote adequate time and energy in serving in an educational and supervisory role for the student trainee.
9. The employer shall endeavor to employ the student trainee for the entire agreed-upon training period.

The Student Trainee agrees to the following:

1. Maintain regular attendance, both in school and on the job.
2. Show honesty, punctuality, courtesy, a cooperative attitude, proper health and grooming habits, appropriate dress, and a willingness to learn.
3. Consult with the training station supervisor, employer, and/or teacher-coordinator about any difficulties arising at the cooperative work assignment.
4. Conform to all the rules and regulations of the cooperative employer.
5. Obtain the approval of the teacher-coordinator prior to terminating employment.
6. Furnish the teacher-coordinator with all the necessary information and complete all the necessary forms

and reports required in the program.

- 7. Devote his/her best effort to fulfilling the work assignments and related classroom instruction.

The Teacher-Coordinator agrees to the following:

- 1. Assist the student trainee and employer in any way possible to meet the objectives of the cooperative training program.
- 2. Visit the training station and consult with the training supervisor on a regular basis.
- 3. Assist, as far as is possible, in coordinating the learning activities on the job with those in the educational program through the related class.
- 4. Devote adequate time and energy to insure that the student trainee has a meaningful on-the-job experience.
- 5. Work closely with the employer on all problems concerning the mutual welfare of all parties concerned and especially for the successful progress of the student trainee.
- 6. Evaluate the student trainee’s progress on the job periodically throughout the school year. This evaluation will be conducted in conjunction with the employer and the student trainee.

We, the undersigned, indicate by our signatures that we have read and do understand the purpose and intent of the training memorandum.

By:

Training Station Employer

Student Trainee

Business Address and Telephone

Parent or Guardian

Teacher-Coordinator

Date

Home Address and Telephone

This permit is issued on behalf of the Louisiana State Department of Education and the Louisiana Department of Labor for all cooperative education students and supersedes the Louisiana Department of Labor’s Employment Certificate according to R.S. 23: Section 151. Copies of this form must be maintained on file with the coordinator and employer.

 Labor Program Supervisor
 Department of Labor
 5360 Florida Blvd.
 Baton Rouge, LA 70806

**State of Louisiana
Department of Education
Cooperative Career and Technical Education
End-of-the-Year Report**

_____ - _____

Instructions: Complete this form for each cooperative education class and return the original to the Secondary Career and Technical Education Section; Louisiana Department of Education, Post Office Box 94064; Baton Rouge, Louisiana 70804-9064, prior to May 30.

Parish/City _____ Program Area _____

Teacher-Coordinator _____ School _____

School Telephone (____) _____ Home Telephone (____) _____

Total Number of Students	Sex		Total Number of Employers	Average Hourly Wage	Total Yearly Earnings
	M	F			
Totals					

Total Yearly Earnings for all cooperative students _____

Signed: _____
(Teacher-Coordinator)

Approved: _____
(Principal)

White Copy: Secondary Career and Technical Program

Canary Copy: Career and Technical Supervisor

Pink Copy: Principal

Goldenrod: Teacher-Coordinator

High School
Street Address
City, State, Zip

Training agreement for Cooperative Agricultural Education
For _____ High School Agriscience Department

This contract establishes an agreement between _____ High School and _____ regarding the employment of _____.

The provisions of the agreement are as follows:

1. The person responsible for the on-the-job training will be _____.
2. The student will begin training on _____ and end on _____.
3. The trainee will work at least 15 hours per week at the training center.
4. The student will receive a beginning wage of \$_____.
5. The weekly work schedule will be given at the employer's convenience; however, the employee will be given advanced notice of his/her schedule.

It is understood that the **employer** will comply with the following:

1. Instruct the student in ways of doing his/her work and acquaint him/her with management problems, recognizing the major objective of the training program.
2. Assign the student new responsibilities in keeping with his/her progress.
3. Avoid subjecting the student to unnecessary hazards.
4. Cooperate with the teacher in arranging a conference on supervisory visits.
5. Assist the teacher in making an honest evaluation on the student's performance.
6. Notify the parent and the school immediately in case of an accident, sickness, or any serious problem.

The **student** agrees to the following:

1. Do an honest day's work recognizing that the employer expects profit from wages paid to justify his/her employment.
2. Keep the employer's interest in mind; be punctual, dependable and loyal.
3. Be courteous, respectable, and polite to the employer, employees, and customers.
4. Do all jobs assigned to the best of his/her ability.
5. Look for jobs to do when assigned jobs are completed.
6. Follow instructions, avoid unsafe acts, and be alert to unsafe conditions.
7. Dress neatly and appropriately for the job.
8. Keep a well-groomed appearance as appropriate.
9. Attend school regularly.
10. Notify the employer in case he/she is unable to attend work.
11. Keep neat and accurate records of earnings received from the training station.
12. Be prompt in turning in the work log when asked by the teacher.
13. Advise the Agriculture teacher of any problems arising with the training program.

The **teacher**, on behalf of the school, agrees to the following:

1. Obtain proper approval for the program and carry on all legal correspondence.

2. Check and approve the training center.
3. Provide a copy of the training agreement and other forms as needed by any party.
4. Provide technical and related instruction to prepare student for training experience.
5. Visit the student on the job at frequent intervals to insure that he/she is receiving the most from the occupational experience.
6. Show discretion at the time and circumstances of these visits, especially when the work is pressing.
7. Make honest evaluations of the training station as well as of the student.
8. Counsel students when problems arise.
9. Be an authority on policies relating to the CAE program.
10. Provide the necessary publicity for the program.

The **parents/guardians** agree to the following:

1. Assist in promoting the value of the student’s experience by cooperating with the employer and the teacher.
2. Satisfy themselves in regard to the living and working conditions made available to the student.

All parties agree to

1. Discuss the issues with the teacher before ending employment.

It is further understood that

1. The student will be representing _____ High School and the training station.
2. If a disciplinary problem develops, the student may be dropped from the CAE program with a loss of two credits.
3. If the student’s employment is terminated for any reason or for negligence of misconduct on his/her part at the assigned training station, he/she will be dropped from the CAE program with a loss of two credits.
4. If for any reason the student should drop out or be terminated from the program, he/she cannot receive half credit.
5. The student may be terminated for the same reason as any other employee.
6. Movement from one job to another will be allowed if all parties agree to the condition.
7. The student will not miss school to work unless approval has been given by the teacher.
8. If the student is absent from school, he/she will not be allowed to attend work.
9. The student’s grade assigned during the grading period will not determine the final grade.
10. The student/parents are responsible for providing transportation to and from the workstation.

We the undersigned, are familiar with and agree to the above provisions:

<i>Trainee’s Signature</i>	<i>Date</i>	<i>Employer’s Signature</i>	<i>Date</i>
<i>Parent’s Signature</i>	<i>Date</i>	<i>Teacher’s Signature</i>	<i>Date</i>
<i>Principal’s Signature</i>	<i>Date</i>		

CAE Work Report

Fill in the following information on your student worker.

_____ worked a total of _____ hours for
the week of ____/____/____ to ____/____/____.
Dates

Employer's Signature

Student's Signature

High School
Street Address
City, State, Zip

Employer Evaluation of Student-Learner in Agriculture

Name: _____

Business: _____

Date: _____

Please check the appropriate blanks.

Appearance

- Is an asset to the business
- Is usually neat
- Needs improvement
- Is a detriment to the business

Attendance

- Usually regular in attendance
- Seldom absent
- Occasionally absent
- Frequently absent

Interest in Work

- Usually enthusiastic about work
- Shows interest in work most of time
- Interested in certain phases
- Lacks interest in work

Customer Relations

- Is remembered favorably by customers
- Customer reaction is pleasant
- Customer reaction is indifferent
- Customer relations need improvement

Initiative

- Recognizes work to be done and does it without being told
- Sometimes seeks work not assigned
- Seldom seeks work beyond regular routine duties
- Sometimes shirks duties

Overall Rating of Employment Suitability

Based on assumption that you needed an employee:

- I would be eager to hire him.
- I would be pleased to hire him.
- I would hire him.
- I would hire him temporarily.
- I would not hire him.

Punctuality

- Usually on time
- Occasionally late
- Frequently late

Dependability

- Reliable in following instructions
- Usually follows instructions
- Sometimes careless in following instructions
- Cannot be relied upon to follow instructions

Judgment

- Wise in actions and making decisions
- Usually shows good judgment
- Sometimes shows lack of good judgment
- Demonstrates poor judgment

Performance

- Exceeds employee expectations
- Meets employee expectations
- Sometimes meets expectations
- Fails to meet employee expectations

Cooperation

- Works usually well with others
- Cooperates well, shows willingness
- Helps when asked
- Pulls against others
- Solicits and receives constructive cooperation of others
- Tends to lead others in right directions
- Occasionally uncooperative
- Makes no effort to work with others

Suggestions for Improvement:

Survey Questionnaire for Employers of Former High School/Career Center Students

Student: _____

Career and Technical Education Program: _____

Note: This report is authorized by state and federal laws. While you are not required to respond to this survey, your cooperation is needed to insure that the results of this effort are comprehensive, reliable, and timely.

Vocational Training Evaluation

Check a rating of the vocational training received by this student in these areas.

- | | | | | |
|---------------------|------------------------------------|-------------------------------|----------------------------------|-------------------------------|
| Technical Knowledge | <input type="checkbox"/> Excellent | <input type="checkbox"/> Good | <input type="checkbox"/> Average | <input type="checkbox"/> Poor |
| Work Attitude | <input type="checkbox"/> Excellent | <input type="checkbox"/> Good | <input type="checkbox"/> Average | <input type="checkbox"/> Poor |
| Work Quality | <input type="checkbox"/> Excellent | <input type="checkbox"/> Good | <input type="checkbox"/> Average | <input type="checkbox"/> Poor |

Overall Rating

What is your overall rating of the vocational training received by this student as it relates to the requirements of his/her job?

- Excellent Good Average Poor

Relative Preparation

As a result of the student’s vocational training, how would you rate his/her preparation in relation to the employees in his/her work group who did not receive the same training.

- Student is better prepared
- Both are about the same
- Student is less prepared
- No basis for comparison

When the need arises, would you be willing to hire additional employees who complete the same or similar vocational programs?

- Yes No

Recommendations

Please include any recommendations you may have concerning our career and technical education programs.

February 21, 2001

Congratulations!!

You have been accepted in the Cooperative Office Education (COE) Program for the school year 2001–2002. I am happy to have you in my program at _____ High. Employers from all over the city call for student workers because we have an excellent reputation in the business community. These employers know that students from the COE program have been carefully selected and that they display the utmost in professionalism.

We will have a meeting _____ in Room _____, immediately after the school day, in to determine the type of work in which you are interested and to discuss whether you wish to begin your cooperative education experience during the summer or upon the beginning of the school year in the fall. During the meeting, you will also create a résumé and learn about interviewing skills. Mark your calendar now for this very important meeting.

Feel free to stop by my room anytime to discuss concerns you have about your employment or the program.

Once again, congratulations.

Sincerely,

COE Coordinator

High School COE Contract

Cooperative Office Education is designed to provide on-the-job training and in-class preparation for office occupations. Students accepted for this program must meet the following minimum qualifications:

1. Be at least 16 years old
2. Have and maintain at least a 2.0 GPA
3. Be a senior during the training period
4. Be personally responsible for transportation to the training station
5. Have and maintain a satisfactory school attendance and disciplinary record
6. Have parental (or guardian) approval to be in the program
7. Be employed no later than six weeks into the school year

By signing the contract, the student and the parent (guardian) agree to the following rules:

1. The student must be a model student and office employee. Failure to exhibit proper conduct at all times will lead to immediate dismissal from the program.
2. The student must complete the full school year in order to earn three credits. No COE student can expect partial credit by graduating at midterm.
3. The student is expected to attend both school and work each day. If a student is absent from school, he or she may not go to work. Attendance at school and work go together.
4. The COE coordinator must know where each student is during school and work hours. A student who is unable to attend school must notify the Coordinator by 11:30 A.M. The COE student is to notify his/her coordinator as early as possible when he/she will be absent or late to work. No student may leave school early without notifying the coordinator.
5. The student must work a minimum of 15 hours and a maximum of 25 hours per week.
6. Individual employers determine students' work hours. The student should be willing to work during school holidays and vacations.
7. Time off from work for valid reasons should be prearranged in cooperation with the coordinator and the employer.
8. A COE student may not quit his/her job without prior approval of the Coordinator. A student not working cannot receive credit for the course.
9. In addition to following _____ High School's rules, a COE student is expected to follow his/her training station's rules. Thefts of money or merchandise or any other serious infraction of employment regulations will result in the student's being dismissed from the program with an "F."
10. The student will be rated periodically on the job by the training station supervisor in cooperation with the coordinator. The evaluation grade and attendance grade will represent one third of the student's grade in the course for the six weeks.

Infraction of any COE program rules as stated in this agreement will result in the student's being dismissed from COE immediately with a failing grade.

I have read, understood, and agree to follow the rules outlined above.

Student's Signature

Date

My child, _____, and I have read and understood the above rules; we agree to the rules.

Parent/Guardian's Signature

Date

I have read and understood the rules outlined for the above named student who will be working with me this school year. I agree with these rules.

Training Station Supervisor's Signature

Date

Name of Worksite

Address

COE Coordinator's Signature

Date

COE Attendance Policy

Attendance is a very important factor in fulfilling your obligation as a student and an employee. Part of your grade each six weeks is based on attendance and punctuality at work and school. The total value of your attendance grade is 100 points. The chart below indicates when points will be deducted.

