

Appendix A

Program Samples

Interdisciplinary Cooperative Education (I.C.E.)

Sample Course Outline

Course Materials:

Textbook: *Succeeding in the World of Work*
 Other Resources: Worksheets, web sites, resource speakers, newspapers

Major Standards:

- CO-OP 1 Career Planning
- CO-OP 2 Communication
- CO-OP 3 Computation
- CO-OP 4 Economics
- CO-OP 5 Employment
- CO-OP 6 Human Relations
- CO-OP 7 Life Skills
- CO-OP 8 Safety/Wellness

Course Plan (Trimesters):

Standard	Concept	Classes	Chapters
6	Understanding the workplace	9	1
8	Health, safety & wellness	8	11
5	Retaining a job	9	10, 13, 8
1	Self-assessment	10	2
5	Employment acquisition	8	6, 7
1	Researching careers	10	3
6	Relationships at work	8	13

Standard	Concept	Classes	Chapters
1	Individual career planning	5	5
8	Safety on the job	4	11
6	Teamwork and leadership	10	14
7	Taxpayer responsibility	8	23
2	Professional communication	17	15
8	Safety	3	11
5	Workplace ethics	7	9
7	Banking services	4	21

Standard	Concept	Classes	Chapters
7	Workplace legal matters	5	12
7	Consumer economics	8	19
7	Managing money	6	20
7	Banking and credit	8	21
7	Buying insurance	8	22
5	Obtaining a job	6	6
2,3,4	Banquet implementation	8	Resources

Grade Determination:

The district grading scale will be used for the Related Class. The final grade will include projects, tests, quizzes, homework assignments, activity pages, and work reports.

Classroom Management:

1. Students will be in their seats when the bell rings with all materials, books, paper, and pen as needed for the day. School tardy policy will be used.
2. Students will use daily planners to track assignments.
3. Students will turn in work in class on due date unless illness prevents it. One day late earns maximum of 50%. Any work turned in later than one day shall receive no points.
4. Students will demonstrate respect to their peers as well as to the teacher/coordinator at all times. Individual conferences, parent contact, and office intervention will be utilized as needed.
5. Students will attend class, and will work on the job as scheduled unless the appropriate paperwork is completed before the absence.
6. All other policies follow I.C.E. Student/Parent/School agreement and the school corporation Student Handbook.
7. Banquet fees* (\$45) are payable in the following options:
 - a. one payment - \$45 by November 1
 - b. two payments - \$25 by October 1 followed by \$20 by November 1
 - c. *banquet fee is fully refunded to any student who drops ICE during the first trimester only.

I.C.E. Related Class Curriculum Sample Course Outline

Health and Safety on the Job

2 Weeks

- a. Health
 - Nutrition
 - Exercise
- b. Safety
 - Fire
 - Drugs
 - Shoplifting
 - Robbery
 - Chemicals
 - OSHA
 - First Aid
- c. Wellness Education
 - Stress AIDS
 - Cancer
 - Alcoholism
 - Time Management
- d. Project—Job Safety Manual

Career Planning

2 Weeks

- a. Analyzing Workplace Trends
- b. Career Pathways
- c. Goal Setting
- d. Applying Decision Making
- e. Developing a Career Plan
- f. Values and Attitudes

Communication

2 Weeks

- a. Processing Information
- b. Accessing Information
- c. Public Speaking
- d. Computer Skills
- e. Project—Job Presentation

Human Relations

10 Weeks

- a. Ethical Behavior
- b. Honesty
- c. Manners/Etiquette/Appearance
- d. Self-Esteem
- e. Career Education
- f. Team Building
- g. Chain of Command
- h. Conflict Resolution

- i. Anger Management
- j. Customer Service
- k. Sexual Harassment
- l. Diversity

Communication

2 Weeks

- a. Telephone
- b. Listening
- c. Writing Effectively
- d. Using Body Language Effectively
(Project -- Personal Job Manual)

Computation

2 Weeks

Life Skills/ Economics/ Lifelong Learning

7 Weeks

- a. Financial Management
- b. Personal Financial
 - Banking
 - Credit
 - Insurance
 - Taxes
- c. Legal Issues
- d. Self-Learning
- e. Self-Management

Communication

3 Weeks

Employer Appreciation Banquet

Employment

6 Weeks

- a. Completing a Job Application
- b. Developing a Resume
- c. Composing a Cover Letter
- d. Composing a Follow Up Letter
- e. Composing a Thank You Letter
- f. Participating in an Interview
- g. Preparing a Career Portfolio

PowerPoint Presentation Guidelines

To receive full credit for your PowerPoint Presentation, your presentation must include the following slides: Time requirement: 10 minutes. Point value: 200 points total.

This project is designed to be both a research project and a summary of your internship experience. Make sure your slides contain factual information. Use your mentor as a resource and research your career area to obtain information about further training/education needed, salary, etc.

1. **Title Slide** to include Internship Site, Your Name, Class Name, and Period.
2. **Introductory Slide** to include the following: Company name, address, city, state, zip, and your position title. (PICTURE OF COMPANY)
3. **Slide listing what your company produces, provides, etc.**
4. **Slide listing your mentor's name** and a information about him/her, including education, training, etc.
5. **Slide listing your duties** (PICTURE OF YOU-Senior Pic is okay)
6. **Slide listing what you have learned**
7. **Slide listing what more you would like to learn/experience**
8. **Slide listing your career goals**
9. **Slide listing 5 things a person in this career area would do** (GRAPHIC)
10. **Slide indicating personality type/Holland Code**—list specific reasons why you think this personality type fits the career. (GRAPHIC)
11. **Slide indicating Aptitude/Skills—SCANS skills.** What do they have to be good at? Cite at least 4 and tell why they need these aptitudes/skills. (GRAPHIC)
12. **Slide stating Education Requirements.** List specific career major, years of schooling required, list 4 colleges that offer this career major—List tuition costs (if college is in Indiana, list in-state tuition; if college is NOT in Indiana, list out-of-state tuition costs.) Rank these in order from most expensive to least expensive. Include any licensing requirements and any licensing renewal requirements. Use <http://www.a2zcolleges.com/Majors/>, ICPAC under the specific career where it lists Indiana.
13. **Slide Stating Training/Experience.** List time required in weeks, months, etc. Is there a probationary period? If so, how long is the probationary period?

14. **Interview** with someone in this career field (includes 2 slides). First slide to be a flow chart—How did they obtain their current position? What was his/her journey to this position? Second slide—What advice do they have for someone wanting to enter into that career? Be sure to reference the person and his/her place of work as the title of these slides and the date you interviewed him/her.

15. Interview...

16. **Summary Slide** to include pros and cons of this career—both need to be included. Include a picture of yourself at your internship site.

17. **Reference Slide**—include all references used, including name of the person you interviewed. Internet references to be in MLA format:

How to cite an Internet source (MLA format):

Title of Internet site in quotes, period inside the quotes. Space, space. Web site (including http) Online in parenthesis with a period inside the parenthesis. Internet provider (Internet Explorer) followed by a period. Date from the Internet site of date you got the information from that site in the following format: day month year, followed by a period.

Example:

“Snickers.” <http://www.snickers.com/> (Online.) Internet Explorer. 22 May 2002.

Additional Requirements: Use of appropriate graphics, use of appropriate transitions, blank slide at the beginning of the show, spelling and grammar counts, notes, not sentences, speaker notes

DUE DATE: This presentation is due on Friday, June 3. You must have a printed version of your presentation printed with 6 slides per page plus a disk or CD of your presentation. You will present your slide show on Friday, May 25, 2007.

Power Point Presentation Rubric

	Excellent (38-40 pts.) (exceeded requirements)	Good (32-38 pts.) (met requirements)	Fair (21-31 pts.) (did not meet all requirements)	Unsatisfactory (0-20 pts.) (met few requirements)	Total
Content:					
<ul style="list-style-type: none"> Included Activity, Interview, Graphics and/or Dressed Professionally 					
<ul style="list-style-type: none"> Demonstrated Depth/Knowledge of Subject 					
Presentation Skills:					
<ul style="list-style-type: none"> Organization 	Information is presented in a logical, interesting sequence in which the audience can follow. Had more slides than the 12-Slide Format Requirement.	Information is presented in a logical sequence in which the audience can follow. Followed 12-Slide Format Requirement	Information presented is difficult to follow because the slides are not in a logical sequence. Had 10 of the 12-Slide Format Requirement.	Information presented has no sequence and cannot be understood. Had 8 slides or fewer of the 12-Slide Format Requirement.	
<ul style="list-style-type: none"> Eye Contact 	Student maintains eye contact with audience, seldom returns to his notes.	Student maintains eye contact most of the time but frequently returns to his notes.	Student occasionally uses eye contact, but still reads most of his presentation.	Student has no eye contact and reads all of the presentation.	
<ul style="list-style-type: none"> Elocution 	Student uses a clear voice and correct, precise pronunciation of terms so that the audience members can hear the presentation.	Student pronounces most words clearly and correctly in a voice loud enough so that audience members can hear the presentation.	Student pronounces a few terms incorrectly in a low voice so that audience members have difficulty hearing.	Student pronounces most terms incorrectly in a low voice so that audience members have difficulty hearing.	
Total Points Possible - 200					