Remember, your day begins at 7:20 A.M. It is your responsibility to be in attendance and to be punctual at all times. The program is designed to prepare you for the real world and all its demands. Therefore, it is extremely important for you to become a dependable employee early in the game.

There may come a time when you will not be able to attend school and work. In the event of this occurrence, I expect **you** to telephone both me and your supervisor no later than 11:30 A.M. The COE telephone number is _____. If I am not available, record your message on the answering machine. If for some circumstance the answering machine is not working, telephone the front office at _____ and leave a message for me.

Attendance at school and work go hand in hand. If you are too ill to go to school, then you are too ill to go to work, and vice versa.

- 5 points Tardy to school and unexcused
- 5 points Not at school, called and unexcused
- 10 points Not at school, did not call, excused or unexcused
- 10 points At school, not at work/at work, not at school

Student's Signature

Date

Parent/Guardian's Signature

Date

High School-COE Attendance Report

_____ Six weeks

Absences	Dates	Late Arrivals	Dates	Early Departures	Dates

Comments: _____

Supervisor's Signature *Date*

COE Manual

You are to prepare a manual describing your company. The manual must be bound in a binder, and must have a cover page/design and a table of contents. This manual will be yours to keep after it has been graded.

Use the outline below to help organize your information.

- I. General Information
 - A. Student name
 - B. Work station
 1. Name, complete address with ZIP, telephone number
 - C. Supervisor (s)
 - D. Other Staff
 - E. Overview
 1. Explanation of nature of business
- II. Organizational Chart (Similar to a flow chart, include names)
- III. Floor Plan
 - A. Drawn to scale, using ruler exact floor plan of office
- IV. Office Policies
 - A. Motto/Slogan
 1. One that best describes the office
 - B. Benefits
 1. Insurance
 - a. Life
 - b. Health
 2. Vacation with Pay
 - a. Length
 - b. Rate of Pay
 3. Holidays with Pay
 4. Sick Days with Pay
 - a. Accepted Excuse
 5. Emergency Leave
 - C. Credit Union
- V. Employment Policies
 - A. Office Rules
 1. Attendance
 - a. Reporting absences
 2. Clothing
 3. Appearance
 4. Time Sheet
 5. Lunch
 6. Breaks
 7. Telephone
 8. Smoking
 9. Use of supplies
 - B. Office Rules: Office Environment
 1. Cleanliness
 2. Attractiveness
 3. Noise
 - C. Advancement Opportunities

- D. Application for Employment
 - E. Personnel Department-Training
 - F. Hourly wage
 - G. Hours of Operation
 - H. Termination Policy
- VI. Personal Employment of (your name) at (name of job) station
- A. Initial Interview (Describe your Interview.)
 - B. First Week (Describe.)
 - C. Duties and Responsibilities
- IV. Glossary of Job Related Terms
- VIII. Résumé

You may include anything else you would like in this manual about your job.

High School
**Cooperative Office Education
Rules and Regulations**

What is COE?

Cooperative Office Education is designed to provide on-the-job training and classroom preparation for office occupations.

Students accepted in the COE program must:

1. Be 16 years or older
2. Have and maintain a 2.0 grade point average
3. Be a senior during the training period
4. Have a social security card
5. Provide their own transportation to the job
6. Have satisfactory school attendance and disciplinary record
7. Have their parents/guardian approval to be in the program
8. Be able to type
9. Pass all parts of the exit examination

Upon acceptance into the cooperative office education program, the student and his/her parents must understand and observe the following requirements and responsibilities:

1. COE students must complete the full school year in order to receive the three credits for the related class instruction and on-the-job training. COE students who elect to graduate at mid-term cannot expect any partial credit.
2. Students are expected to attend both school and work each day. If the students are absent from school, they must receive permission from the coordinator to go to work that day. Attendance at school and work go together. Excessive attendance violations will not be permitted.
3. The COE coordinator must know where each student is at all times during school and work. Students who cannot attend school or report for work must notify the coordinator by 8:30 A.M. Students may not leave school without permission of the COE coordinator. If students are going to be absent from school, they must call both their coordinator and their employer or supervisor where they are employed.
4. Students will be responsible for notifying their employers as early as possible when they will be absent or late for work.
5. Student's must report absences from and tardies to school and/or work on the appropriate written form to the coordinator.
6. Students will work an average of 15–20 hours per week. The total in school hours and on-the-job hours should not exceed 40 hours per week.
7. Individual employers set students' work hours. COE students should be willing to work during school vacations such as Thanksgiving and Christmas.
8. Time off from work for valid reasons should be arranged in advance (1–2 weeks) in cooperation with the COE coordinator and the employer.
9. COE students may not quit their jobs without prior approval of the coordinator. Students not working cannot receive course credit and will be dropped from the program as soon as possible.
10. The employers will set the wage rate. The coordinator urges all employers to pay the minimum wage.

11. COE students are expected to follow the rules of _____ High School, and the rules of the training stations where he/she is employed. Thefts of money or merchandise, making long distance telephone calls, or any other serious infraction of employment regulations will not be tolerated. Students guilty of such infractions will be dropped from the COE program and will not receive the three credits for the program.
12. Upon being hired, COE students should acquaint themselves with the company’s rules, policies, and working hours; the names and titles of persons with whom they are to work; the dress regulations; and the pay period.
13. Rules of etiquette are to be observed at all times.
14. Students should keep the coordinator informed about any problems or changes in schedule that may confront them on the job or in school.
15. Students will be periodically rated on-the-job by the training station supervisor. The coordinator will review each student’s training station evaluation with him/her at the end of each grading period.
16. An interview does not guarantee employment. Students may be sent on several interviews before they are hired. Students are not guaranteed jobs in a certain geographical area. The coordinator does not decide where a student is employed. The final decision is the employer’s.
17. COE students must participate and attend the Employer Appreciation Luncheon at the end of the year.
18. COE students who are not employed by the designated date set in the month of September will be dropped from the COE class. All students in Cooperative Office Education must observe the preceding rules. Infractions of these rules can result in dismissal from the course and a grade of *F*.

I have read and understand the policies of the _____ High School Cooperative Office Education Program. I agree to follow the rules of the program at all times while I am a member of the COE program.

COE Student’s Signature

Parent/Guardian’s Signature

COE Coordinator’s Signature

Principal’s Signature

Date

Memorandum

To: COE Students

From: Coordinator

Date: 03/02/01

Re: Cooperative Office Education

Congratulations! You have been selected to participate in _____ High's Cooperative Office Education (COE) Program for 2001–2002. You were chosen because you exemplify great character and the ambitions to excel in academics as well as in working in an office setting.

You will be **required** to attend a three-day workshop at the end of the school year. The workshop is **MANDATORY!** The workshop is scheduled for Monday, May 28 through May 30 from 8:00 A.M.–12:00 noon. During this time, you will prepare a résumé and sharpen interviewing and communicating skills.

High expectations are required from you as you begin to participate in COE. Remember that you will represent not only yourself but also _____ High School. Continue to make a good impression with your teachers, administrators, and fellow classmates. I expect the very best from you at all times.

Cooperative Office Education Training Agreement

The employer _____
Name and Address

agrees to employ _____
Name and address of student-learner

on a part-time arrangement. This contract will serve to outline the conditions under which an effective work-experience program may be conducted.

1. The employer will assist the school in supplementing the cooperative education program by providing diversified work experience on a part-time basis during the school year.
2. The student will attend school half of each day and work a minimum of fifteen (15) hours a week.
3. The employer will assign some members of his organization who will have a continuing responsibility for the training and supervision of the student-learner. The person responsible for this training on the job is *(Name and Title)* _____.
4. The student-learner will be paid a beginner's wage of _____ per hour.
5. The teacher-coordinator will be permitted to visit the training stations to observe the student at work and evaluate his program.
6. At regular intervals, the teacher-coordinator will consult with the employer or immediate supervisor of the student-learner to evaluate the student's progress.
7. The teacher-coordinator will teach courses related to the work of the student, correlate the school instruction with the work experience, and assist the employer in developing the student's work skills during employment.
8. The student agrees to report for work punctually and regularly. He also agrees to follow the orders and instructions of the supervisors at all times and to perform diligently the work he is assigned.
9. All complaints shall be made to and adjusted by the teacher-coordinator.
10. This agreement may be terminated by the employer at any time after consultation with the teacher-coordinator. The teacher-coordinator may terminate this agreement at any time after consultation with the employer.

The student may change his place of employment only after consultation with and approval by the teacher-coordinator.

The student will work from _____ to _____ daily for a total of _____ hours a week. The student's work period will begin ____/____/200__.

Teacher-Coordinator's Signature

Administrator's Signature

Parent/Guardian's Signature

Employer or Representative's Signature

Date

Student-Learner's Signature

**High School
2001 COE Application**

Personal Information	
Name: _____ Sex: M F Age: _____ Birth date: ____/____/____ <i>Last First MI</i>	
Address: _____ Telephone: (____) _____ <i>Street Zip code</i>	
Name of Parent/Guardian: _____ Telephone: (____) _____	
Describe any defect in Hearing _____ Vision _____ Speech _____	
List any physical defects that might affect your performance at your job. _____	
In case of emergency notify: Name: _____ Telephone: (____) _____	

Work Experience		
List past work experience:		
Employer	Dates of Employment	Duties
_____	_____	_____
_____	_____	_____
In what type of office would you desire training while in the COE program?		
First Choice _____ Second Choice _____		
What are your plans after graduation?		

List all business courses taken while in high school. Include courses you are presently taking.		

My schedule during my senior year would be as follows:

1st COE 2nd _____ 3rd _____ 4th _____

All application forms are due by February 15, 2001, in room E-16. Place the form in the envelope on the door.

High School COE Student Wage and Hour Report

Name: _____ SS#: _____

Rate of pay: _____

Date employed: _____

Total hours worked during summer: _____

Total money made during summer before taxes: _____

Date of Pay Period	Hours Worked	Amount Earned Before Taxes
Carry subtotals forward to next page if needed.	Subtotal Hours:	Subtotal Earnings:

Date of Pay Period	Hours Worked	Amount Earned Before Taxes
	Carried FWD:	Carried FWD:
	Total Hours:	Total Earnings:

On-the-Job Evaluation

_____ Six weeks

Student: _____

Training Station: _____

Careful evaluation of the COE student is extremely valuable to the employer, the COE coordinator, and the student. Eight qualities are listed below. Evaluate the COE student by circling one of the responses. Use the following rating key:

- E Excellent (A)
- S Satisfactory (B)
- NI Needs Improvement (C)
- U Unsatisfactory (F)

- E S NI U 1. **Quantity of work.** The student produces an acceptable amount of work in the time allowed.
- E S NI U 2. **Quality of work.** The student produces neat and accurate work.
- E S NI U 3. **Attitude toward work.** The student exhibits enthusiasm and interest in work; responsiveness to customers/clients and other employees.
- E S NI U 4. **Dependability and initiative.** The student follows instructions, finishes assigned jobs, and works without supervision.
- E S NI U 5. **Personal appearance.** The student wears appropriate clothes in the office; neat and clean in appearance.
- E S NI U 6. **Ability to get along with others.** The student is adaptable, tactful, and cooperative; he/she shows respect for others.
- E S NI U 7. **Emotional stability.** The student accepts constructive criticism in a mature manner.
- E S NI U 8. **Attendance and punctuality.** The student attends work regularly, arrives on time, leaves on time, and follows rules regarding breaks.