Problem Solving Model S-O-L-V-E

- | | |
|------------|-------------------------------------|
| S—STATE | Define the problem |
| O—OBSERVE | Research possible solution methods |
| L—LIST | Decide on the best solution methods |
| V—VALIDATE | Determine the correct solution |
| E—EXAMINE | Check your work |

New Co-Op Program Suggested Calendar of Events

Program should be approved by the vocational director and student applications should be on file with Guidance Counselors before June

June	Determine Basic Operating Policies	Sept.	Hold Individual Conference With Students
	Discuss Co-Op Program With Guidance		Check on Student Insurance
	Organize Office Space		Arrange Meeting With Employer/Student
	Order Office Supplies		Complete Training Agreement
	Meet With Advisory Committee		Agree on Training Plan
	Contact Department of CTE for rules		File Copies of Work Permit
	Study and Evaluate Local Curriculum		Certify Work Permit Authorization
	Assess Vocational Needs of Students		Complete Student Placements
	Familiarize Yourself With Community		Begin Visiting Students
	Review Budget & Revise If Needed		Record Data of Site Visits
	Outline Plans and Develop Time		Complete Monthly Report of Activities
	Attend Spring Coordinator Conferences		Compute Monthly Mileage Log
	Plan Public Relations Program	Oct.	Chart Working Hours of Students
	Develop Criteria for Kinds of Training		Schedule Individual Student Conferences
	Prepare Plan for Student Selection		Reorganize Job Related Instruction
	Prepare Information Packet for Employers		Evaluate Student Progress at Work
	Order Related Instruction Materials		Create Individualized Related Assignments
	Complete Monthly Report of Activities		File State Preliminary Report (Form 30A)
	Compute Monthly Mileage Log		Complete Monthly Report of Activities
July	Take Vacation		Compute Monthly Mileage Log
August	Consult With Guidance Counselors	Nov.	Request Student Self-Evaluation
	Determine Maximum Number of Students		Inform Parents of Student Progress
	Develop Information for Parents/Students		Evaluate Progress Using Training Plan
	Review Federal/State Labor Laws		Attend Vocational Work Conference
	Obtain Work Permits and Forms		Meet With Advisory Committee
	Develop Interview Form for Employers		Inform School Faculty About Program Progress
	Interview Potential Employers		Outline Radio/TV Announcements
	Analyze Students' Interests		Write Article for Newspapers
	Obtain Intent to Employ Cards		Complete Monthly Report of Activities
	Design Students' Evaluation Methods		Compute Monthly Mileage Log
	Interview Potential Students	Dec.	Visit Student on Job
	Plan Classroom Facilities		Visit Homerooms to Explain Co-op
	Plan Office Facilities		Employers Evaluations
	Hold Parent Meeting		Plan Party for Mid-term Graduates
	Place Requisitions for Orders		Complete Monthly Report of Activities
	Organize Information Handbook to Carry		Compute Monthly Mileage Log
	Attend Career & Tech Ed Conference	Jan.	Visit Student on Job
	Match Students to Training Stations		Employers Evaluation
	Identify Accepted Students		Assess Placements for Needed Changes
	Begin Arranging Job Interviews		Complete Monthly Report of Activities
	Complete Monthly Report of Activities		Compute Monthly Mileage Log
	Compute Monthly Mileage Log	Feb.	Assess Placements for Needed Changes
Sept.	Arrange Classroom for Related Class		Invite Counselors to Visit Work Sites
	Hold Orientation Meeting for Students		Disseminate Student Guidance Information
	Start Related Class Instruction		Display Photographs of Students at Work
	Send Students Out for Interviews		Complete Monthly Report of Activities
	Orientation to Youth Organizations (CTSO)		Compute Monthly Mileage Log
	Elect CTSO Officers	March	Prepare News Release for School Paper
	Attend CTSO State Officer Elections		Visit Homerooms of Juniors
	File Intent to Employ Cards		Plan and Hold Assembly for Applicants

March	Place CTSO Photo in Yearbook	June	Prepare Annual Reports For Voc-Ed
	Interview Ensuing Co-Op Students		Follow Up Graduates
	Employers Evaluations		Organize Files
	Complete Monthly Report of Activities		Hold Orientation for New Students
	Compute Monthly Mileage Log		Vacation
April	Plan Employer Appreciation Banquet		
	Select Ensuing Co-Op Students		
	Review Facility Needs for Next Year		
	Revise Budget Requests for Next Year		
	Interview Prospective Employers		
	Visit Student on Job		
	Announce Progress in Faculty Bulletin		
	Complete Monthly Report of Activities		
	Compute Monthly Mileage Log		
May	Review Instructional Materials Needs		
	Hold Employer Appreciation Banquet		
	Improve Teaching Outlines		
	Make Out Vocational Awards		
	Survey Employers' Reaction to Program		
	Meet Ensuing Students and Orient		
	Help Ensuing Students With Summer Work		
	Evaluate Effectiveness of Work Sites		
	Take CTSO Students to State Contests		
	Present Program Summary to Administration		
	Collect All Materials		
	Employer Evaluation		
	Complete Monthly Report of Activities		
	Compute Monthly Mileage Log		

Existing Co-Op Program Suggested Calendar of Events

Jan.	Consult With Guidance Counselors Determine Maximum Number of Students Visit Homerooms of Juniors Plan and Hold Assembly for Applicants Disseminate Applications Visit Student on Job Complete Monthly Report of Activities Compute Monthly Mileage Log	Organize Files Assist Students With Interviews Revise Forms and Informational Packets Meet Prospective Employers Complete Monthly Report of Activities Compute Monthly Mileage Log Vacation
Feb.	Receive Completed Applications Employers Evaluations Attend Spring Coordinator Conferences Visit Student on Job Invite Counselors to Visit Work Sites Display Photographs of Students at Work Complete Monthly Report of Activities Compute Monthly Mileage Log	July Aug. Attend Career & Tech Ed Conference Hold Individual Conference With Students Check on Student Insurance Start Related Class Instruction Check Completion of Work Permits Complete Monthly Report of Activities Complete Student Placements Hold Parent Meeting Arrange Meeting With Employer/Student Complete Training Agreement Agree on Training Plan Begin Visiting Students Record Data of Site Visits Orientation to Youth Organizations(CTSO) Elect CTSO Officers Secure Employer Appreciation Banquet Date File State Preliminary Report(Form 30A) Attend CTSO State Officer Elections Complete Monthly Report of Activities Compute Monthly Mileage Log
March	Prepare News Release for School Paper Place CTSO Photo in Yearbook Interview Applicants Complete Monthly Report of Activities Compute Monthly Mileage Log	Sept. Complete Student Placements Hold Parent Meeting Arrange Meeting With Employer/Student Complete Training Agreement Agree on Training Plan Begin Visiting Students Record Data of Site Visits Orientation to Youth Organizations(CTSO) Elect CTSO Officers Secure Employer Appreciation Banquet Date File State Preliminary Report(Form 30A) Attend CTSO State Officer Elections Complete Monthly Report of Activities Compute Monthly Mileage Log
April	Plan Employer Appreciation Banquet Select Co-Op Students Review Facility Needs for Next Year Revise Budget Requests for Next Year Interview Prospective Employers Visit Student on Job Announce Progress in Faculty Bulletin Complete Monthly Report of Activities Compute Monthly Mileage Log	Oct. Chart Working Hours of Students Schedule Individual Student Conferences Reorganize Job Related Instruction Evaluate Student Progress at Work Create Individualized Related Assignments Meet With Advisory Committee Visit Student on Job Complete Monthly Report of Activities Compute Monthly Mileage Log
May	Place Requisitions for Orders Identify Accepted Students Match Students to Training Stations Begin Arranging Job Interviews Hold Employer Appreciation Banquet Employers Evaluate Students Hold Orientation Meeting for Students Send Students Out for Interviews Make Out Vocational Awards Survey Employers' Reaction to Program Evaluate Effectiveness of Work Sites Take CTSO Students to State Contests Present Program Summary to Administration Collect All Materials Complete Monthly Report of Activities Compute Monthly Mileage Log	Nov. Request Student Self-Evaluation Inform Parents of Student Progress Evaluate Progress Using Training Plan Inform School Faculty About Program Progress Visit Student on Job Outline Radio/TV Announcements Write Article for Newspapers Complete Monthly Report of Activities Compute Monthly Mileage Log
June	Revise Related Class Curriculum Prepare Annual Reports For Voc-Ed Follow Up Graduates Hold Orientation for New Students	Dec. Visit Student on Job Attend Vocational Conference Order Related Instruction Materials Complete Monthly Report of Activities Compute Monthly Mileage Log

Appendix B

Frequently Asked Questions

Frequently Asked Questions

1. [How many students are necessary to offer a state-certified cooperative education program?](#)
2. [How much coordination time is needed?](#)
3. [Can teachers other than co-op coordinators supervise cooperative education programs?](#)
4. [Who evaluates the students?](#)
5. [Who should I contact for questions about specific programs?](#)
6. [Should there be minimal safety training before placement?](#)
7. [Who is liable for students in cooperative education programs?](#)
8. [Can students legally work without pay?](#)
9. [How long can a student be in the program without a job?](#)
10. [What do I do on a job visit?](#)
11. [What forms do I need for the program?](#)
12. [How do I grade the work portion of the program?](#)
13. [How do I handle students who have boyfriends, girlfriends, or family at the work site?](#)
14. [How do I handle excessive absenteeism or tardiness at the work site?](#)
15. [How do I handle the misuse of breaks at the work site?](#)
16. [How do I handle people coming to the work site to visit the student?](#)
17. [How do I handle students who do not want to accept criticism or supervision?](#)
18. [What about students who show a lack of interest in their job?](#)
19. [How do I handle the student who thinks he/she knows it all already?](#)
20. [How do I handle the immature or irresponsible student?](#)
21. [How do I handle the student who is insecure about doing a good job?](#)
22. [How do I handle the student who performs below production expectation or performs below acceptable quality?](#)
23. [What if there is a misunderstanding about fringe benefits, wages, or hours?](#)
24. [How do I handle an uncooperative or stubborn student?](#)
25. [How do I handle an uncooperative work site supervisor?](#)
26. [How do I handle a work site supervisor who uses unacceptable business practices?](#)
27. [What will be the criteria for school attendance and attendance at the work site?](#)
28. [How will the school encourage participation in the related career and technical student organization?](#)
29. [How will the school ensure compliance to rules and regulations of the work site?](#)
30. [Will the school increase requirements for issuing credit or use state adopted guidelines?](#)
31. [If students are released early from school to participate in cooperative education programs, where will they go in the afternoons prior to being placed for employment?](#)
32. [What happens if a student terminates employment without the consent of the teacher-coordinator?](#)
33. [What happens if the student loses a job because of personal fault?](#)
34. [What if a student loses his/her job through no fault of his/her own?](#)

35. [Should students be expected to attend employer appreciation events?](#)
36. [Will students need insurance coverage?](#)
37. [Who is responsible for transportation?](#)
38. [How do I handle an emancipated student?](#)
39. [How many members comprise an advisory committee?](#)
40. [Does the teacher-coordinator have to teach the related class?](#)
41. [Can students bank work hours?](#)
42. [What should I do if I'm not being given sufficient coordination time?](#)
43. [Can a student enter the program half-way though the school year?](#)
44. [Can students still receive credit for the work experience if they haven't worked the required number of hours per grading period due to illness, college days, or other school activities?](#)
45. [How do I handle a student who has been incarcerated?](#)
46. [Can disadvantaged and handicapped students participate in a cooperative education program?](#)
47. [Does a student enrolled in the ICE program qualify as an early childhood practicum student for employment in a state-licensed child care center?](#)

Answers to Frequently Asked Questions

1. How many students are necessary to offer a state-certified cooperative education program?

That is the decision of each school corporation: budget constraints, staffing, etc. are factors which must be considered in the decision. [Back to Frequently Asked Questions](#)

2. How much coordination time is needed?

Teacher-coordinators should have 10 hours per week for up to 20 students, not including their plan period. For enrollment over 20, coordinators should be given 30 minutes per student per week.

[Back to Frequently Asked Questions](#)

3. Can teachers other than co-op coordinators supervise cooperative education programs?

No, the properly licensed teacher-coordinator is the one who is responsible for and must supervise the program and students. [Back to Frequently Asked Questions](#)

4. Who evaluates the students?

The teacher-coordinator and the work site supervisor evaluate student performance. The teacher-coordinator grades/evaluates the student on the classroom portion. The work site supervisor evaluates the student for the on-the-job training portion with input from the teacher-coordinator. The teacher-coordinator issues the final grade based on both evaluations. [Back to Frequently Asked Questions](#)

5. Who should I contact for questions about specific programs?

Barbara Beadle, State Program Specialist
Business, Marketing, Information Technology and Cooperative Education
Office of Career and Technical Education
Indiana Department of Education
Room 229 State House
Indianapolis, IN 46204-2798
317 232-9179-Work 317 232-9121-Fax
bbeadle@doe.state.in.us
<http://www.doe.state.in.us/octe/bme/curriculum/CooperativeEducation.htm>

[Back to Frequently Asked Questions](#)

6. Should there be safety training before placement?

According to the administrative rules [511 IAC 8-2-4](#) Program Requirements, Safety is taught as an integral part of the instructional program, both in the classroom and the training station. Proper instruction in safety and accident prevention is a responsibility of the teacher-coordinator, prior to, as well as during, the students' on-the-job experience. Each work site supervisor shall teach safety and accident prevention on the job.

[Back to Frequently Asked Questions](#)

7. Who is liable for students in cooperative education programs?

The school corporation, parent/guardian, student and employer all share in this responsibility. Thus, it is important to have signed training agreements and training plans in place before the student is placed at the work site.

[Back to Frequently Asked Questions](#)

8. Can students legally work without pay?

No. In a cooperative education program students must be employed in PAID positions. Students may work without pay in other work-based programs such as job shadowing and internships. [Back to Frequently Asked Questions](#)

9. How long can a student be in the program without a job?

The maximum amount of time a student can be enrolled in the cooperative work experience program without a job is two weeks. This amount may be less depending upon circumstances and individual school policies. Students are still required to meet the 540 hours per year to obtain credit.

[Back to Frequently Asked Questions](#)

10. What do I do on a job visit?

(Refer to Section V, [Site Visits](#))

[Back to Frequently Asked Questions](#)

11. What forms do I need for the program?

Several forms are necessary while others are optional. Refer to Section II, [Document Management](#).

[Back to Frequently Asked Questions](#)

12. How do I grade the work portion of the program?

The on-the-job training portion of the grade is based on the work site supervisor's evaluation of the student's performance. The teacher-coordinator should provide a standard evaluation form to each supervisor at least a week prior to the end of the grading period. The supervisor assesses how the student has mastered the performance expectations that are listed on the training plan. The teacher-coordinator should confer with the supervisor about the evaluation or the evaluation can also be completed cooperatively with the work site supervisor and the teacher-coordinator. Additionally it is recommended that the teacher-coordinator conference individually with each student to discuss the evaluation. Sometimes each student is asked to do a self-evaluation. Parents may also be asked to sign and return grade cards/on-the-job evaluations.

Once the evaluation is secured, the scores are tabulated and a grade is assigned in keeping with the grading policies of the local school.

[Back to Frequently Asked Questions](#)

13. How do I handle students who have boyfriends, girlfriends, or family at the work site?

This situation can best be handled *prior* to placing the student at the work site. It is best not to place a student in a family business; however, it may be necessary due to the student's career pathway. The teacher-coordinator should explain the program policies thoroughly to the parent before the training begins. It should be explained that someone other than a family member should supervise and evaluate the student. Then the teacher-coordinator needs to make frequent, unscheduled visits to the work site.

In the case of boyfriends or girlfriends, the easiest thing to do is to communicate thoroughly with the work site supervisor and coordinate expectations and procedures for ensuring that conflict does not occur during the term of the employment.

[Back to Frequently Asked Questions](#)

- 14. How do I handle excessive absenteeism or tardiness at the work site?**
The attendance/tardy policy should be thoroughly defined in the training agreement, at student/parent conferences, and with the work site supervisor. Weekly work reports should be monitored closely to verify attendance. Communicate with the work site supervisor that you want to be informed when the student is absent or tardy. Normally, the work site supervisor will explain the company policy to the student, and it will be in written form also. When attendance becomes an issue, confer with the student and explain what action will be taken if further absenteeism or tardiness occurs. A phone call to the parent/guardian at this point usually helps. Another option may be to create a written student improvement plan to address these issues.
[Back to Frequently Asked Questions](#)
- 15. How do I handle the misuse of breaks at the work site?**
If the student is taking too many breaks or extending the time of the break, the work site supervisor should confer with the student and teacher-coordinator. The supervisor should be aware that school rules apply on the job if the student is working during school hours. Remind the student that the employer is not obligated to grant a break, except when following the [Teen Break Law](#). ([See Legal section](#))
[Back to Frequently Asked Questions](#)
- 16. How do I handle people coming to the work site to visit the student?**
It is unprofessional, leaves a bad impression with the employer, and could jeopardize the job. Proper workplace behavior must be addressed in the related classroom instruction. If the situation continues, the work site supervisor should contact the teacher-coordinator. Another option may be to create a written student improvement plan to address these issues.
[Back to Frequently Asked Questions](#)
- 17. How do I handle students who do not want to accept criticism or supervision?**
The relationship between the student and the work site supervisor requires supervision and will occasionally involve correction that may take the form of criticism. Criticism is feedback and part of the learning process. Discussion during the related classroom component or an individual conference with the student will help to address these concerns.
[Back to Frequently Asked Questions](#)
- 18. What about students who show a lack of interest in their job?**
Ascertain the cause of the problem and make adjustments in the training plan as necessary. ([See Training Plans](#))
[Back to Frequently Asked Questions](#)
- 19. How do I handle the student who thinks he/she knows it all already?**
Confer with the student and work site supervisor and enlist help from the parent/guardian. Consider making adjustments in the training plan to adjust work site responsibilities. You may have to remove the student from that particular work site.
[Back to Frequently Asked Questions](#)
- 20. How do I handle the immature or irresponsible student?**
Confer with the student and set goals to improve behavior. (Student Improvement Plan) Then monitor the situation and make adjustments to the training plan if the behavior does not improve. A time frame for improvement should be included.
[Back to Frequently Asked Questions](#)