Comments: _____

Supervisor's Signature

Date

Classroom instruction and on-the-job training shall be provided as outlined below:

Job	Class	Keyboarding
<input type="checkbox"/>	<input type="checkbox"/>	Uses a computer
<input type="checkbox"/>	<input type="checkbox"/>	Uses an electronic typewriter
<input type="checkbox"/>	<input type="checkbox"/>	Uses a word processor
<input type="checkbox"/>	<input type="checkbox"/>	Business letters
<input type="checkbox"/>	<input type="checkbox"/>	Form letters and fill-ins
<input type="checkbox"/>	<input type="checkbox"/>	Printed forms, invoices, etc.
<input type="checkbox"/>	<input type="checkbox"/>	Tabulated, statistical data
<input type="checkbox"/>	<input type="checkbox"/>	Memoranda and bulletins
<input type="checkbox"/>	<input type="checkbox"/>	Cards, envelopes, labels
<input type="checkbox"/>	<input type="checkbox"/>	Financial statements
<input type="checkbox"/>	<input type="checkbox"/>	from rough draft or un-arranged copy
<input type="checkbox"/>	<input type="checkbox"/>	From machine dictation
<input type="checkbox"/>	<input type="checkbox"/>	Composing Correspondence
<input type="checkbox"/>	<input type="checkbox"/>	Data Inputting

Job	Class	Computing and Accounting
<input type="checkbox"/>	<input type="checkbox"/>	Use of fundamental math processes
<input type="checkbox"/>	<input type="checkbox"/>	Compute trade and cash discounts
<input type="checkbox"/>	<input type="checkbox"/>	Compute amount and percent of markup or loss
<input type="checkbox"/>	<input type="checkbox"/>	Compute sales tax
<input type="checkbox"/>	<input type="checkbox"/>	Figure Extensions
<input type="checkbox"/>	<input type="checkbox"/>	Handle credit memos and invoices
<input type="checkbox"/>	<input type="checkbox"/>	Record time clock data on payroll forms
<input type="checkbox"/>	<input type="checkbox"/>	Compute payroll for employees
<input type="checkbox"/>	<input type="checkbox"/>	Calculate payroll deductions
<input type="checkbox"/>	<input type="checkbox"/>	Maintain individual earnings records
<input type="checkbox"/>	<input type="checkbox"/>	Prepare payroll checks
<input type="checkbox"/>	<input type="checkbox"/>	Maintain financial records
<input type="checkbox"/>	<input type="checkbox"/>	Prepare monthly statements
<input type="checkbox"/>	<input type="checkbox"/>	Computerized

Receptionist/Telecommunications		
<input type="checkbox"/>	<input type="checkbox"/>	Handle money transactions
<input type="checkbox"/>	<input type="checkbox"/>	Greet visitors, clients, etc.
<input type="checkbox"/>	<input type="checkbox"/>	Maintain log of visitors
<input type="checkbox"/>	<input type="checkbox"/>	Give information to callers
<input type="checkbox"/>	<input type="checkbox"/>	Schedule appointments
<input type="checkbox"/>	<input type="checkbox"/>	Operate switchboard
<input type="checkbox"/>	<input type="checkbox"/>	Record telephone messages
<input type="checkbox"/>	<input type="checkbox"/>	Keep daily attendance of employees
<input type="checkbox"/>	<input type="checkbox"/>	Use telephone directory
<input type="checkbox"/>	<input type="checkbox"/>	Cellular phone usage
<input type="checkbox"/>	<input type="checkbox"/>	PBX System
<input type="checkbox"/>	<input type="checkbox"/>	Maintain calendar of events, appointments
<input type="checkbox"/>	<input type="checkbox"/>	Accommodate customers
<input type="checkbox"/>	<input type="checkbox"/>	Prepare itinerary
<input type="checkbox"/>	<input type="checkbox"/>	Arrange meetings

General Clerical		
<input type="checkbox"/>	<input type="checkbox"/>	Perform search functions
<input type="checkbox"/>	<input type="checkbox"/>	Collate material (assemble and staple)
<input type="checkbox"/>	<input type="checkbox"/>	Revise stock lists
<input type="checkbox"/>	<input type="checkbox"/>	Take inventory
<input type="checkbox"/>	<input type="checkbox"/>	Proofread and edit copy
<input type="checkbox"/>	<input type="checkbox"/>	Prepare requisitions
<input type="checkbox"/>	<input type="checkbox"/>	Inventory supplies

Information Processing		
<input type="checkbox"/>	<input type="checkbox"/>	Print/Display Calculator
<input type="checkbox"/>	<input type="checkbox"/>	Transcribing machine
<input type="checkbox"/>	<input type="checkbox"/>	Fax/Modem
<input type="checkbox"/>	<input type="checkbox"/>	Reprographics
<input type="checkbox"/>	<input type="checkbox"/>	Ability to process data using computer:
<input type="checkbox"/>	<input type="checkbox"/>	Word/WordPerfect
<input type="checkbox"/>	<input type="checkbox"/>	Lotus/Excel
<input type="checkbox"/>	<input type="checkbox"/>	Database

Mail		
<input type="checkbox"/>	<input type="checkbox"/>	Pick up and sort
<input type="checkbox"/>	<input type="checkbox"/>	Open, stamp, and log incoming mail
<input type="checkbox"/>	<input type="checkbox"/>	Forward or distribute mail
<input type="checkbox"/>	<input type="checkbox"/>	Fold, insert, and seal mail
<input type="checkbox"/>	<input type="checkbox"/>	Calculate postal rates
<input type="checkbox"/>	<input type="checkbox"/>	Deliver mail to outgoing post
<input type="checkbox"/>	<input type="checkbox"/>	Make up mailing lists
<input type="checkbox"/>	<input type="checkbox"/>	Stuff, bundle, sort, and/or label outgoing mail
<input type="checkbox"/>	<input type="checkbox"/>	Use Zip Code Directory
<input type="checkbox"/>	<input type="checkbox"/>	Use Express Mail

Record Management		
<input type="checkbox"/>	<input type="checkbox"/>	Organize
<input type="checkbox"/>	<input type="checkbox"/>	Store material by name, number, or date
<input type="checkbox"/>	<input type="checkbox"/>	Retrieve materials from files
<input type="checkbox"/>	<input type="checkbox"/>	Handle cross referencing
<input type="checkbox"/>	<input type="checkbox"/>	Maintain card indexes
<input type="checkbox"/>	<input type="checkbox"/>	Revise files (update/purge)
<input type="checkbox"/>	<input type="checkbox"/>	Open new files
<input type="checkbox"/>	<input type="checkbox"/>	Micrographics
<input type="checkbox"/>	<input type="checkbox"/>	Close out inactive files
<input type="checkbox"/>	<input type="checkbox"/>	Maintain files and data bases

**Cooperative Family and Consumer Sciences
Application Form**

Name: _____ Attach a photograph to this application.

Birth Date: _____ Age: _____

Social Security Number: _____

Parent or Guardian: _____

Address: _____ City: _____ State: _____ ZIP: _____

Telephone: Home (____) _____ Work: (____) _____

List all previous FACS Classes. _____

What type of transportation would you use to go to work?

- Car Pool
- Family Car
- Own Car
- Other

Were you absent more than five times this year? Yes No If yes, explain.

Have you ever been suspended from school? Yes No If yes, explain for what reason.

Have you been in the adjustment center? Yes No If yes, explain for what reason.

Have you ever had a probation card? Yes No If yes, explain for what reason.

How many credits will you need after this school year and summer to graduate? _____

What required subjects do you lack for graduation? _____

List three school faculty members who would give you a good recommendation. Ask them to sign this form.

1. _____
2. _____
3. _____

Check the rating that best describes you.

- | | | | |
|------------|------------------------------------|-------------------------------|-------------------------------|
| Health | <input type="checkbox"/> Excellent | <input type="checkbox"/> Good | <input type="checkbox"/> Fair |
| Attendance | <input type="checkbox"/> Excellent | <input type="checkbox"/> Good | <input type="checkbox"/> Fair |
| Grades | <input type="checkbox"/> Excellent | <input type="checkbox"/> Good | <input type="checkbox"/> Fair |
| Attitudes | <input type="checkbox"/> Excellent | <input type="checkbox"/> Good | <input type="checkbox"/> Fair |

Places of previous employment.

1. _____
2. _____

Reasons for leaving: _____

In order of preference, list the type of work you would like when enrolled in this work program.

1. _____
2. _____
3. _____

List your present class schedule including room numbers and names of teachers.

	Class	Teacher	Room Number
1.			
2.			
3.			
4.			
5.			
6.			
7.			

Teacher Recommendation Form

Dear Fellow Teacher:

_____ has applied for admission into the Cooperative Family and Consumer Education Program. Many factors other than grades must be considered in order to select deserving, sincere, capable young people who can best benefit from the training this program can offer. Having previously taught this student, you are in a position to assist me in making a wise decision in regard to this student.

For each characteristic listed below, circle the word that best describes _____ and return this completed form to me at your earliest convenience.

Thank you for your attention to this matter.

Characteristics	Exceptionally Good	Above Average	Average	Below Average	Exceptionally Poor
Interest in Work	<i>Enthusiastic</i>	<i>Interested</i>	<i>Average</i>	<i>Indifferent</i>	<i>Not Interested</i>
Personal Appearance	<i>Superior</i>	<i>Very Neat</i>	<i>Neat</i>	<i>Poor</i>	<i>Untidy</i>
Ability to Learn	<i>Very Quick to Learn</i>	<i>Quick to Learn</i>	<i>Average</i>	<i>Slow to Learn</i>	<i>Very Slow</i>
Working with Others	<i>Excellent</i>	<i>Good</i>	<i>Average</i>	<i>Poor</i>	<i>Timid</i>
Quality of Work	<i>Very Accurate</i>	<i>Accurate</i>	<i>Average</i>	<i>Inaccurate</i>	<i>Careless</i>
Output of Work	<i>Very Rapid</i>	<i>Rapid</i>	<i>Average</i>	<i>Slow</i>	<i>Very Slow</i>
Reliability	<i>Very Dependable</i>	<i>Dependable</i>	<i>Satisfactory</i>	<i>Irregular</i>	<i>Unreliable</i>
Initiative	<i>Excellent</i>	<i>Good</i>	<i>Fair</i>	<i>Poor</i>	<i>Hopeless</i>
Profit from Criticism	<i>Exceptionally</i>	<i>Good</i>	<i>Ordinary</i>	<i>Poor</i>	<i>Rash</i>
Conduct	<i>Exceptional</i>	<i>Good</i>	<i>Average</i>	<i>Poor</i>	<i>Troublesome</i>

Would you want this person to work for you? Yes No

Remarks:

Return to _____, Coordinator

Signed _____ Date: _____

Cooperative Family and Consumer Sciences

Congratulations, _____.

You have been selected to participate in the Family and Sciences Work Program for the upcoming year.

Businesses now offer an extension of our classroom learning to the community by providing a transition from school to work. The CFACS program is an educational training program. The student receives three credits toward graduation upon completion of the program in May. If you are interested for the sake of a job and money alone, you would do better to get an after-school job that would not be under the jurisdiction of the school's supervision.

You are a representative of _____ High; your actions reflect not only on you and your family, but also upon the CFACS program. Therefore, it is important that you take this responsibility seriously to be successful.

In summary, you should be willing to accept the following *regulations and rules* concerning your **character**.

1. **Attendance.** Be present on the job, as well as at school, and abide by the attendance regulations.
2. **Attitude.** Participate at school and at work with a positive attitude.
3. **Appearance.** Conform to the rules and regulations of the employer and the school concerning dress.
4. **Honesty.** Be honest about time, attendance, and money.
5. **Punctuality.** Be on time for school and work each day.
6. **Responsibility.** Do your best each day at school and on the job.

You will take Cooperative Family and Consumer Sciences both semesters for 50 minutes each day during the third block for three credits, and work 15 hours per week. As the coordinator, I will help you find a job; however, you must also "sell yourself" to employers and interview at various business locations.

I am looking forward to having you in my program and working with you. If you have any questions about the program, do not hesitate to come to my classroom to speak with me. If you have a change of plans when scheduling or at any other time, please let me know so I can make plans and adjustments when looking for employment for students for the next school year.

CFACS Coordinator

**Cooperative Family and Consumer Science Work Program
and
Family, Career, Community Leaders of America Organization**

Program Policies

1. Students participating in the CFCS and FCCLA program will observe all the rules of the school and the rules specifically regarding the program.
2. Students will work 15 hours per week for job training at the workstation where they are employed.
3. Students in CFCS must leave the school grounds when they have completed classes.
4. Once released from school, supervision of the students' activities on non-working days will not be the responsibility of the school or the coordinator. Responsibility for the supervision will rest with the respective parent(s) or guardian(s).
5. The coordinator has the same responsibility and measure of authority with the students when they are working during the day as when they are in the classroom.
6. Students who are ABSENT must notify both the coordinator (phone numbers) and the employer stating the reason for the absence and the date when they expect to return to school and to work. The employer and the coordinator must be notified by 9:00 A.M. The student—not another family member—should make the call. When the students call the office, they should inform the office employee that they are in the work program and should ask to speak with the CFCS/FCCLA teacher. Otherwise, the students' grade will be lowered. Students should not leave a message.
7. Students are allowed **ten days of absences for the school year**. The ten days include both excused and unexcused absences. After the tenth day, the student will receive an "F" and will fail CFCS. Excessive absences are not acceptable. Students should avoid scheduling appointments during the school or work time.
8. Students who are absent from school are NOT to report to work that day unless directed to do so by the coordinator. Students failing to follow this policy will be subject to disciplinary action by the coordinator. Students who check out on any given day should check out in the office and in the classroom. If they have not signed out with the coordinator, they should not report to work. Students guilty of these two infractions will receive a failing grade for that four-and-one-half weeks. This irresponsibility is considered a dishonest act.
9. Transportation to school and work is the students' responsibility.
10. If students are suspended, they will not be allowed to go to work during the time of the suspension. If students are placed in the adjustment center or suspended, points will be deducted from that grading period.
11. Students having any job difficulty should discuss their problems with the coordinator, who will attempt to correct the problem. The coordinator's primary functions are to help the students become successful employees. The coordinator and the employer will try to work out the students' problems on the job and overcome them.
12. Parents should discuss any problem relating to their child's employment with the coordinator, not with the employer.
13. Students will receive a total of three credits for successfully completing both the cooperative class and the on-the-job training.
14. CFCS is a nine-month program that is terminated on the date of graduation for seniors. A two-week notice should be given to the employer regarding this date.
15. Students must dress in an acceptable, professional manner for work. Non-acceptable dress for the

program includes faddish nail colors (e.g., blue, gold, green); extreme color and cuts in hairstyles; pierced body parts such as tongue, eyebrows, lips, nose; more than one earring per ear; excessive rings; and extreme fashions. If this rule is a problem, some students may not want to be in the program.

- 16. Students are not permitted to quit a job at an approved training station without the permission of the coordinator. Failure to follow this policy will result in the students' being dropped from the program and receiving an *F* for three credit hours. Cooperative students seek solutions to problems; **job-hopping is not an alternative**. Jobs are difficult to find.
- 17. Students should receive permission to use the FACS telephone.
- 18. Students caught in a dishonest act (**lying, cheating, stealing, skipping class**) face expulsion from the program. Honesty and integrity are expected qualities.