- 21. How do I handle the student who is insecure about doing a good job?**
Meet with the work site supervisor and request that a mentor be chosen to work with the student. Visit the work site often and praise the student for his/her accomplishments at the work site.
[Back to Frequently Asked Questions](#)
- 22. How do I handle the student who performs below production expectation or performs below acceptable quality?**
Confer with the work site supervisor and student to determine the cause. Then cooperatively set goals for the student to attain. If improvement is not noted, make adjustments to the training plan as necessary.
[Back to Frequently Asked Questions](#)
- 23. What if there is a misunderstanding about fringe benefits, wages, or hours?**
Have a three-way meeting with the work site supervisor, student, and teacher-coordinator. Refer to the signed training agreement and then cooperatively work out a solution that will satisfy all parties involved.
[Back to Frequently Asked Questions](#)
- 24. How do I handle an uncooperative or stubborn student?**
Confer with the student about acceptable behavior. Help him/her to set goals and a timeline in which to achieve them. Closely monitor the situation and provide feedback and positive reinforcement. If no positive change occurs, remove the student from the program.
[Back to Frequently Asked Questions](#)
- 25. How do I handle an uncooperative work site supervisor?**
Confer with the supervisor about concerns he/she has with the program. Review program guidelines and responsibilities. Re-evaluate the employer's commitment to the program. It may be necessary to discontinue working with this supervisor.
[Back to Frequently Asked Questions](#)
- 26. How do I handle a work site supervisor who uses unacceptable business practices?**
Remove the student from the work site immediately.
[Back to Frequently Asked Questions](#)
- 27. What will be the criteria for school attendance and attendance at the work site?**
Students who are absent from school should not go to the work site. When school is not in session, students may be scheduled to work. Be sure these issues are included in your training agreement.
[Back to Frequently Asked Questions](#)
- 28. How will the school encourage participation in the related career and technical student organization?**
Participation in the career and technical student organizations are integral part of our programs. CTSO activities are co-curricular and should be incorporated in the curriculum. It is up to the teacher-coordinator to stress the benefits of student participation. Consult the state leadership of the CTSO about how to start a new chapter. Consult fellow teacher-coordinators in your community who currently are chapter advisors. (See [CTSO section](#) and resource page)
[Back to Frequently Asked Questions](#)
- 29. How will the school ensure compliance to rules and regulations of the work site?**
The teacher-coordinator should conduct a [site visit](#) at least two-three times per grading period. He/she should request that the work site supervisor phone the teacher-coordinator if rules and regulations are not being followed.
[Back to Frequently Asked Questions](#)

- 30. Will the school increase requirements for issuing credit or use state adopted guidelines?**
School administration should use state adopted guidelines for issuing credit. Schools wishing to issue additional credits must secure a course waiver from the Indiana Department of Education. [Back to Frequently Asked Questions](#)
- 31. If students are released early from school to participate in cooperative education programs, where will they go in the afternoons prior to being placed for employment?**
Refer to school corporation policy. [Back to Frequently Asked Questions](#)
- 32. What happens if a student terminates employment without the consent of the teacher-coordinator?**
Remove the student from the program. ([Refer to Job Termination and Changes](#))
[Back to Frequently Asked Questions](#)
- 33. What happens if the student loses a job because of personal actions?**
Investigate the incident. Take action based on the circumstances. If unsure, confer with a colleague in the area, school administrator, counselor, or contact the IDOE Cooperative Education Program Specialist. Notify the parent/guardian of the decision. Another option may be to create a written student improvement plan to address termination.
[Back to Frequently Asked Questions](#)
- 34. What if a student loses his/her job through no fault of his/her own? (i.e.—company goes out of business)**
Try to place the student at a different work site that closely corresponds with his/her career objective as soon as possible. [Back to Frequently Asked Questions](#)
- 35. Should students be expected to attend employer appreciation events?**
Yes. Attendance is mandatory. Employer appreciation events honor the employer and the sacrifices they make to train the student. It is a matter of common courtesy. Programs should make every effort to honor participating employers through an appreciation event such as a breakfast, banquet, etc.
[Back to Frequently Asked Questions](#)
- 36. Will students need insurance coverage?**
The work site covers the student in case of an accident on-the-job. This is a prerequisite for placement. All other situations are the responsibility of the parent/guardian. Proof of auto insurance coverage is imperative before allowing a student to drive to the work site.
[Back to Frequently Asked Questions](#)
- 37. Who is responsible for transportation?**
It is the responsibility of the student and parent to provide transportation to the work site. This requirement should appear in the Student/Parent/School agreement and the rules and regulations of the cooperative education program. Students who are unable to get to work may be removed from the program.
[Back to Frequently Asked Questions](#)
- 38. How do I handle an emancipated student?**
Check with the guidance department and administrator to make sure the student is legally emancipated according to Indiana law. Then the student shall assume responsibility for his/her actions/paperwork.
[Back to Frequently Asked Questions](#)

39. How many members comprise an advisory committee?

A minimum of five business, industry, and labor representatives is required. More may be added depending on the size and scope of the cooperative education program.

[Back to Frequently Asked Questions](#)

40. Does the teacher-coordinator have to teach the related class component?

Yes.

[Back to Frequently Asked Questions](#)

41. Can students bank work hours?

Students may bank work hours until credit is granted for the semester/term. Summer hours may be banked as long as the teacher-coordinator is contracted by the school corporation during the summer to supervise the student on-the-job.

[Back to Frequently Asked Questions](#)

42. What should I do if I'm not being given sufficient coordination time?

Confer with the school administrator, and show him/her the requirements for release time. If you need further assistance, contact Barbara K. Beadle, Program Specialist for Cooperative Education or have the administrator contact her.

[Back to Frequently Asked Questions](#)

43. Can a student enter the program half-way through the school year?

No, it is a full-year program.

[Back to Frequently Asked Questions](#)

44. Can students still receive credit for the work experience if they haven't worked the required number of hours per grading period due to illness, college days, or other school activities?

Students must work an average of 15 hours per week for a full year and a total of 540 hours. Refer to [511-IAC-8-2-Sec. 5-\(6\)](#).

[Back to Frequently Asked Questions](#)

45. How do I handle a student who has been incarcerated?

Refer to school board policy.

[Back to Frequently Asked Questions](#)

46. Can disadvantaged and handicapped students participate in a cooperative education program?

Yes:

Disadvantaged and handicapped students shall be mainstreamed in regular vocational education programs whenever possible. Modification of programs and additional services are recommended to facilitate this inclusion where practicable.
511-IAC 8-2-Sec. 3-(3)

[Back to Frequently Asked Questions](#)

47. Does a student enrolled in the ICE program qualify as an early childhood practicum student for employment in a state-licensed child care center?

The Family and Social Services Administration, Division of Family and Children established state rules that govern state-licensed child care centers. These rules specify criteria for employees in licensed centers, as follow:

470 IAC 3-4.7-30 Early childhood practicum students
Authority: IC 12-13-5-3
Affected: IC 12-17.2-4

Sec. 30. (a) Centers may count early childhood practicum students under eighteen (18) years of age in child/staff ratios with the following conditions:

- (1) They attend a high school early childhood program.
 - (2) They are seventeen (17) years of age or sixteen (16) years of age if working at their on-site vocational child care center.
 - (3) They are assigned to a lead caregiver who provides supervision at all times.
 - (4) They are never left alone with a group of children.
 - (5) They are not counted in the child/staff ratio of infant or toddler rooms.
- (b) Early childhood practicum students from colleges or universities may serve in any capacity for which they are qualified. (*Division of Family Resources; 470 IAC 3-4.7-30; filed Aug 11, 2003, 3:00 p.m.: 27 IR 126*)

To meet the requirements for early childhood practicum students, the students must be enrolled in Education and Early Childhood and their work experience must be done under a teacher properly licensed to teach Education and Early Childhood. Students enrolled in an ICE program are generally not considered to meet criteria required to be designated as early childhood practicum students. For additional clarification, contact Peggy Wild, State Specialist for Family and Consumer Sciences, at pwild@doe.state.in.us or 317-232-9169.

[Back to Frequently Asked Questions](#)

If a problem arises at the work site, prompt action should be taken to solve the problem.

Appendix C

Glossary

Glossary

Advisory Committee: A group of persons representing both the educational and the business community, which gives recommendations that may be used for the development and improvement of career and technical education.

Agricultural Education Program: Agricultural Education combines the home, the school, and the community as the means of education in agriculture. The vision and mission of Agricultural Education is: that all people value and understand the vital role of agriculture, food, fiber, and natural resource systems in advancing personal and global well-being; and that students are prepared for successful careers and a lifetime of informed choices.

All Student Populations: Both male and female students from a broad range of backgrounds and circumstances, including disadvantaged students, students with diverse racial, ethnic, or cultural backgrounds, Native Alaskans, Native Americans, Native Hawaiians, students with disabilities, students with limited English proficiency, migrant children, school dropout, and academically talented students.

Applied Academic Skills: Concepts from the major disciplines which are utilized by students to master performance expectations within a specific occupation.

Apprentice: A person at least 16 years of age who is engaged in learning a recognized skilled trade through actual work experience under the supervision of journeypersons/craft persons. Training should be combined with coordinated study of related technical and supplementary subjects. This person should enter into a written agreement with a registered apprenticeship sponsor.

Apprenticeship Training Program: A program registered with the Department of Labor or the State Apprenticeship Act that is conducted or sponsored by a BAT-approved employer and a union, and that contains all terms and conditions for the qualification, recruitment, selection, employment and training of apprentices.

Articulation: The process of mutually agreeing upon performance expectations transferable between institutions and programs for advanced placement or credit in a career and technical education program.

Articulation Agreements: A written agreement or a system-wide written policy which links two or more educational systems to help students make a smooth transition from one level to another without experiencing delays, duplication of the course, or loss of credits.

Bureau of Apprenticeship and Training (BAT): BAT is the division within the United States Department of Labor that is responsible for the oversight of apprenticeship programs. BAT sets apprenticeship standards and monitors registered programs.

Business and Information Technology Program: A program of instruction to prepare individuals for employment in varied occupations involving such activities as planning, organizing, directing, and controlling all business office systems and procedures. Instruction offered includes such activities as: preparing, transcribing, systematizing, and preserving communications; analyzing financial records; receiving and disbursing money; gathering, processing and distributing information; and performing other business duties.

Career and Technical Education (formerly Vocational Education): A public education program providing educational experiences that enhance the career and technical development process of exploring, establishing, and maintaining oneself in worker, family member, and citizen roles. One of its unique contributions is the development of occupational competencies.

Career and Technical Student Organizations (CTSO): Career and technical student organizations are for individuals enrolled in career and technical education programs, which engage in activities as an integral part of the instructional program. Such organizations must have state and national units, which aggregate the work and purposes of instruction in career and technical education at the local level—i.e., BPA, DECA, FCCLA, FFA, HOSA, and Skills USA.

Career Academy: A learning community in which small groups of students with common teachers participate in integrated academic and career/technical courses related to a career focus area. Examples: Project Lead-the-Way (engineering); Finance Academy.

Career Cluster: A broad set of related occupations used when organizing career information, instruction, and student opportunities. Career Clusters provide a way for schools to organize instruction and student experiences around [sixteen broad categories](#) that encompass virtually all occupations from entry through professional levels. Resources such as KNOWLEDGE AND SKILLS STRUCTURES and BROCHURES are available for each of the sixteen clusters. Read about the [16 national Career Clusters](#).

Career Development: A lifelong process which involves a series of experiences, decision and interactions, which taken cumulatively, result in the formulation of a viable self-concept and provides the means through which that self concept can be implemented both vocationally and avocationally.

Career Education: Instruction including exploration of employment opportunities, experiences in career decision making, and experiences to help students integrate work values and work skills into their lives.

Career Guidance and Counseling: Programs that: (a) pertain to the body of subject matter and related techniques and methods organized for the development in individuals of career awareness, career planning, career decision making, placement skills, and knowledge and understanding of local, state, and national occupations, education, and labor market needs, trends, and opportunities; (b) assist individuals in making and implementing informed educational and occupational choices, and (c) aid students to develop career options with attention to overcoming gender, race, ethnicity, disability, language, or socioeconomic impediments to career options and encouraging careers in nontraditional employment.

Career Majors: The Indiana Department of Workplace Development encourages community-based efforts to connect classroom learning with career preparation via [Career Majors](#). By reinforcing rigorous academics with exposure to the workplace, the Career Majors approach broadens students' career choices and opportunities—showing them why school is important. Students get rigorous instruction in math, science and language arts, plus exposure to the workplace, helping them see how their classes relate to real life.

Career Pathway: A recommended sequence of general/liberal and career/technical courses related to a career focus area that students use as a resource when developing their high school course plans.

CIP CODE: Classification of Instructional Programs code is a taxonomic coding scheme that contains titles and descriptions of primarily postsecondary instructional programs. The CIP is

the accepted federal government statistical standard on instructional program classifications. All CTE courses have a CIP code(s) that crosswalks with the course content. State vocational dollars that are requested on the Form 30A each September are reported using CIP codes. Cooperative education programs use the CIP code that relates to the student's career pathway, which should be the same as the work site experience.

Clinical Experiences: Clinical experiences are school-based or on-the-job based placement in the health science area in which students are taught academic and occupational skills from school or employee instructors who supervise and evaluate their work. School-based clinical experiences typically expose students to situations and settings they might encounter once they enter a profession. Simulations and role-playing allow students to enhance their professional skills in school under the direction of a classroom teacher. On-the-job clinical experiences offer students real-life activities in a professional setting. These experiences offered under the direction of a practicing employer are designed to help students learn the skills and attitudes necessary to become a competent practitioner. Cooperative education teacher-coordinators monitor both students and clinical instructors to ensure that appropriate instruction occurs. Students successfully completing a clinical experience program may qualify for industry certification or may receive credits that may be applied toward a professional degree.

Competency: A learned student performance that can be accurately repeated and measured. Instruction based on incumbent worker-validated statements of student outcomes (competencies) that clearly describe what the student will be able to do as a result of the instruction is considered to be competency-based. Evaluation of students is based upon their ability to perform the outcomes specified in the competency.

Competency Based Education: Education designed and organized so that students specifically master the skills, knowledge, and attitudes identified as necessary for successful performance in an occupational area.

Connecting Activities: Activities assigned to the student to reinforce performance expectations attained both in the classroom and on the job. Many CTSO opportunities could be considered connecting activities.

Consortium: A group of two or more school districts, employers, and other partners that is organized around the common goal of establishing a work-based learning system in the community.

Cooperative Education: A method of instruction that enables students to combine academic classroom instruction with on-the-job training in a career area of choice.

Coordination: The process of organizing, developing and maintaining effective relationships among all groups and individuals involved in cooperative education so that students receive the best possible preparation for a career.

DEO: Department of Employment Opportunity <http://www.state.gov/p/io/empl>

DWD: The Indiana Department of Workforce Development is involved with helping Hoosiers prepare for rewarding careers and good jobs through lifelong learning. The Indiana Department of Workforce Development offers a vast array of programs and services to help Hoosier workers and employers stay competitive in an ever-evolving workforce. <http://www.in.gov/dwd/>

Disadvantaged: Persons who have academic, socioeconomic, cultural, or other disabilities that prevent them from succeeding in career and technical education programs designed for persons without such disabilities, and who for that reason require specially-designed educational programs or related services. The term includes persons whose needs for such progress or services result from poverty, neglect, delinquency, or cultural or linguistic isolation from the community at large, but does not include physically or mentally handicapped.

EEOC: Equal Employment Opportunity Commission is a federal agency that focuses on the elimination of illegal discrimination from the workplace.

Employee: Any person employed by or permitted to work for an employer for pay.

Employer: Any person, corporation, partnership, agency, or firm who employs an employee and includes any person, either individual, corporation, partnership, agency, or firm acting directly or indirectly in the interest of an employer in relation to any employee.

Employment Certificate: See [work permit](#).

Extended Contract: A period of employment beyond the regular school term or regular school day during which the teacher-coordinator devotes time to instruction, work site visit and/or development of curriculum.

FSLA: The Fair Labor Standards Act (FLSA) establishes minimum wage, overtime pay, recordkeeping, and child labor standards affecting full-time and part-time workers in the private sector and in Federal, State, and local governments.