In addition, the **students** agree to the following:

- To consult the coordinator about difficulties on the job.
- To be in attendance, both in school and on the job.
- To perform job, classroom, and organization responsibilities in an efficient manner.
- To turn in all weekly work reports Monday by 10:55, and all wage reports as checks are issued; to keep the cumulative wage report up to date and accurate. (This responsibility is NOT optional. The coordinator must keep accurate records of the students' work experience.)
- To practice a good work ethic on class records, related instruction, and FCCLA club activities: a cooperative attitude; a willingness to learn; effective work in teams; development of leadership skills; good attendance; punctuality; and the ability to accept constructive criticism.
- To understand that students who serve as officers and participate in STAR events (Students Taking Action for Recognition) will be recognized for their extra effort. LEADERSHIP opportunities will be offered to all students.
- To attend the end of the year Employer–Parent Appreciation Banquet.

The **parents** agree to the following:

- Encourage their student to carry out effectively his/her duties and responsibilities.
- Encourage their student to conform to the rules and regulations of the program.
- Provide the student with reliable transportation to work.
- Attend an end of the year banquet.

You, the student, have the responsibility of representing this school to the community. Your skills and attitude should be a source of pride to (school), to your parents, and most of all to yourself.

I have read the attached rules and regulations and agree to abide by them.

Student's Signature: _____ Date: _____

I have read the attached rules and agree to help my child abide by them.

Parent/Guardian's Signature: _____ Date: _____

Weekly Workplace Journal Report Form

Name: _____ Class/Program: _____

Place of Work: _____ Supervisor: _____

Hours Worked: _____ Volunteer Service Hours: _____ Date: _____

1. List what work functions you performed this week:

List two routine tasks this week:

List any new things you began this week:

2. Describe your work and the people with whom you worked during the week.

Work this week was Excellent Good Fair

Explain: _____

The boss was Excellent Good Fair

Explain: _____

Customers this week were Excellent Good Fair

Explain: _____

My coworkers this week were Excellent Good Fair

Explain: _____

3. What did you enjoy about this work week? How many activities can you list? (Use the back, if needed.)

4. List anything you disliked about work this week.

5. Are there any questions you would like to discuss regarding your work experiences?

6. Describe anything you did to make the world a better place by contributing your time, skills, or help to other people. What did you do for community or neighborhood service?

Weekly Workplace Character and Ethics Analysis

Name: _____

Ethics is a standard of conduct that tells us how we should behave. **Character** is how we act: the things we say and do. The six pillars of character are basics for getting along in the workplace. Employers and employees with good character not only know the difference between right and wrong, but they also do what is right. They practice self-control. As human beings, we all have strengths as well as weaknesses. Each week, analyze your character on your work report. At least one example should be included for each trait.

Trustworthiness involves our best effort to be honest, accurate, straightforward and fair in all communications. The employee doesn't try to gain money, prestige, or advantage through cheating, stealing, deceit, or any form of dishonesty. List an action or actions you performed this week at work to show your trustworthiness.

Respect shows regard and consideration for other persons and things. A respectful person is courteous and polite; seeks the opinion of others to ensure results; treats everyone with respect and dignity to maintain a positive working environment; and acknowledges diverse ideas and opinions. List and describe ways you respected the workplace including the employer, coworkers, customers, supplies, tools, equipment, and the facility.

Fairness means that one uses tact and diplomacy in dealing with customers and coworkers; works as a team member with others; gives others the benefit of the doubt, since all people have a unique personality which may be different than yours; demonstrates open-mindedness and justice; refuses to participate in workplace gossip; and does not take unfair advantage of others. List and describe a way that you were fair at work this week.

Caring persons exhibit empathy and concern for others; are sensitive to others in order to have positive relationships; share knowledge, time, expertise, etc. to help others succeed; offer praise and honest appreciation for others; and forgive others of their shortcomings. List caring behaviors you displayed at work.

Citizenship Good citizens follow company policies and procedures so the business will be well thought of in the community; serve as a role model of trustworthiness, respect, fairness, and caring; represent their employer in community events; protect the environment; and keep the workplace clean, orderly, and safe. List citizenship behaviors you displayed at work this week.

Student Work Experience Evaluation

Name: _____ Job Performed: _____ Date: _____

School Name: _____

For each trait, circle the word that best describes your work performance.

Trait	Outstanding	Average	Needs Improvement
Accepts Training	<i>Learns First Time</i>	<i>Learns Well</i>	<i>Needs Repeat Training</i>
Appearance	<i>Very Neat</i>	<i>Presentable</i>	<i>Unsatisfactory</i>
Attitude Toward Job	<i>Regular</i>	<i>Misses Occasionally</i>	<i>Misses Too Much</i>
Cooperation	<i>Enthusiastic</i>	<i>Satisfactory</i>	<i>Uncooperative</i>
Dependability	<i>Never Need Reminding</i>	<i>Usually Dependable</i>	<i>Can't Be Depended On</i>
Following Directions	<i>Listens Well</i>	<i>Listens</i>	<i>Won't Listen</i>
Involvement	<i>Vitally Interested</i>	<i>Interested</i>	<i>Unenthusiastic</i>
Personality	<i>Outgoing</i>	<i>Reserved</i>	<i>Unfriendly</i>
Potential	<i>High</i>	<i>Average</i>	<i>Unsuitable</i>
Punctuality	<i>Always on Time</i>	<i>Usually Prompt</i>	<i>Frequently Late</i>
Skills	<i>Efficient</i>	<i>Acceptable</i>	<i>Lacking</i>
Supervision Required	<i>Self-Directed</i>	<i>Needs Some Supervision</i>	<i>Needs Constant Supervision</i>
Quality of work	<i>Excellent</i>	<i>Average</i>	<i>Needs Improvement</i>
Progress	<i>Great Deal</i>	<i>Some</i>	<i>Very Little</i>

Comments: _____

Days Absent: _____ Days Tardy: _____ Date Due: _____

Supervisor's Signature: _____

Cooperative Family and Consumer Sciences Sign-Out Roster

Date _____

	Class #	Name	Time Leaving	Work Schedule	Time Called	Absence excused/unexcused
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						

**Cooperative Family and Consumer Sciences
Teacher's Work Ethic Report Card for Student**

Student Name: _____

Block: _____ Work Ethic Grade: _____ Block Grade: _____

For each trait, circle the word that best describes the student's work performance.

Trait	Outstanding	Average	Needs Improvement
Accepts Training	<i>Learns First Time</i>	<i>Learns Well</i>	<i>Needs Repeat Training</i>
Appearance	<i>Very Neat</i>	<i>Presentable</i>	<i>Unsatisfactory</i>
Attitude Toward Job	<i>Regular</i>	<i>Misses Occasionally</i>	<i>Misses Too Much</i>
Cooperation	<i>Enthusiastic</i>	<i>Satisfactory</i>	<i>Uncooperative</i>
Dependability	<i>Never Need Reminding</i>	<i>Usually Dependable</i>	<i>Can't Be Depended On</i>
Following Directions	<i>Listens Well</i>	<i>Listens</i>	<i>Won't Listen</i>
Involvement	<i>Vitally Interested</i>	<i>Interested</i>	<i>Unenthusiastic</i>
Personality	<i>Outgoing</i>	<i>Reserved</i>	<i>Unfriendly</i>
Potential	<i>High</i>	<i>Average</i>	<i>Unsuitable</i>
Punctuality	<i>Always on Time</i>	<i>Usually Prompt</i>	<i>Frequently Late</i>
Skills	<i>Efficient</i>	<i>Acceptable</i>	<i>Lacking</i>
Supervision Required	<i>Self-Directed</i>	<i>Needs Some Supervision</i>	<i>Needs Constant Supervision</i>
Quality of work	<i>Excellent</i>	<i>Average</i>	<i>Needs Improvement</i>
Progress	<i>Great Deal</i>	<i>Some</i>	<i>Very Little</i>

Return by: _____

Cooperative Health Occupations Education Application

Name: _____ Age: _____ GPA: _____

SS#: _____ - _____ - _____ Date of Birth: _____ Grade: _____

Parent/Guardian: _____

Address: _____

Telephone: (____) _____

What subjects will you schedule for the next school year?

1.	2.
3.	4.
5.	6.
7.	

What Health Occupations are you interested in learning?

Have you ever worked before? _____ Where? _____

What is your means of transportation? _____

In what extracurricular activities are you involved that would prevent you from being at work after 12:30 P.M.?
(You must include **both** semesters.)

What medical classes have you taken?

List your schedule for this semester

	Class	Teacher	Room Number
1.			
2.			
3.			
4.			
5.			
6.			
7.			

Student's Signature: _____

Parent's Signature: _____

(School Letter Head)

**High School Medical Magnet Program
Cooperative Health Occupations
Teacher Recommendation Form**

Student: You must submit three teacher recommendation forms.

Student's Name: _____

To the teacher: The student above has been asked to provide three teachers' recommendations of him/her as a prospective employee. We are particularly interested in the student's ability and motivation to perform successfully in a work-study program. Please rate the student from 1-5 (5 being the best), using the checklist below. We realize that your time is valuable, and we appreciate your cooperation. *Please place the evaluation in the envelope provided and place the envelope in the Coordinator's mail box.*

Rating Scale: 1-5 (5 is the best)

- 1 2 3 4 5 Student's classroom performance
- 1 2 3 4 5 Student's study and time management skills
- 1 2 3 4 5 Student's attitude that might affect his/her performance in the program
- 1 2 3 4 5 Student's leadership skills
- 1 2 3 4 5 Student's degree of self-discipline
- 1 2 3 4 5 Student's ability or potential to succeed in a work-study program.

Other information relevant to the student's potential success or failure in the program:

Teacher's Signature

Subject Taught

Thank you,

_____, RN
Medical Magnet

Dear _____,

I appreciate your interest in the Cooperative Health Occupations program at _____ High School.

You were accepted into the program.

You were not accepted for the following reason or reasons:

Grade point average below 2.5

A behavior probation that warranted the attention of the Principal or Assistant Principal

Lack of transportation to worksite

Frequent absences from school

Application not complete

If you intend to participate in any type of activity that would prevent you from being at work between the hours of 1:00 P.M.–6:00 P.M. (Monday thru Friday), **do not accept** this appointment to Cooperative Health Occupations. Your employment connected to the Cooperative Health Occupations Program must be your **first** priority.

I, _____, accept this appointment to Cooperative Health Education.

I, _____, do not accept this appointment to Cooperative Health Education for the following reason:

Parent's signature: _____

Thank you,

Coordinator, Cooperative Health Occupations

School Letter Head

Dear Health Care Provider:

Our school system is involving the total community in the educational process through cooperative programs. _____ High School is a comprehensive high school with a medical magnet curriculum. These students have an interest in health care and hope to pursue a medical career in the future.

Cooperative Health Education is a method of instruction that requires alternating study in school with on-the-job training in an identified occupational field.

These potential student employees, who are required to have a 2.5 grade point average, have been carefully screened by the faculty at _____ High School. Their employment positions must entail at least fifteen work hours per week, and their salaries must begin at the minimum wage. The employment must continue through the entire school year unless the students are laid off due to slack business periods, or are fired because of their immaturity or any circumstance that is their fault.

As coordinator of the program, I will make regular visits to the training stations to consult with the employer on the students' progress. Students will receive three high school credits for their work experience.

The primary goal or objective is to provide high school students appropriate training for the world of work, which will produce competent individuals who can succeed in society.

The success of the cooperative work program is directly dependent on your cooperation and participation as a job provider. I appreciate your time, involvement and interest in public education. I will contact you soon for possible workstations. If you have any questions, please contact me at _____ High School at _____.

Thank you for your time and interest.

Sincerely yours,

_____ Parish
Cooperative Health Occupation Education
On-the-Job Evaluation

Student: _____

Training Station: _____

Careful evaluation of the character, personality, and work habits of the CHO student is extremely valuable to the employer, the CHO coordinator, and the student. Nine qualities are listed below. Evaluate the CHO student by circling one of the alphabetic responses. Use the following rating key:

A = Excellent B = Above Average C = Average D = Below Average F = Unsatisfactory

A	B	C	D	F	1. Quantity of Work (Ability to produce an acceptable amount of work in the time allowed)
A	B	C	D	F	2. Quality of Work (Accuracy and completeness of work)
A	B	C	D	F	3. Knowledge of the Job (Understanding of his/her own and related work)
A	B	C	D	F	4. Attitude Toward Work (Enthusiasm and interest in work; responsiveness to customers/patients)
A	B	C	D	F	5. Personal Appearance (Appropriate clothes for work; clean, neat appearance; poised)
A	B	C	D	F	6. Dependability and Initiative (Ability to follow instructions and to work without supervision)
A	B	C	D	F	7. Ability to Get Along with Others (Adaptable; friendly; tactful; cooperative; respect for others)
A	B	C	D	F	8. Emotional Stability (Ability to accept constructive criticism)
A	B	C	D	F	9. Attendance and Punctuality (Evaluation of attendance record; promptness)

Comments: _____

Date

Supervisor's Signature

Cooperative Health Occupations Education Training Guidelines

1. Explanation of Program

- a. CHO is a full-year course whereby students are expected to perform successfully in the classroom and on the job to obtain three (3) credits *at the end of the year*.
- b. Students must earn passing grades in the classroom *and* in the on-the-job training in order to receive the three credits. *Students must pass both phases.*
- c. In the classroom work, a “C” average is required.
- d. If students are *fired* from their job for any reason, the students are immediately removed from the CHO program and scheduled into the regular school program. Failure on the job results in total failure of the entire CHO program because *both* phases must be passed in order to receive credit.