Family and Consumer Sciences Program: Occupational Family and Consumer Sciences preparation includes acquisition of problem solving, decision making, higher order thinking, communication, literacy, and numerical skills in applied workplace settings. It is the aim of OFACS courses that all students increase their ability to act responsibly and productively, to synthesize knowledge from multiple sources, to work cooperatively, and to apply the highest standards in all aspects of their lives and careers. Occupational Family and Consumer Sciences programs help students prepare for careers in which they may function as a catalyst for individuals and families.

Field Trips: Field trips to the work site involve classes or small groups of students visiting appropriate work sites during elementary and middle school years. These activities are supervised and designed to explore a variety of jobs. High school students spend time at job sites interviewing employers and employees as part of an assigned class project.

General Related Instruction: Instructional topics that are important for all students to know in a free enterprise system regardless of the type of cooperative education program offered.

Health Occupations Education Program: Health Occupations Education is a career and technical-technical education program with primary goals of providing students with opportunities to gain an understanding of the health care industry, explore career options in health care, and acquire the knowledge, skills, and credentialing for employment and further education. The primary focus of the program is to help students gain insight into the overall health care industry, explore various health related careers, develop competency in marketable entry level skills, and prepare for entrance into postsecondary education. The program is designed to teach students to function effectively as health care providers with the ability to think critically, communicate effectively, access and use information systems, function in an racially and culturally diverse society, and to practice and promote a healthy lifestyle and disease prevention.

HIPAA: The Health Insurance Portability and Accountability Act of 1996 (HIPAA) has goals and objectives to streamline industry inefficiencies, reduce paperwork, make it easier to detect and prosecute fraud and abuse and enable workers of all professions to change jobs, even if they (or family members) had pre-existing medical conditions.

Indiana Department of Education (DOE): The Indiana Department of Education provides support to local school corporations, develops standards for various content areas, collects school data, and provides other services for the K-12 education system. Program specialists are available in all CTE areas. <http://www.doe.state.in.us/>

Indiana Department of Labor (DOL): Our mission statement is: "Working to make Indiana businesses clean and safe and wages fair and competitive." Our dedicated team members work within one of the following divisions. Each division has a specific role in executing a portion of our mission. We hope you will explore the divisions to fully understand what we do. [INSafe](#), [IOSHA](#), [Child Labor](#), [Wage & Hour](#), [Statistics](#), [Bureau of Mines](#)

Industry Skill Standards: National voluntary industry skill standards that include content from multiple disciplines that define what productive workers in an occupational cluster or industry sector need to know and be able to do.

Integrated and Applied Curriculum: The integration of academic and technical curricula designed to bring together related concepts, generalizations, critical thinking skills and processes, combined with techniques providing students the opportunity to apply their knowledge and skills through authentic tasks/assessments.

Interdisciplinary Cooperative Education (I.C.E.): A career exploration study program that accepts students with various career interest areas and utilizes the three facets of cooperative education—the related class, on-the-job training, and varied CTSO's.

Internship (for students): Student internships are situations where students work for a specific period of time to learn about a particular industry or occupation. Non-paid experiences are normally limited to less than 18 weeks. Students' on-the-job activities may include special projects, a sample of tasks from different jobs, or tasks from a single occupation. Internships may include community service (service learning) placements if they meet the above requirements and are related to the student's program of study/career pathway. <http://www.doe.state.in.us/octe/bme/curriculum/pdf/Co-op/InternshipManual06.pdf>

Internship (for teachers): Teacher internships are on-the-job experiences at a particular job or firm to learn specific skills or rotate throughout the firm to learn all aspects of the industry in which they are employed. These experiences may or may not include financial compensation.

IOSHA: The Indiana Occupational Safety and Health Administration, [IOSHA](#).

Job Shadowing: Job shadowing is typically a part of career exploration activities in late middle and early high school grades. A student follows an employee at a business for one day to learn about a particular occupation or industry. Job shadowing can help students explore a range of career objectives and select a career major for the latter part of high school.

Laboratory Training: Experimentation, practice, or simulation by students under the supervision of an instructor.

Local Education Agency (LEA): Refers to the local school authority, i.e., school district.

Marketing Education Program: Marketing involves, but is not limited to, such diverse activities as selling, marketing-information management, advertising, product design, distribution, pricing, purchasing, and financing. It is performed in profit and nonprofit businesses, organizations, and agencies of all types and sizes. Marketing is, therefore, a multi-faceted, critical business function that is interwoven with such social sciences as economics, psychology, and sociology. Its successful performance depends on the application of mathematics and communication skills and the use of critical thinking and problem solving. Entrepreneurship is also a component of marketing.

Mentor Training: Training for work-site mentors which includes a review of the role and responsibilities of a work-site mentor; supervision techniques and teaching methodologies appropriate for adolescents; integrating on-the-job training; and student performance evaluation techniques.

Minor: An individual under the age of 18. Child labor laws apply to minors. [Child Labor](#)

Non-Traditional Employment: Occupations or fields of work for which individuals of one gender comprise less than 25 percent of those employed in the occupation or field of work. (Perkins Act)

Occupational Objective: A career interest selected by the student, the preparation for which is the purpose for the student's career and technical instruction in the classroom and on-the-job.

On-The-Job Training Component: A cooperative work experience planned and supervised by a teacher-coordinator and the supervisor in the employment setting.

OSHA: Occupational Safety and Health Administration is a federal agency. <http://www.osha.gov/>

Performance Competencies: The models designed to serve as a guide in the establishment, maintenance, and evaluation of quality career and technical education programs.

Post Secondary Educational Institution: An institution legally authorized to provide post-secondary education within a state.

Professional Development: Providing training and/or orientation to teachers, counselors, and administrators on topics related to their content areas.

Program of Study: As defined by Perkins IV, a Program of Study identifies options for students to use when planning course work and other education activities that lead to a career pathway. A program of study specifies secondary and post secondary courses, includes academic and CTe content in a coordinated, non-duplicative progression of courses, dual-credit opportunities, and industry-recognized credentials or associate or baccalaureate degree goals.

Proof Of Age: Any official government document that indicates a minor's date of birth (for example, a copy of a birth certificate or a driver's license, a completed I-9 form, or a statement from the local school authorities stating the minor's date of birth).

Related Class Component: The course component taught by the teacher-coordinator that is taken concurrently with the students' on-the-job experiences and that provides instruction directly related to the students' occupational needs (i.e., job skills and occupational survival skills).

School-site Mentor: A professional employed at the school who is designated as the advocate for a particular student, and who works in consultation with the classroom teachers, counselors, related service personnel, and the employer of the student to design and monitor the progress of the student.

Secretary's Commission on Achieving Necessary Skills (SCANS): Performance-based skills established by the Commission of the U.S. Department of Labor built around a three-part foundation of basic skills, thinking skills, and personal qualities that together reflect the skills necessary for the changing workplace. They include resources, interpersonal, information, systems, and technology.

Service Learning: Service learning is an instructional method that combines community service with a structured school-based opportunity for reflection about that service, emphasizing the connections between service experiences and academic learning. Although most service learning activities vary by educational purpose, most programs balance students' need to learn with recipients' needs for service. Students benefit by acquiring skills and knowledge, realizing personal satisfaction and learning civic responsibility, while the community benefits by having a local need addressed.

Sexual Harassment: Sexual harassment is a form of sex discrimination that violates Title VII of the Civil Rights Act of 1964.

Skill Standards: Skills defined by business, industry, labor, and education that students must achieve in order to earn a skill certificate from the Department of Workforce Development, the Department of Education and/or any other authorized state or national agency.

Specific Related Instruction: Instructional topics that tend to make an individual more proficient in one occupational area than in another occupational area and are sometimes referred to as technical or job-related instruction.

Standard/Performance Expectation: A content standard states the understanding and competency that students should attain. A performance expectation delineates what the students need to do to meet the content standard.

Student/Parent/School Agreement: An agreement for the student, parent, and teacher outlining program guidelines and expectations used for admittance into the cooperative education program.

Teacher-Coordinator: A vocationally licensed member of the school staff responsible for administering the cooperative education program and resolving any problems. The teacher-coordinator acts as a liaison between the school and employers.

Termination Notice: A written, signed statement severing the employment and canceling the commitment among the employer, student, school corporation, and parent/guardian. ([See Appendix E for sample.](#))

Trade and Industrial Education: Trade and Industrial Education provides instruction in basic occupational skills, safety judgment, technical knowledge, and related career information for the purpose of training persons for employment in trade, industrial, and technical occupations. It is designed to assist both youth and adults in making successful transitions from education and training programs to the demands and responsibilities of employment and adult life.

Training Agreement: A written statement of commitment from the work site supervisor, teacher-coordinator, student and parent/guardian outlining the term of employment for the cooperative education student.