2. Attendance: One goal of the CHO program is to help students develop good work habits required in the work world. Attendance is one work habit that the CHO program is dedicated to developing in each student. School and work holidays are not observed the same way. The students are required to work, even though school is not in session.

- a. Students are *not* to report to work any day that they do not attend school without *prior* approval of the coordinator.
- b. CHO students must notify their employers as soon as the employers are in the office (certainly no later than 9:00 A.M.), any day that it is impossible to go to work. The coordinator must *also* be notified no later than 8:00 A.M. of the students’ impending work absences. Appropriate disciplinary action will be taken if the coordinator is not properly notified.
- c. Students are allowed one absence from the CHO classroom *and* one absence from the job training station per grading period (6 weeks). This policy amounts to three absences during the first semester for the CHO classroom and three absences during the first semester for the job training station. The same is true during the second semester. Therefore, all medical appointments, etc., must be taken care of other than during the time scheduled for the CHO classroom or job training station. Appropriate disciplinary action will be taken if this guideline is violated.
Note: The one absence per grading period may be accumulated per semester. In other words, a *total* of three absences per semester is acceptable regardless of which grading period the absences fall in.
- d. The exceptions to more than one absence per grading period are absences due to hospitalization or death in the immediate family.
- e. Being late to the job training station is *not acceptable*. CHO students must arrive at the job training station at least five minutes *before* time for work to begin. This work habit is practiced in the work world by those who desire to achieve and to be successful.

3. DRESS: Another work habit that the CHO program tries to instill in its students is appropriate dress in the work world.

- a. Students must be neat and clean in appearance and must dress as professionals both in school and on the job.

- b. *Blue jeans* are *not* considered as appropriate dress in the work world. Therefore, blue jeans are not permissible attire for the CHO classroom or the job training station (regardless of what other employees wear).

4. Job Training Station

- a. The job training station students are assigned at the beginning of the school year will be the job training station at which they are to work throughout the entire school year.
- b. CHO students are not allowed to change jobs, etc., because they do not like their jobs. A very important concept for employees to learn is that one must adapt and get along with the people on the employment scene: one cannot be a quitter if he/she wants to succeed in life.

5. Other

- a. Students should understand that it is considered a privilege to be accepted into the CHO program at _____ High School and that certain duties and responsibilities are theirs accordingly.
- b. Students are expected to control their actions and emotions at school and on the job. For example, students who engage in a school fight will be suspended by the administration. Suspension from the school will also result in suspension from the on-the-job employment position for the same amount of time. Failure to go to work could possibly result in termination, which could lead to failure in the course.
- c. Students are to uphold their school’s ideals and policies at all times when they are on the job. Criticism outside the school shows poor taste.
- d. The coordinator will make every effort to place students in suitable employment during the summer months and until a designated date in the fall semester. Students are encouraged to make contact with prospective employers *only* after consulting with the coordinator. Each place of employment must be approved by the coordinator as a job training station.
- e. Students are to discuss job difficulties with the coordinator. The coordinator, in turn, will attempt to correct the problem.
- f. At any time during the year, if it is discerned that the students are not interested in cooperating to the fullest in the classroom and organization activities of the program, they may be removed from the program and scheduled into the regular school program.
- g. The CHO student organization (HOSA: Health Occupations Students of America) assignments are considered an integral part of the total instructional program.

Signatures of Parent(s)/Guardian(s): _____ Date: _____

_____ Date: _____

Signature of CHO Student: _____ Date: _____

School Letter Head

Consent and Release

We, the undersigned parents of _____, understand and acknowledge that the students in the medical classes offered at _____ High School visit local medical facilities and are exposed to certain medical procedures. We give our consent for our child to participate in such medical classes and to accompany teachers and other students on trips to medical facilities.

In the event that our child should become ill or injured while participating in medical classes and/or being transported to medial facilities, we authorize the _____ Parish School Board, its employees, agents, or assigns to seek medical attention on his/her behalf. We understand and agree that, as parents, we are responsible for paying for any necessary medical treatment.

We also understand that participation in this program is strictly voluntary. As a result, we agree to, and do hereby, release the _____ Parish School Board, its employees, agents, and/or assigns from liability for any illnesses or accidents that may be suffered by our child during his/her participation therein.

Thank you,

Medical Director's Signature

Parent/Guardian's Signature

Principal's Signature

Parent/Guardian's Signature

Date

Student's Signature

Name of Child's Physician

Physician's Telephone Number

Wage and Hour Report 1st Semester

Name: _____ Social Security Number: _____

Address: _____

City and Zip: _____ Home Telephone: (_____) _____

Training Station: _____

Supervisor's Name: _____

Program: _____ Date of Birth: _____ Rate of Pay: _____

Date of Pay Period	Total Hours	Amount Earned Before Taxes
September		
1.		
2.		
3.		
4.		
Total for September		
October		
1.		
2.		
3.		
4.		
Total for October		
November		
1.		
2.		
3.		
4.		
Total for November		
December		
1.		
2.		
3.		
4.		
Total for December		
Total for Semester		

**Wage and Hour Report
2nd Semester**

Name: _____ Social Security Number: _____

Date of Pay Period	Total Hours	Amount Earned Before Taxes
January		
1.		
2.		
3.		
4.		
Total for January		
February		
1.		
2.		
3.		
4.		
Total for February		
March		
1.		
2.		
3.		
4.		
Total for March		
April		
1.		
2.		
3.		
4.		
Total for April		
May		
1.		
2.		
3.		
4.		
Total for May		
Total for Semester		

Statement of Earnings Report

Name: _____ Social Security Number: _____

Employer: _____ Job Title: _____

Employer Address: _____

Employer Telephone: (_____) _____ Starting Date: _____

Supervisor: _____ Rate of Pay: _____

ZIP Code: _____ Pay Intervals: _____

Date of Payment	Total Hours	Total Earnings
Summer		
September		
October		
November		
December		
Subtotal		

Date of Payment	Total Hours	Total Earnings
January		
February		
March		
April		
May		
Subtotal		

Grand Total: Hours for the Year _____

Grand Total: Earnings for the Year _____

Work Absence Report

Name: _____

Day of Week: _____ Date of Absence: _____

Reason for Absence: _____

Training Station: _____

Time Notified: _____ Work Absence Number: _____

Name of Physician: _____ Telephone: (_____) _____

Time of Appointment: _____

Nature of Illness: _____

Student's Signature

School Letter Head

High School Medical/Health Program

Date

Dear Parent:

We are delighted to have your child in the Medical/Health Program at _____ High School. At various times during the school year, we will have guest speakers to inform our students on current topics of interest to the medical profession.

We require your permission for your child to attend classes on such topics as death and dying, abortion, birth control, venereal disease, AIDS, and other topics concerning sex education and public health issues.

Your permission is also required for field trips, if available, to the medical facilities in the city area.

If your permission is granted, please sign below.

Thank you,

_____, Principal

We grant permission for our child to participate.

Child's Name: _____

Date: _____

Parent/Guardian's Signature

Parent/Guardian's Signature

Contract for Students of the Medical Health Center of _____ High School

The Medical/Health Center of _____ High School will provide highly specialized and intensified training for students with the desire to pursue a career in a medical field. It will provide exposure to courses that will prepare students for serious work in chosen areas.

Because of the nature of this program, _____ High School administrators expect students to respond maturely to the challenge provided. Participation in this program is both a special challenge and a responsibility for the student attending this school.

Carefully read the following list of expectations. If you agree to the conditions stated, sign the contract. Failure to adhere to the following will result in dismissal from the program.

1. I understand that it is my responsibility to attend school daily, to arrive promptly, and to remain throughout the scheduled hours.
2. I will cooperate with the teachers, medical professionals, and my fellow students by conducting myself in a mature manner giving respect to all persons.
3. It is my responsibility to complete all required work; I also understand that I shall be expected to work independently. I recognize that it is equally important to achieve in the core curriculum courses as well as in the medically-oriented courses.
4. I will respect and care for all equipment, supplies, and the school property available for my use.
5. I understand that my behavior both in the classroom and in the clinical sites will be evaluated frequently. Any serious problem that warrants the attention of the Principal or Assistant Principal is reason for dismissal from the program. Any suspension from school will result in automatic removal from the program.

To receive credit each year, students must remain in the course for a full year.

I understand that I must maintain an overall 2.5 g.p.a. to remain in the program. I further understand the following requirements relative to my overall grade point average.

1. To remain in good standing and return to the Medical Magnet program the following year, a student must
 - a. Maintain a year-end grade point average of 2.5 or better.
 - b. Maintain a year-end attendance record of 95%.
2. If a medical program student earns a letter grade of *D* or *F* in a medical course, he/she will be subject to one of the following courses of action:
 - a. If the *D* or *F* letter grade is received in the first semester, the second semester grade, when averaged with the first semester, must yield an average of *C*, in order for the student to remain in the program for the next school year.
 - b. If the *D* or *F* letter grade is received in the second semester, the student will not be permitted to return to the medical program the following year.

3. Any medical program student that is dropped from the program, must return to his/her home district school. This provision includes those seniors-to-be who do not legally reside in the _____ High School Attendance district.

Student's Signature

I understand the commitment my daughter/son has made, and I support him/her in his/her efforts in attending this school.

I understand transportation to and from this program is my responsibility.

Parent/Guardian's Signature

Please return this contract to the Medical/Health Center of _____ High School.

Health Occupations Work-Study Interest Request

Name: _____ Birth Date _____

Address: _____

Home phone: _____ Social Security: _____

Father's Name: _____ Employment: _____

Mother's Name: _____ Employment: _____

Do you have your own transportation to and from a part-time job? Yes No

Comments: _____

In what extracurricular activities are you involved or plan to be involved during your senior year?

What is your grade point average? _____

Do you have enough credits for graduation to allow for a half-day schedule in your senior year? Yes No

Would you be available to work evening hours or week-end hours if your employer requested? Yes No

What are your educational goals and/or plans after graduation?

What is your area of interest in the health care field? _____

Are you presently working? Yes No If yes, where? _____

What type of work? _____

In 100 words or less, prepare and attach a statement describing why you are interested in being selected to participate in the health occupations work-study program.

Student's Signature: _____ Date: _____

Parental/Guardian Permission:

If my child is selected for the work-study program and employment is attained through this program, I give my permission for my child to be scheduled for a half-day and to participate in work-study.

Parent/Guardian Signature: _____

School Letter Head

**Health Occupations Work/Study Program
School/Employer Agreement**

Student will be employed from _____ to _____.

Student must work a minimum of fifteen hours per week.

Student is paid at least minimum wage.

Student will observe the policies and procedures of the employer.

Student will dress according to the employer's standards.

Employer will fill out the Health Occupation evaluation on the student every six weeks.

Employer is responsible for making schedules for the student.

Employer does not guarantee employment to the Health Occupations student upon graduation.

Employer's Signature: _____

Principal's Signature: _____

Health Occupations Instructor: _____

Date: _____

**_____ Parish Health Occupations
Work Study Program Student Evaluation**

Please rate the student employee’s performance in each of these areas over the past six weeks.

1. Dependable: arrives on time, does all duties	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Average <input type="checkbox"/> Poor
2. Considerate: considerate of patients and co-workers	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Average <input type="checkbox"/> Poor
3. Cheerful: greets and converses well with patients and others; not moody, bad tempered, or sarcastic	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Average <input type="checkbox"/> Poor
4. Empathy: for patients and their family	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Average <input type="checkbox"/> Poor
5. Trustworthiness: keeps patients’ information confidential; doesn’t gossip	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Average <input type="checkbox"/> Poor
6. Respectful: of rights and values of patients	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Average <input type="checkbox"/> Poor
7. Courteous: polite to patients and their family; explains procedure to patients before performing task; refers questions from patients or family to nurse	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Average <input type="checkbox"/> Poor
8. Conscientious: gives thorough care with knowledge and skill; follows instructions; reports concerns to immediate supervisor	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Average <input type="checkbox"/> Poor
9. Honest: truthful, sincere, genuine; shows a true interest in patient	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Average <input type="checkbox"/> Poor
10. Cooperative: works well with others; takes constructive criticism	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Average <input type="checkbox"/> Poor
11. Enthusiastic: shows genuine interest in his/her work; eager to learn	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Average <input type="checkbox"/> Poor

Comments:

Signature of Employer: _____ Date: _____

I have read and understand that the above information is an evaluation of my job performance for the past six weeks.