Training Plan: An outline of the performance expectations to be mastered on-the-job. The training plan is used as an evaluation tool for on-the-job performance. These learning activities are designed to give the student an opportunity to apply principles learned in the classroom to on-the-job experiences. When appropriate, training plans may include suggested activities to be learned through student organization activities and classroom experiences. A training plan states the specific learning, which will lead to the student's career goal. A training plan must include a record of safety training and the appropriate CIP Code. [\(511 IAC 8-2-4-\(3\)\)](#)

United States Department of Education – (USDOE) <http://www.ed.gov/index.jhtml>

United States Department of Labor – (USDOL) <http://www.dol.gov/>

Work Permit: An employment certificate issued by the Indiana Department of Labor that allows for the employment of minors. Work permits may be obtained by an issuing officer at the school corporation.

Work Site: The place of employment where the student learns career and technical skills, knowledge, and attitudes under the supervision of the work site supervisor.

Work Site Mentor: An employee or other individual, approved by the employer at a workplace, who possesses the skills and knowledge to be mastered by a student and who instructs the student, critiques the performance of the student, guides the student to perform well, and works in consultation with the classroom teacher and the supervisor of the student.

Work Site Supervisor: A person in an organization who is designated to supervise and train a student during the student's on-the-job experience. The supervisor works directly with the teacher-coordinator.

Work-based Learning: A method of instruction that provides a planned program of job training and work experience for students, assists the student in career exploration and selection of a career major, teaches job skills that relate to the student's career major, and integrates academic and career and technical curricula.

Appendix D

Professional Organizations and Career and Technical Student Organizations

Professional Organizations for Teachers

Teacher-coordinators benefit greatly from membership and participation in professional organizations relating to Cooperative Education and also professional organizations outside of school.

National

American Association of Family and Consumer Science: <http://www.aafcs.org>
American Medical Association: <http://www.ama-assn.org/>
Association for Career and Technical Education: <http://www.acteonline.org>
Family, Career and Community Leaders of America: <http://www.fcclainc.org>
International Technology Education Association: <http://www.iteawww.org>
Marketing Education Association: <http://www.nationalmea.org>
National Alliance of Business: <http://www.nab.com>
National Association for Trade and Industrial Education: <http://www.skillsusa.org/NATIE>
National Association of Agriculture Education: <http://www.naae.org>
National Business Education Association: <http://www.nbea.org>

State

IN Association of Agricultural Education: <http://www.edci.purdue.edu/aged/ivata/ivata.html>
IN Association of Career Technical Administrators: <http://www.edinformatics.com/vocational>
IN Association for Career and Technical Education: <http://www.indianaacte.org>
IN Business Education Association: <http://ind-ibea.org>
IN Division of Family and Consumer Sciences: www.doe.state.in.us/octe/facs/introductory.html
IN Health Careers Educators: <http://www.doe.state.in.us/ubb>
IN Interdisciplinary Cooperative Coordinators Association:
<http://www.doe.state.in.us/octe/bme/curriculum/CooperativeEducation.htm>
IN Marketing Education Association: <http://www.doe.state.in.us/octe/bme/welcome.html>
IN School Counselors Association: <http://isca-in.org>

Career and Technical Student Organizations (CTSO)

Student participation in Career and Technical Student Organizations as a co-curricular activity is encouraged. A brief description of each CTSO is listed below. Contact the appropriate advisor at the Department of Education for information on how to become involved in the CTSO appropriate for the focus of your program.

Business Professionals of America (BPA)

<http://www.bpa.org>; <http://www.indianabpa.org>

Business Professionals of America is a student organization that contributes to the preparation of a world-class workforce through the advancement of leadership, citizenship, academic, and technological skills for students at the secondary and the postsecondary level. Through co-curricular programs and services, members of Business Professionals of America compete in demonstrations of their business technology skills, develop their professional and leadership skills, network with one another and professionals across the nation, and get involved in the betterment of their community through good works projects.

DECA, An Association of Marketing Students

<http://deca.org>; <http://www.indianadeca.org>

For 55 years DECA, an Association of Marketing Students, has been leading talented young people toward real careers and lifetime skills. DECA's mission is to enhance the co-curricular education of students with interests in marketing, management, and entrepreneurship. DECA provides members with on-the-job experiences, chapter projects, and competency-based competitive events program

National FFA Organization (FFA) <http://www.indianaffa.org/>

The National FFA Organization is dedicated to making a positive difference in the lives of young people by developing their potential for premier leadership, personal growth, and career success through agriculture education. Members are high school and postsecondary students.

Health Occupations Students of America (HOSA)

<http://www.hosa.org>; <http://ideanet.doe.state.in.us/octe/health/hosa.html>

HOSA is a student-led organization whose mission is to enhance the delivery of compassionate, quality health care by providing opportunities for knowledge, skill, and leadership development of all health occupations students, therefore, helping the students to meet the needs of the health care community.

Skills/USA

<http://www.skillsusa.org>; <http://www.indianaskillsusa.org/>

Skills/USA is a national organization serving high school students, college students, and instructors who are enrolled in training programs, technical, skilled, and service occupations, including health occupations. The mission is to assure its student members become world-class workers and responsible American citizens.

Family, Career, and Community Leaders of America

<http://www.fcclainc.org>; <http://www.doe.state.in.us/octe/facs/infccla.html>

FCCLA is a unique organization in which students plan for their multiple roles as family members, wage earners, and community members. The mission of FCCLA is to promote personal growth and leadership development through family and consumer sciences education.

Appendix E

Sample Forms

Name of School

Student Application for Cooperative Education Program

Please Print

Date of Application _____ School _____

Name _____ S.S. # _____ - _____ - _____

Home Address _____
Number & Street _____ City _____ State _____ Zip _____

Age _____ Date of Birth _____ Home Phone # _____

Days Absent This Year _____ Times Tardy _____ Grade Point Average _____

Name of Father/Guardian _____ Employed at _____

Name of Mother/Guardian _____ Employed at _____

School subject you like most _____ Least _____

Extracurricular activities you plan to participate in your senior year:

Why do you wish to enroll in the cooperative education program?

Select three faculty references that can recommend you.

Current Class Schedule:

1. _____

1st Period _____

2. _____

2nd Period _____

3. _____

3rd Period _____

4th Period _____

(over)

What is your long-term occupational goal?

List the trade or occupation for which you would like to receive further training through the cooperative education program:

1. _____ (1st choice) 2. _____ (2nd choice)

List two (2) former employers (**put present or most recent first**):

1. Name of company: _____ Phone: _____
Address _____
Supervisor: _____
2. Name of company: _____ Phone: _____
Address _____ Supervisor: _____

List all the courses you have had to prepare you for your occupational goal:

Subject	Grade earned
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____

Have you taken keyboarding? Yes _____ Speed? _____ w.p.m. No _____

Add any other information that you would like to share that you think would be useful in the decision-making process of acceptance for the cooperative education program.

I understand that I must provide my own transportation to and from the work site before I can be consider for the cooperative education program. I also understand that I will commit to the program for the entire year, accepting all the responsibilities placed upon me in the related class and on the job.

Student Signature

I understand the cooperative education program and shall do my part to assist my son/daughter in fulfilling all obligations of the program.

Parent/Guardian Signature

Return this form to the teacher-coordinator when it is completed.

Cooperative Education Program Student Application for Admittance

Name: _____ SS#: _____

Age: _____ Date of Birth: _____

Address: _____ Telephone: _____

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

Parent/Guardian

Name: _____ Occupation: _____

Parent/Guardian Address _____

State your Career Objective: _____

Indicate the type of work site you prefer. (List choices)

First choice: _____ Second choice: _____

Number of absences: _____ Tardies: _____ to date this year.

Have you ever worked full-time _____ part-time _____ Where? _____

Job description(s): _____

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

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

Please attach a personal data sheet (resume). Include as references names of three teachers who can attest to the quality of your work.

To the Student:

Cooperative education provides an opportunity to be considered for employment and career exploration in your field of interest. When you participate in a program, you indicate that you are sincerely interested in putting forth your best efforts to receive on-the-job training. If you accept this responsibility, please sign in the space provided.

Student

To the Parent or Guardian:

Do you consent to your daughter or son entering a cooperative education program and do you agree to cooperate with the school and the work site in making the training and education beneficial to your daughter or son? If so, please indicate your support and approval with your signature.

Date

Parent or Guardian

What would you like to be doing five years from now? _____

What are the reasons you would like to participate in the Cooperative Education Program?

Name of School Counselor _____

*Please attach a copy of your current class schedule.

Work Experience

Name and Address of Employer	Duties	Dates of Employment
------------------------------	--------	---------------------

References

Secure three teachers' signatures that would recommend you for this program.

Name

What type of transportation do you have? _____

I have prepared this application accurately and completely. If I am accepted for this program, I will take advantage of every opportunity that will improve my skills efficiency in both the classroom and on the job.