Signature of Employee: _____ Date: _____

Signature of Instructor: _____ Date: _____

Cooperative Education Program Policies and Procedures

1. I understand I am not guaranteed a job, nor am I assigned to a job. My coordinator may suggest training that seems suitable, and then it is up to the employer and me to discuss the requirements and other responsibilities of the job.
2. My on-the-job training station is recognized as an extension of the school day. Therefore, the teacher/coordinator is the accepted authority for making adjustments and changes in the job training. I will accept counseling and guidance from the coordinator.
3. I will at all times keep my coordinator informed of any problems which may confront me in school or at work.
4. I will carry out my training on the job in such a manner as to reflect credit upon myself and the program. I will represent my school well in the eyes of the community and my employer. I will work to the best of my ability in my studies and on my job. I will be honest, punctual, cooperative, courteous and willing to learn at all times.
5. No special privileges shall be granted to me as a member of this cooperative education program. I will at all times conform with the rules, regulations and policies of the school and my employer. The school policy shall prevail in regard to smoking, attendance and all the other areas of conduct.
6. I will keep regular attendance and be on time each day, both in school and at work. I cannot work on any school day when I have been absent from my regular classes without the specific approval of my coordinator. I will attend school on all non-working days. I will notify my employer and the teacher/coordinator in advance of necessary absence or tardiness in either job or school. (Any student willfully violating this regulation shall receive a failing grade for that six weeks.)
7. I understand that, if I lose my job for any reason, I am required to find employment within two weeks. I understand that, if I am dismissed from my job because of my actions, I will be dropped from the program with a failing grade. If I lose my job through no fault of my own, my coordinator will help me find another job. All exceptions must be handled by the principal.
8. I understand that I must work each six weeks of the school year.
9. I will maintain a record of my income and hours on the job on a form provided by the coordinator. I will be prompt and accurate in making all required reports for the school and for my employer.
10. I will furnish my own transportation. I realize that I must park my car in the student parking lot; I will do so every day that I drive my car to school.
11. A rating by the employer will be used in evaluating progress for report card purposes. My six-week average will be determined by averaging together my class grade and my work grade. I understand that, if I receive a failing grade in either the class portion or the work portion of my grade for the six weeks, I will automatically receive an overall "U" for that six weeks.
12. If I go with the co-op class on any trip during the school year, I will behave in an exemplary manner and follow all rules that are given to me.
13. I will attend the employer appreciation banquet with my employer as my guest.
14. I realize I cannot use my training station employer for unemployment compensation at such time when I may become unemployed.

- 15. I understand that, if I leave my employment without prior consent of my coordinator, I will be dropped from the program resulting in a loss of credits as outlined in this agreement.
- 16. If I cannot or will not comply with these policies and procedures, I will be subject to being dropped from the program with a failing grade; at that time I will have another conference with my parents, my coordinator, and my principal.

Student's Signature

Date: _____

Coordinator's Signature

Parent/Guardian's Signature

GPA: _____

Discipline: _____

Attendance: _____

Marketing Education Application

Directions: Type or print clearly the answers to all questions. Return the completed application to Room _____ as soon as possible.

Homeroom Teacher: _____ Current Grade Level: _____ Date: _____

Full Name: _____
Last *First* *Middle*

Address: _____
Street *City* *ZIP*

Sex: _____ Age: _____ Birth date: _____ Social Security Number: _____

Home Telephone: _____ Emergency Telephone: _____

Number of days absent this year: _____ Number of tardies this year: _____

Number of disciplinary actions: _____ Reason: _____

Marital status? Single Married Do you have children? Yes No If yes, how many? _____

Name of parent/guardian: _____ Relationship _____

Address: _____ Telephone: _____

Father's Occupation: _____ Place of Business: _____

Father's Work Telephone: _____

Mother's Occupation: _____ Place of Business: _____

Mother's Work Telephone: _____

Are you presently working? Yes No If yes, where? _____

Address: _____ Work Telephone: _____

Are you a licensed driver? Yes No Driver License Number: _____

If no, how do you plan to get to work? _____

Do you plan to graduate at midterm? Yes No

To what organizations do you belong? School: _____

Church: _____ Other Activities: _____

List Previous Jobs

Employer	Location	Year	Duties

Write a brief paragraph expressing why you wish to become a part of the Marketing Education program.

Ask two teachers to recommend you for Marketing Education. (Teachers sign below.)

1. _____ 2. _____

List below your current schedule:

	Class	Teacher	Room Number
1.			
2.			
3.			
4.			
5.			
6.			
7.			

It is my understanding that, if I am accepted in the Marketing Education program for the next school year, these are the guidelines for the program:

1. Must be a junior or senior.
2. Must have and maintain a 2.0 overall GPA.
3. Must have own transportation.
4. Must adhere to school attendance rules.
5. Must have no prior disciplinary record.

Signature of Applicant: _____

Signature of Parent/Guardian: _____

TO: _____

FROM: Marketing Education Coordinator

RE: Marketing Education Application

DATE:

You have been **tentatively approved** for the Marketing Education program for next school year. This acceptance is based solely upon your overall GPA. Final approval will be forthcoming by the end of the semester pending attendance check, discipline check, current semester grades, and faculty approval.

Upon receiving your schedule request forms for next school year, follow these guidelines:

1. Schedule Cooperative Marketing Education (General Marketing) on your schedule request forms. This course is located in the business elective section of your course catalog.
2. **You must go to my room for me to sign your schedule.** (Room _____)
3. If you will be a junior, do not request more than 6 classes. You can take fewer; just speak with your counselor to make sure about the number of credits that you will need.
4. If your schedule permits, I encourage you to schedule another business course such as Accounting, Keyboarding, Business Computer Applications.

Other guidelines:

1. There will be a Marketing Education workshop at the end of the school semester. I will let you know the day, time, and place.
2. For those students who are not working, I will contact you concerning job interviews from now until August. We do this together—you and I.
3. Make sure you have **transportation** worked out.

Again, congratulations on being accepted into the Cooperative Marketing Education program. I look forward to working with you.

TO: _____

FROM: Marketing Education Coordinator

RE: Marketing Education Application

DATE:

Thank you for applying to the Marketing Education program for next year. I am sorry to inform you that, at this time, you are not eligible for the program because of one or more of the following reasons:

- Grade Point Average
- Attendance Record, Discipline Record, or Other
- Marketing Education class is full; if an opening becomes available, you will be notified.

Please consider enrolling in other business courses listed in the course directory. Again, thank you for your interest in the Marketing Education program.

Marketing Student Statement of Earnings Report

Name: _____ Social Security Number: _____

Employer: _____ Job Title: _____

Employer Address: _____

Employer Telephone: (_____) _____ Starting Date: _____

Supervisor: _____ Rate of Pay: _____

ZIP Code: _____ Pay Intervals: _____

Date of Payment	Total Hours	Total Earnings
Summer		
September		
October		
November		
December		
Subtotal		

Date of Payment	Total Hours	Total Earnings
January		
February		
March		
April		
May		
Subtotal		

Grand Total: Hours for the Year _____

Grand Total: Earnings for the Year _____

Wage and Hour Report Summer

Name: _____ Social Security Number: _____

Address: _____

City and Zip: _____ Home Telephone: (____) _____

Training Station: _____

Supervisor's Name: _____

Program: _____ Date of Birth: _____ Rate of Pay: _____

Date of Pay Period	Total Hours	Amount Earned Before Taxes
June		
1.		
2.		
3.		
4.		
Total for June		
July		
1.		
2.		
3.		
4.		
Total for July		
August		
1.		
2.		
3.		
4.		
Total for August		
Total for Summer		

**Wage and Hour Report
1st Semester**

Name: _____ Social Security Number: _____

Address: _____

City and Zip: _____ Home Telephone: (_____) _____

Training Station: _____

Supervisor's Name: _____

Program: _____ Date of Birth: _____ Rate of Pay: _____

Date of Pay Period	Total Hours	Amount Earned Before Taxes
September		
1.		
2.		
3.		
4.		
Total for September		
October		
1.		
2.		
3.		
4.		
Total for October		
November		
1.		
2.		
3.		
4.		
Total for November		
December		
1.		
2.		
3.		
4.		
Total for December		
Total for Semester		

**Wage and Hour Report
2nd Semester**

Name: _____ Social Security Number: _____

Date of Pay Period	Total Hours	Amount Earned Before Taxes
January		
1.		
2.		
3.		
4.		
Total for January		
February		
1.		
2.		
3.		
4.		
Total for February		
March		
1.		
2.		
3.		
4.		
Total for March		
April		
1.		
2.		
3.		
4.		
Total for April		
May		
1.		
2.		
3.		
4.		
Total for May		
Total for Semester		

Student's Six-Weeks Evaluation

Due Date: _____

Student: _____

Employer: _____

Supervisor: _____

Evaluation # 1 2 3 4 5 6 (6 is the highest.)

Ten qualities are listed below. Evaluate the student by circling one of the alphabetic responses. Use the following rating key:

A = Excellent B = Above Average C = Average D = Below Average F = Unsatisfactory

A B C D F	1. Quantity of Work (Ability to produce an acceptable amount of work in the time allowed)
A B C D F	2. Quality of Work (Accuracy and completeness of work)
A B C D F	3. Knowledge of the Job (Understanding of his/her own and related work)
A B C D F	4. Attitude Toward Work (Enthusiasm and interest in work; responsiveness to customers/patients)
A B C D F	5. Personal Appearance (Appropriate clothes for work; clean, neat appearance; poised)
A B C D F	6. Dependability and Initiative (Ability to follow instructions and to work without supervision)
A B C D F	7. Ability to Get Along with Others (Adaptable; friendly; tactful; cooperative; respect for others)
A B C D F	8. Emotional Stability (Ability to accept constructive criticism)
A B C D F	9. Attendance and Punctuality (Evaluation of attendance record; promptness)
A B C D F	10. Summary/Overall Evaluation (Overall performance on the job.)

Number of absences this grading period: _____ Number of tardies this grading period: _____

Comments: _____

Supervisor's Signature: _____ Date: _____

Marketing Education Competencies and Tasks

The following competencies and tasks will be completed by the student during the marketing education training period/employment agreement.

Product	Customer Relations
<input type="checkbox"/> Receive stock	<input type="checkbox"/> Observe customer behavior
<input type="checkbox"/> Price merchandise	<input type="checkbox"/> Initiate personal contact with customer
<input type="checkbox"/> Stock merchandise	<input type="checkbox"/> Match customer needs with produce
<input type="checkbox"/> Inventory merchandise	<input type="checkbox"/> Demonstrate product knowledge
<input type="checkbox"/> Maintain perpetual inventory	<input type="checkbox"/> Suggest additional purchases
<input type="checkbox"/> Order merchandise	Accept customer payment:
<input type="checkbox"/> Prepare merchandise for shipment	<input type="checkbox"/> Cash
<input type="checkbox"/> Deliver merchandise	<input type="checkbox"/> Credit Card
<input type="checkbox"/> Block merchandise	<input type="checkbox"/> Check
<input type="checkbox"/> Maintain Personal Records	<input type="checkbox"/> Layaway
<input type="checkbox"/> Maintain Store Records	<input type="checkbox"/> Take telephone orders
<input type="checkbox"/> Maintain Department Records	<input type="checkbox"/> Fill and check orders
<input type="checkbox"/> Develop in-store display	<input type="checkbox"/> Perform hostess functions
<input type="checkbox"/> Prepare store signs	<input type="checkbox"/> Perform customer service functions
<input type="checkbox"/> Develop advertising layout	<input type="checkbox"/> Perform other front-end duties
<input type="checkbox"/> Bag merchandise	
<input type="checkbox"/> Gift-wrap purchases	
Store Operations	Other Competencies and Tasks
<input type="checkbox"/> Demonstrate knowledge of store policy and enforce store policy	<input type="checkbox"/>
Perform cashiering tasks:	<input type="checkbox"/>
<input type="checkbox"/> Balance register	<input type="checkbox"/>
<input type="checkbox"/> Maintain cash register security	<input type="checkbox"/>
<input type="checkbox"/> Ring up sales	<input type="checkbox"/>
<input type="checkbox"/> Follow exchange procedures (with receipt)	<input type="checkbox"/>
<input type="checkbox"/> Follow exchange procedures (without receipt)	<input type="checkbox"/>
<input type="checkbox"/> Adjust accounts	<input type="checkbox"/>
<input type="checkbox"/> Maintain clean work area	<input type="checkbox"/>
<input type="checkbox"/> Perform maintenance tasks as directed	<input type="checkbox"/>
<input type="checkbox"/> Perform business service operations	<input type="checkbox"/>

**Marketing Education
On-the-Job Evaluation**

High School
Coordinator

Training Station: _____ Supervisor: _____

Address: _____

Comments:

1st 9 weeks: _____

2nd 9 weeks: _____

3rd 9 weeks: _____

4th 9 weeks: _____

Supervisor's Signature:

1st 9 weeks: _____

2nd 9 weeks: _____

3rd 9 weeks: _____

4th 9 weeks: _____

This and other forms may have 9 weeks,
please amend for your school's grading
program.

Marketing Education Report Card

Student: _____

Rating Scale: 5 = Exceptionally High
0 = Very Low

Grading Scale: 94–100 A 67–75 D
86–93 B 0–66 F
77–85 C

	1st 9 Weeks						2nd 9 Weeks						3rd 9 Weeks						4th 9 Weeks					
	5	4	3	2	1	0	5	4	3	2	1	0	5	4	3	2	1	0	5	4	3	2	1	0
Attendance																								
Punctuality																								
Attitude toward supervisor																								
Attitude toward co-workers																								
Attitude toward customers																								
Communication skills																								
Cooperation																								
Initiative																								
Acceptance of criticism																								
Accuracy of following instructions																								
Adherence to company policies																								
Performance as a "team worker"																								
Ability to work w/o supervision																								
Use of working time																								
Ability to make decisions																								
Accuracy of work																								
Completeness of work																								
Completes work in timely manner																								
Dependability																								
Grooming/Appearance																								
Total:																								

High School Marketing Education Guidelines

It is the responsibility of the Marketing Education (ME) student to read and understand each of the following guidelines.

The ME student must comply with the following responsibilities:

1. Work an average of 15 hours per week for 36 weeks.
2. Work for the entire school year August through May, even though the minimal amount of required hours may be reached early during the school year.
3. Not report to work when absent from school, unless approved by the teacher. Checking in or checking out of school must also be approved by the teacher. (If one is too sick to go to school, he/she is too sick to go to work.)
4. Not report to work, under any circumstances, when suspended from school.
5. Personally call both the teacher and the employer by 7:30 A.M. when absent. (Earlier notification is acceptable.)
6. Keep matters of business in strict confidence.
7. Discuss job difficulties with the coordinator, who will attempt to correct the problem.
8. Not quit or change jobs without the consent, knowledge, and approval of the teacher-coordinator prior to the occurrence.
9. Inform the teacher-coordinator of any dismissal, layoff, firing, etc. from job on the next day of class after the employment termination notice.
10. Understand that teacher discretion will be used to determine how job losses will be handled; however, a student laid-off or terminated will usually be allowed two weeks in which to find another job. If a student is fired as a result of his/her own actions, he/she will be dismissed from the program with no Carnegie credits earned towards graduation requirements.
11. Successfully meet the standards both in class and on-the-job in order to earn three Carnegie credits. Credits will not be granted for one part of ME. (Fail one, fail both.)
12. Dress appropriately and be properly groomed for the job as well as for the class.
13. Attend work regularly, as scheduled. (A student can be dropped from the program for excessive absences from work.)
14. Turn in a written doctor's excuse to the teacher-coordinator for any class time missed for a doctor's appointment.
15. Immediately leave campus once dismissed from class. Permission must be obtained from the teacher-coordinator for the student to remain on campus for any reason.
16. Have adequate and dependable transportation for reporting to work.
17. Accurately report dates, hours, and wages on a time sheet in class every Monday.
18. Pay a class fee of \$10.00 by the last school day of August (computer materials).

- 19. Pay DECA dues by deadline.
- 20. Attend the Employee and Employer Banquet.

I understand that by signing this form, I indicate my full awareness of each policy stated. In most cases, the first infraction results in loss of 25 points toward my class grade. The second infraction warrants a letter grade loss for the respective grading period. The third infraction warrants dismissal from the Marketing Education program with no Carnegie credits earned to fulfill requirements for graduation.

Signature of Student: _____

Date: May _____

The policy will be reviewed again in August when the student returns from the summer break.

Signature of Student: _____

Date: August _____

Code Of Ethics for Students Enrolled in Marketing

Marketing and Distributive Education is part of the school curriculum; therefore, the student will not enter into the program and accept a training job unless he/she intends to abide by the following Code of Ethics.

1. The student will report for work at the scheduled time.
2. The student must attend school to be eligible to attend work on the same day. If the student finds that he/she is unavoidably detained, ill, or unable to report to school/work, the coordinator must be notified by 7:30 A.M. The student must also call the employer or supervisor promptly.
3. The student must notify the coordinator before checking in/out of school. If a student checks out due to illness, he/she may not report to work that afternoon. However, if the student checks out for a doctor's appointment and obtains doctor's excuse, the student may attend work that afternoon. The student must submit the doctor's excuse to the coordinator upon returning to school.
4. The student will not receive visitors on the job, nor will he/she make or receive any unnecessary personal telephone calls.
5. The student will abide by all school and company policies and adhere to dress regulations at his/her training station, as well as to those at school.
6. The student agrees to provide the coordinator with not only proof of the number of hours worked and the gross pay for each pay period, but also a copy of the W-2 form received from the employer.
7. The student will not resign from his/her job without obtaining permission from the coordinator.
8. The student must inform the coordinator of any dismissal, layoff, firing, suspension, reduction in work hours, change in work schedule from his/her job on the next day of class attended.
9. The student agrees to the following guidelines related to the loss of job:

Layoff: Layoff that is through no fault of the student will not penalize the student in any form as long as the student, with the help of the coordinator, actively seeks new employment and a new job is found within a reasonable period of time (2 weeks).

Terminated: Termination caused through fault or actions by the student will result in the student's being given ten school days to find a new job or face a failing grade. **This action could also mean a loss of three hours of credit toward graduation requirements.**

Fired: Firing caused by the actions of a student is usually serious in nature. Serious offenses may include such actions as stealing; willfully violating company policy with regard to money, property, information (breach of confidentiality), time, etc. A student who is fired would be dismissed from the program and would forfeit credits toward graduation requirements.

10. The student must successfully complete both parts of the program: class work and on the job training. Failure of either part will result in the loss of three credits.
11. The student must attend the Employer/Employee Appreciation Banquet given at the end of the school year.
12. Failure to comply with the above guidelines will result in a grade penalty.

The student agrees to uphold this Code of Ethics in order to maintain his/her reputation, the reputation of the Marketing and Distributive Education Program and _____ High School.

Signature of Student : _____ Date: _____

Signatures of Parent(s)/Guardian(s): _____

High School Marketing Education Introduction Card

This form introduces _____, who is enrolled in Marketing Education at _____ High school. The applicant will be available for employment every school day at _____ P.M. and any time on weekends.

Applicant's Age: _____ Date of Birth: _____ SS#: _____

Address: _____

Telephone: (____) _____

For more information on this applicant, contact the following:

This form introduces _____, who is enrolled in Marketing Education at _____ High school. The applicant will be available for employment every school day at _____ P.M. and any time on weekends.

Applicant's Age: _____ Date of Birth: _____ SS#: _____

Address: _____

Telephone: (____) _____

For more information on this applicant, contact the following:

This form introduces _____, who is enrolled in Marketing Education at _____ High school. The applicant will be available for employment every school day at _____ P.M. and any time on weekends.

Applicant's Age: _____ Date of Birth: _____ SS#: _____

Address: _____

Telephone: (____) _____

For more information on this applicant, contact the following:

Trade and Industrial Cooperative Education (T.I.C.E.) Application

Date: _____

Name: _____
Last First Middle

Address: _____
Number Street City ZIP Code

Home Telephone: (____) _____ Work Telephone: (____) _____

Birth Date: _____ Age: _____ (You must be age 16 by September 30.)

Social Security #: _____ Driver's License #: _____

Vehicle Insurance Co.: _____ Agent's Name: _____

Description of Vehicle: _____ License Plate #: _____

Father's Name: _____ Occupation: _____

Father's Business Address: _____ Business Telephone: (____) _____

Mother's Name: _____ Occupation: _____

Mother's Business Address: _____ Business Telephone: (____) _____

Do you live with? Father Mother Other

If other, indicate name: _____

address: _____

telephone: _____

Describe any illness, impairments, allergies, accidents or operations you have had.

Grade (200__-200__): _____ Home-based School: _____

Are you presently working? Yes No If yes, where? _____

Describe the job functions you perform. _____

Give all previous work experience beginning with most recent experience:

Employer Address Phone Supervisor

What is your career goal? _____

I understand that if, I am unable to secure a job in a trade or industrial area by _____, I will not be eligible for this program and will be placed in a regular academic schedule.

What do you plan to do after graduation? _____

State briefly why you want to enroll in the T.I.C.E. program.

List two persons other than relatives as character references.

Name	Address
1. _____	_____
2. _____	_____

Parent's or guardian's statement of approval:

I understand that, if my child enrolls in the T.I.C.E. program for the coming year he/she will provide transportation to and from school and the job. I further understand that training stations are located a variety of areas and that my child must be able to go where the training station is located. I understand that the T.I.C.E. program is primarily a training program and that the amount of money earned is of secondary importance. I also understand that, if for any reason my child is dropped from the program, he/she will not receive Carnegie credits to meet graduation requirements. Therefore, after careful consideration, I give my approval for my child to participate in the T.I.C.E. program.

Student's Signature

Parent/Guardian's Signatures

Date

Date

Trade And Industrial Cooperative Education Agreement

The T.I.C.E. program is designed to train students in either a trade or an industrial occupation. A student may earn three credits in T.I.C.E. each year. The credits received in the Cooperative T & I course meet college entrance requirements. Before being accepted in the T.I.C.E. program, prospective students must schedule an interview with the training-coordinator and parents must sign the T.I.C.E. Agreement.

A prospective T.I.C.E. student and his/her parents/guardians must agree to abide by the following guidelines:

1. If the student is accepted for training, he/she will attend school one-half day and work in a business the other half day. While in school, that student will be enrolled in one period of instruction directly related to T & I and in other courses required for graduation.
2. The student will be a part-time employee for a minimum of 15 hours per week; his/her work experience will follow an organized plan developed by the employer and the school. He/she may work and attend class for a total maximum of 40 hours. Preferably, a student should not work later than 10:30 P.M. on a school night.
3. The program is designed to provide the student with specific career and technical education training to enable him/her after graduation, to secure full-time employment in a chosen occupation and to advance, or to provide experiences that will prepare him/her for post secondary learning.
4. It is the student's responsibility to become acquainted with business rules, school rules and policies of the T.I.C.E. Program.

Policies of the T.I.C.E Program

1. The student will pay a \$50.00 course fee, due prior to September 15. This fee is non-refundable. If fees are not paid by the due date, the student may be dropped from the T.I.C.E. Program and scheduled into the regular school day.
2. If the student is required by a potential employer to take a drug test, and he/she fails the drug test, he/she will be scheduled into a regular school curriculum.
3. The student understands that he/she may not participate in the T.I.C.E. Program in conjunction with extracurricular school activities (i.e., band, athletic teams, etc.), because his/her grade is dependent upon his/her on-the-job training position.
4. The employer-trainer will rate the student's progress periodically. This rating will serve as a basis for the job-training grade.
5. The student agrees to be punctual and to display good work habits at all times. He will work for the best interest of the employer, the T.I.C.E. Program, and himself/herself.
6. The student understands that a T.I.C.E. trainee may not work in the afternoon if the trainee had been absent from school (unexcused absence). Penalty: *F* for the nine weeks. Second offense: *F* plus dropped from the program. Regular school attendance is very important to the success of the student.
7. It is the duty of the student to notify the employer no later than 10:00 A.M. on any day that it is impossible to be at work.
8. Any job difficulty will be discussed with the coordinator who will in turn attempt to correct the problem.
9. The student may not quit a training station without the express consent and approval of the coordinator. If the student quits his/her job without first getting approval from the coordinator, he/she will be

- dropped from the T.I.C.E. program and will receive an ~~F~~ for the course.
10. The student understands that if he/she is fired from the job for any reason other than reduction in force, or if he/she has a disrespectful attitude in school and/or my job he/she will be dropped from this program and will receive a grade of ~~F~~.
 11. The student is aware that a trainee who does not measure up to the strict standards of honesty required by T.I.C.E. will be withdrawn from the T.I.C.E. Program and no Carnegie credit will be earned for the time spent in the program. He/she further understands that after ~~two~~ school suspensions, he/she will be dropped with a failing grade.
 12. The student will observe proper grooming regulations appropriate for the job at all times ~~and~~ proper hygiene must be adhered to at all times.
 13. All T.I.C.E. students must have a checking or savings account and save 10% of ~~my~~ take home pay or \$10.00 per month.
 14. The student will work as scheduled by his/her employer (even on non-school holidays).
 15. The student will provide his/her own transportation to his/her home-based school, to _____ Career Center and to the assigned work site. The student's parents/guardians understand that their child is attending school half-day and working the remainder of the school day. Supervision of afternoon activities on non-working days will ~~NO~~ be the responsibility of the school or the coordinator. Responsibility for this supervision rests with the parents or guardians.

I have read and agree with the Cooperative Trade and Industry Agreement. I also understand that failure to comply with any part of this agreement may be just cause for my being dropped from this program with a grade of F and no credit for the time spent in this course.

Date: _____

Student's Signature: _____ Home Phone: (____) _____

Signature of Parent(s): _____ Work Phone: (____) _____

T.I.C.E. Interview Sheet and Introductory Services

Company: _____ Contact Person: _____

Address: _____

Telephone: _____ Fax: _____

Personnel Director:

This form is to introduce _____, a student at _____ High School, who has enrolled in the Trade and Industrial Cooperative Education program; he/she is seeking employment with your company. We hope you will consider this student for any position you may have available.

Thank you for your cooperation and consideration. If we can be of further assistance to you, please contact us by telephone: (____) _____ or by fax: (____) _____.

TICE Coordinator: _____

Applicant's Age: _____ Social Security #: _____

Guidelines for Employers Who Consider Hiring Cooperative Students

Why should an employer consider hiring a cooperative education student?

- The program offers an opportunity to train a potential employee while the student is still being supervised and receiving a traditional high school education.
- Attendance and promptness, which are closely monitored by the teacher/director, are a part of the class grade.
- Potential student employees are screened by the teacher/cordinator. Attitude, willingness to learn the job and a desire to obtain a skill are considered.
- Sometimes there is a need for a temporary employee. The student will receive productive work experience for the endurance of the employment.

In the interest of creating a good working relationship between the school and the employer, the following options should be considered:

1. The employer should realize that cooperative education is first and foremost an educational program. This premise assumes that the employer will:
 - a. offer practical skills experience in the area specified; and
 - b. increase the level of responsibility and challenge of the practical experience as the student progresses.
2. The employer should have a general interest in integrating the cooperative education student as a "team member" in the organization and in developing the student employee.
3. A full commitment that the cooperative program will be considered as a program of employee development with the employer's support is expected.
4. The student trainee should be placed under a supervisor who will see the supervisory role as "educator" as well as that of evaluator and supervisor
5. The student should be paid a wage that is fair and comparable to other employees in that field.
6. While the granting of fringe benefits is not a requirement for participation in a cooperative program, it is desirable that the employer give the student as many advantages as possible. The more he/she "looks like" a permanent employee, the more likely he/she is to think in terms of permanent association with the employer.

For employers who desire to employ a cooperative student for a specified period of time without the establishment of a training program:

For those employers who do not wish to become overly involved with long-range planning and whose needs seem to be more immediate, the following circumstances might apply:

1. There is a need for a particular position to be filled and a cooperative student is appropriate in consideration of his educational level, the job level, and the period for which he/she is available.
2. The position to be filled is of a temporary or seasonal nature; a cooperative education student who is qualified will benefit from the work experience.

3. The position to be filled has all of the desirable characteristics of a training program, but the employer would rather not create the position on the basis of long-range plans and commitment. Rather, his/her approach is to be experimental; further plans can be formed after experience with the cooperative student. The cooperative program exhibits a cautious approach to permanent employment, and will give the employer a chance to try the program.
4. Wage and benefits that are fair and comparable to other employees in that field should also be paid to temporary cooperative students.

The assumption would not be made that positions held by cooperative students on a temporary basis are inferior to those which might be held under a training program. Of importance is whether or not the job presents the student with the opportunity to learn. Therefore, all those factors, which anyone would normally think about concerning his/her employment conditions, become the important consideration.

Procedures to Follow After the Student Reports to Work

After the student has reported to work at the job for which he/she has been hired, it is necessary to follow these steps, which will insure that the employer is doing his/her part to make the experience worthwhile.

1. The Training Memorandum should be signed by the student, the parents, the Coordinator/Teacher, and the employer/supervisor. This form serves as a work permit for the Department of Labor.
2. Periodically the school coordinator will visit the worksite. The work supervisor should discuss worksite problems with the school coordinator. The coordinator will attempt to resolve the problems. This visit will serve also as an evaluation of the progress that the student is making on the job. A short checklist is used for the evaluation. The supervisor is asked to complete and sign this form.
3. The employer should plan progressively so that the student will move from more routine work to more complex responsibilities. While we realize that the student is an entry level worker, we ask that you do not delegate to the cooperative student all of those jobs that no one else wants to do.
4. Please contact the school coordinator if the student is habitually tardy or absent. Otherwise, the coordinator will assume that the student is reporting promptly.

Cooperative Trade and Industry Student Evaluation

Training Agency: _____

Rated By: _____

Trainee: _____

Directions: Put a check mark indicating your evaluation of the trainee in the appropriate box for each grading area.

1. Appearance: grooming, dress, etc.	<input type="checkbox"/> Excellent	<input type="checkbox"/> Good	<input type="checkbox"/> Average	<input type="checkbox"/> Poor
2. Attitude: eagerness to assume responsibilities	<input type="checkbox"/> Excellent	<input type="checkbox"/> Good	<input type="checkbox"/> Average	<input type="checkbox"/> Poor
3. Communication: written and oral	<input type="checkbox"/> Excellent	<input type="checkbox"/> Good	<input type="checkbox"/> Average	<input type="checkbox"/> Poor
4. Dependability: punctuality attendance, completion of assigned tasks	<input type="checkbox"/> Excellent	<input type="checkbox"/> Good	<input type="checkbox"/> Average	<input type="checkbox"/> Poor
5. Human Relations: with customers, fellow employees and/or supervisors	<input type="checkbox"/> Excellent	<input type="checkbox"/> Good	<input type="checkbox"/> Average	<input type="checkbox"/> Poor
6. Job Knowledge: policies, product and/or service information of firm	<input type="checkbox"/> Excellent	<input type="checkbox"/> Good	<input type="checkbox"/> Average	<input type="checkbox"/> Poor
7. Workmanship: accurate, careful, and thorough	<input type="checkbox"/> Excellent	<input type="checkbox"/> Good	<input type="checkbox"/> Average	<input type="checkbox"/> Poor
8. Safety: obeys safety rules	<input type="checkbox"/> Excellent	<input type="checkbox"/> Good	<input type="checkbox"/> Average	<input type="checkbox"/> Poor

The job of the trainee is in jeopardy. Yes No

Comments:

Supervisor's Signature

Date

**Trade and Industrial Cooperative Education
Employment Separation Report**

Student's Name: _____ Date: _____

Company Name: _____

Supervisor's Name: _____

Type of Job Separation: _____ (Quit — Fired — RIF — Other)

Average Hours Worked: _____ *weekly* Average Hours Offered: _____ *weekly*

Reason for separation: _____

Remarks: _____

Supervisor's Signature: _____ Date: _____

Coordinator's Signature: _____ Date: _____

Trade and Industrial Cooperative Education Programs

- T&I cooperative education programs shall provide opportunities for career and technical students to receive on-the-job training and related classroom instruction.
- Cooperative education programs shall incorporate classroom instruction and on-the-job training. The classroom phase shall include a total of ten hours each week of career and technical related classroom instruction. The on-the-job training phase shall include a minimum of 15 hours of job training per week for the entire school year
- At least six times during the school year, the teacher-coordinator shall visit each student on the job to observe the student at work, to confer with the employer, and to obtain a written evaluation of the student's progress. Student's will receive one extra credit for job training, along with two credits from classroom instruction. The grade will be determined from employer evaluations and classroom participation.
- Students shall receive minimum wage or above for the hours spent in job training.
- At the two career and technical centers, we offer the following classes: Welding, Automotive Technology, Automotive Body Repair, Drafting, Computer Electronics, Carpentry, Horticulture.
- We try to place two-year students who are seniors and who are dismissed from school around noon in the morning classes.

Trade And Industrial Co-Op Work Program Survey

Answer these questions if you are interested in participating in the co-op work program next year.

Name: _____ Telephone: (____) _____

Birth Date: _____ Age: _____ Male Female

Grade in which you will be enrolled next school term: _____

Current T&I Class: _____

Do you have your own transportation? Yes No

Will you attend a half day or a full day next school year? half day full day

Are you involved in any school sports or other school activities? Yes No

High school you attend: _____

SCANS Competencies and Foundation Skills For Successful Employment

The know-how identified by SCANS is made up of five competencies and a three-part foundation of skills and personal qualities needed for solid job performance. They include the following:

Competencies that effective workers can productively use:

- **Resources.** Allocating time, money, materials, space, and staff.
- **Interpersonal skills.** Working on teams, teaching others, serving customers, leading, negotiating, and working well with people from culturally diverse backgrounds.
- **Information.** Acquiring and evaluating data, organizing and maintaining files, interpreting and communicating, and using computers to process information.
- **Systems.** Understanding social, organizational, and technological systems; monitoring and correcting performance; and designing or improving systems.
- **Technology.** Selecting equipment and tools, applying technology to specific tasks, and maintaining and troubleshooting technologies.

The Foundation that competent workers need:

- **Basic skills.** Reading, writing, arithmetic and mathematics, speaking and listening.
- **Thinking skills.** Thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn, and reasoning.
- **Personal qualities.** Individual responsibility, self-esteem, sociability, self-management, and integrity.

Source: Secretary's Commission on Achieving Necessary Skills, 1991.

Outline of Areas that Should Be Encompassed Within Standards for Competencies in All Aspects of the Industry

Planning

Measures of student competencies should provide information on students' understanding and their ability to

- identify goals and objectives for the industry and for an enterprise within that industry;
- plan activities to meet goals and objectives;
- perform research relevant to an industry and relevant to developing and operating an enterprise; this process includes acquiring, evaluating the relevance and accuracy of, and assimilating information; it also includes performing needs assessments;
- identify and understand the laws and regulations relevant to the industry: environmental restrictions, labor laws, marketing restrictions, antitrust laws; and to operating an enterprise: zoning and building permits, incorporation regulations, insurance requirements, tax laws, etc.;
- form and work in planning groups;
- make a timeline and flowchart.

Management

Measures of student competencies should provide information on students' understanding and their ability to

- understand different forms of management and ownership within the industry, including partnerships, boards of directors, and worker ownership;
- allocate resources: time, money, material, facilities, and human resources;
- identify industry- and enterprise-wide needs, such as training, research, capital, and resource development;
- delegate responsibilities;
- assess the performance of individuals and of systems;
- provide feedback and training;
- work with a culturally diverse workforce and community.

Finance

Measures of student competencies should provide information on students' understanding and their ability to

- allocate money within the enterprise: use and prepare budgets, make cost and revenue forecasts, keep detailed records to track budget performance, make forecast and spending decisions;
- account for revenue and expenditures;
- understand financing options: individual and bank loans, private and public stock, bonds and other capital agreements, including advantages and disadvantages of each option in terms of stability, control distribution, interest, dividend payments, etc.

Underlying Principles Of Technology

Measures of students' competencies should provide information on students' experiences in and understanding of the principles underlying technologies utilized by the industry, including chemical and physical processes involved and the capacity and limitations of the technology. These experiences will almost always include computer technology: understanding the basic organization and structure of computers, the ability to operate software used in the industry, writing simple programs, and modifying software to specific needs, etc.

Technical and Production Skills

Technical and production skills vary widely across industries. This component is the aspect most industry-specific. Student competencies should be developed in collaboration with existing industrial standards and measures for evaluating technical and production skills in the workplace. Students might begin by identifying the technical and production skills required within the industry, then within a specific enterprise, next within a specific job, and then advance to developing those skills within their chosen career area.

Labor Issues

States should consult extensively with representatives of labor unions in developing measures of student competencies in labor issues. Labor representatives/unions will have not only extensive expertise in these areas, but also, in many cases, relevant worker education programs. At the least, students should be able to demonstrate

- an ability to read and understand employment contracts and identify key elements of contracts;
- an understanding of the labor history of the industry and knowledge of what unions exist, who their membership is, how they are structured, and what their current goals and activities are;
- knowledge of the labor rights guaranteed by law;
- an understanding of the history and dynamics of collective bargaining;
- an ability to articulate goals, strategies, and arguments in role-playing sessions.

Community Issues

States should develop these measures with members of community development organizations and with experienced community workers and educators. Some examples of measures of the understanding of and experience in community issues are

- **resource use:** students' ability to analyze the resources, including raw materials and labor, used by the industry and by an enterprise, and the impact of that resource on the community;
- **industrial processes:** students' understanding of how manufacturing processes affect the community and the environment;
- **product or service impact:** students' understanding of the impact of the product or service in the community—who the customers of the industry are, why they buy the product/service, needs met by the product or service, marketing practices, ways by which customers pay for the product/service, and other needs created or related to it.

Health, Safety and Environmental Issues

Development of these measures will necessitate involving labor and community representatives. Other groups with helpful expertise include local and national environmental organizations, hospitals and health care professionals, and university staff in public health and environmental fields. Measures of student competencies should provide information on student understanding of

- health and safety risks: dangers associated with machine operation, short- and long-term efforts of exposure to and contact with materials/chemicals;
- safe practices in using equipment and handling materials;
- the effects, short- and long-term, of products/services on the environment;
- effects of industry waste including throw-away packaging;
- environmentally appropriate methods of disposing of or dealing with industrial waste and by-products;
- workers' rights in relation to health, safety, and environmental issues; appropriate ways to handle situations that may create risks to the employee.

Louisiana Career and Technical Education Programs

Related Definitions

Apprenticeship. Relationships between an employer and employee during which the worker, or apprentice, learns an occupation in a structured program sponsored jointly by employers and labor unions or operated by employers and employee associations.

Articulation. Promotes a smooth transition from secondary to postsecondary education. It serves as a vehicle for high school students to earn postsecondary credit while enrolled in high school or upon entering postsecondary study.

Career Academy. A high school program in which a group of students are scheduled with the same core group of teachers for two, three, or four years. The curriculum organizes academic subjects around an industry or occupational theme—for example, health, finance, computers, media—and enables students to fulfill the requirements for college entrance in addition to acquiring work-related knowledge and skill.

Career Clusters. A broad group of career areas that represent a scope of employment which involves grouping occupations from one or more industries that share common skill requirements. Career clusters provide a means of organizing the thousands of career choices for implementation in the school curriculum.

Career Major. A coherent sequence of courses or field of study that prepares a student for a first job and/or further education and training. It includes four sequential, related credits in a specific area plus two credits in a related field; one must be a basic computer course.

Cooperative Education. Programs that provide opportunities for career and technical education students to receive on-the-job training and related classroom instruction in the areas of Agriculture, Business, Health, Family and Consumer Sciences, Marketing, and Trade and Industrial Education programs.

Dual Enrollment/Articulated Credit. A program of study allowing high school students to earn credits simultaneously toward a high school diploma and a postsecondary degree or certificate. Written agreements formalize programs of study, the transfer of academic and career and technical education credits among institutions, and the role of secondary and postsecondary instructors.

Industry-Based Certification. A portable, recognized credential (tangible evidence) that validates an individual has successfully demonstrated skill competencies in a core set of content and performance standards in a specific set of work-related tasks, single occupational area, or a cluster of related occupational areas.

Internships. Situations in which students work for an employer for a specified period of time to learn about a particular industry or occupation. Students' workplace activities may include special projects, a sample of tasks from different jobs, or tasks from a single occupation. These activities may or may not include financial compensation.

Job Shadowing. Typically a part of career exploration activities in late middle and early high school. A student follows an employee at a firm for one or more days to learn about a particular occupation or industry.

School-based Enterprise. An enterprise in which goods or services are produced by students as part of their school program. School-sponsored enterprises typically involve students in the management of a project that may involve the sale of goods for use by others.

Service Learning. Programs combining meaningful community service with academic learning, personal growth, and civic responsibility.

Work-based Learning. Activities at the high school level that involve actual work experience or that connect classroom learning to work.

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Employer Orientation Handbook. *Making Career Connections*. West Virginia Partnership Development (Hampshire High School).

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