Signature of Student

Date

Internship Application

Print neatly in blue/black ink

Internship Type: (Circle)		
In-School Internship	Out-of-School Internship (unpaid)	ICE (paid)

Last Name:	First Name:	Middle Initial:
Street Address:	Social Security Number: (Required)	Gender: M F
City:	State: INDIANA	ZIP:
Home Phone:	Cell Phone:	Preferred Language:
Verified Absences (this year to date)	Date of Birth:	Verified GPA:
Grade Level (during internship year): Circle One 9 th 10 th 11 th 12 th	Class period(s) for internship: (Circle) 1 2 3 4 5	Trimester(s): 1 2 3
Long-term Career Goal:	Student Computer ID #:	Graduation Year:

Race/Ethnic Group (Circle the correct <u>number</u>) 1. American Indian 4. Hispanic, Not African American 2. African American 5. White – Not Hispanic 3. Asian Pacific Islander 6. Multi-Race	Are you eligible for or participating in any of these programs? <input type="checkbox"/> Special Needs <input type="checkbox"/> Free Lunch <input type="checkbox"/> Talented & Gifted <input type="checkbox"/> English as a Second Language
--	---

Current Class Schedule:

Period	Room, Tri-2	Course Name Trimester 2	Room, Tri-3	Course Name Trimester 3
1				
2				
3				
4				
5				

List three teachers who could serve as a reference for you:

Applicant Signature: _____ Date: _____

Parent/Guardian Signature: _____

Internship Application (continued)

Father/Guardian:	Employed at:		
	Phone at work:		
Mother/Guardian:	Employed at:		
	Phone at work:		
Extracurricular activities/sports you plan to participate in during your Internship year:	When does this activity/sport meet or take place?		
Have you selected a site and mentor for your internship? <div style="text-align: center;"> <input type="checkbox"/> YES <input type="checkbox"/> NO </div>	Career Area:		
If yes, where?:	Contact Person:	Title:	Phone:
List the experiences you have had in this career field such as job shadow, work experience, volunteer work, or academic classes.			
What are your post-secondary plans?			
<input type="checkbox"/> On-the job Training	What type or where?		
<input type="checkbox"/> Apprenticeship	In what?		
<input type="checkbox"/> 2-year Associate Degree	What college?		
<input type="checkbox"/> 4-year Bachelor's Degree	What college?		
<input type="checkbox"/> Military	What branch?		
<input type="checkbox"/> Other	List?		
Write a paragraph explaining how participating in an Internship Experience will benefit your career plans.			

- All potential Out-of-School and ICE interns are required to go through the Interview Process.
- All Out-of-School and ICE applicants will be notified of their acceptance status before the end of the school year.
- Training Plans and Training Agreements must be completed and turned in by the first day of each trimester.

**Training Agreement
for**

_____ **High School
Cooperative Education Program**

and

(Work Site)

Student _____ Phone _____ Birth Date _____

Address _____ Occupational Objective _____

Work Permit Y N (circle) CIP Code: _____

This agreement covers the school year 200__ - 200__

=====

The goal of Cooperative Education is the correlating and blending of career and technical education, academic education, and on-the-job experience to help a student qualify for a position in his/her chosen career field. This agreement between the _____ School Corporation, the employer, the student, and his/her parent or guardian defines the responsibilities that each accepts and agrees to as shown by their signature.

School Corporation Responsibilities:

1. Coordinate the program.
2. Provide forms and maintain adequate records.
3. Act as liaison between the parties of this agreement.
4. Screen and select student-learning applicants.
5. Provide specific and/or general related instruction.
6. Notify the employer in advance if the employment status of the student changes (when possible).
7. Make visitations to the Work Site to discuss student progress, evaluate the work site and coordinate the program.
8. Evaluate the student and assign letter grades and credits.

Employer Responsibilities:

1. Employ the student for at least fifteen (15) hours per week.
2. Provide safe working conditions and safety instruction for tasks and duties performed during the training period for the student learner.
3. Release the student from his/her work schedule to participate in school activities, providing prior arrangements have been made.
4. Provide instruction and training in the various phases of the occupational training named above.
5. Assign training supervisor who will evaluate and supervise the student as agreed upon.
6. Meet with the coordinator to discuss the student's progress.
7. Conform to all federal, state, and local labor laws and existing labor-management agreements that apply.
8. No person shall be denied employment, re-employment, or advancement nor shall be evaluated on the basis of sex, marital status race, color, age, disability, creed, or national origin. Age shall be considered only with respect to minimums set by law as specified by the state.

Student Responsibilities:

1. Perform the necessary tasks and follow instructions as given by the teacher-coordinator and/or employer.
2. Attend the related class as required.
3. Provide transportation to and from place of employment.
4. Notify the teacher-coordinator and the employer on day of absence or late arrival prior to starting time (when possible).
5. Not to report to work on days absent from school.
6. File complete weekly reports on his/her job activities as required.
7. Report to the coordinator as soon as possible when problems arise affecting his/her employment.
8. Work to improve skills, knowledge, and personal qualities.

The Parent or Guardian gives permission for the Student to enroll in the _____ School Corporation Cooperative Education Program and to work at the above named Work Site.

I have read the above training agreement and understand my responsibilities and relationship to the program as outlined by the agreement.

(Employer)

(Company)

(Date)

(Student)

(Date)

(Parent/ Guardian)

(Date)

(Teacher-Coordinator)

(Date)

School Name/Address/Phone Cooperative Education Program Training Plan

Student Name _____	Birth Date: ____/____/____	Work Permit	Y N (circle)
Work Site _____	Work Site Supervisor: _____		
Address _____	Phone/FAX _____		
Career Objective: _____		CIP Code _____	
Training Period: ____/____/____ through ____/____/____		Position: _____	

This is a training plan between the student, employer, school, coordinator, and parent/guardian. Compliance with Federal and State laws governing employment will be required. The training may be discontinued at any time by the employer, coordinator, parent/guardian, or school administrator, but each agrees to notify all other parties in advance. XYZ School Corporation has a policy of providing equal opportunity. All courses are open to all students regardless of age, race, color, gender, religion, handicapping conditions and national origin, including Limited English Proficiency.

Class Related Instruction includes, but is not limited to, the following: Career Planning, Communication, Computation, Economics, Employment, Human Relations, Life Skills, Safety, and Wellness

SCANS Competencies

Specific Occupational Competencies

Specific Safety Competencies

Equipment

It is the policy of the XYZ School corporation not to discriminate on the basis of race, color, religion, gender, veteran status, national origin, age, limited English proficiency, or disability in its programs or employment policies as required by the Indiana Civil Rights Law (I.C.22-9-1), Title VI (Civil Rights Act of 1964), the Equal Pay Act of 1973, Title IX (Educational Amendments), and Section 504 (Rehabilitation Act of 1973). Questions concerning compliance with these laws should be directed to the Executive Director of Curriculum, XYZ School corporation, address, and phone number.

_____ Student Signature	_____ Date	_____ Teacher-Coordinator Signature	_____ Date
_____ Work Site Supervisor Signature	_____ Date	_____ Parent/Guardian Signature	_____ Date

High School
0000 South State Road 19
City, State, Zip
260-555-1212
Cooperative Education Training Plan

CIP Code: _____

Student Name _____ Age _____ Social Security Number _____

Work Site _____ Supervisor's Name _____

Work Site Address _____

Work Site Phone _____ Work Site Fax _____

Career Objective _____ Training Period _____ through _____
mm/dd/yy mm/dd/yy

This is a training agreement between the student, employer, school corporation, teacher-coordinator, and parent/guardian. Compliance with Federal and State laws governing employment will be required. The training may be discontinued at any time by the employer, coordinator, parent/guardian, or school administrator, but each agrees to notify all other parties in advance. It is the policy of the school corporation not to discriminate on the basis of race, color, religion, gender, veteran status, national origin, age, limited English proficiency, or disability in its programs or employment policies as required by the Indiana Civil Rights Law (I.C.22-9-1), Title IV (Civil Right Act of 1964), the Equal Pay Act of 1973, Title IX (Educational Amendments, and Section 504 (Rehabilitation Act of 1973).

Class related instruction includes, but is not limited to, the following: Career Planning, Communication, Computation, Economics, Employment, Human Relations, Life Skills, Safety, and Wellness

Evaluations shall be performed every grading period, including the following General Workplace Competencies:

Appearance	Score _____	5 Always Well Groomed	Job Knowledge	Score _____	5 Superior Job Knowledge
		4 Neat / Appropriately Groomed			4 Above Average Job Knowledge
		3 Satisfactory			3 Adequate Knowledge
		2 Careless About Grooming			2 Below Average Knowledge
		1 Definitely Unsatisfactory			1 Lacks Sufficient Knowledge
<hr/>					
Personality	Score _____	5 Always Poised & Pleasant	Accuracy	Score _____	5 Always Accurate
		4 Generally Poised & Pleasant			4 Seldom Makes Mistakes
		3 Acceptably Pleasing			3 Usually Accurate
		2 Somewhat Easily Upset			2 Frequently Makes Mistakes
		1 Very Easily Upset			1 Always Makes Mistakes
<hr/>					
Quantity of Work	Score _____	5 Usually High Output	Following Directions	Score _____	5 Follows Directions Implicitly
		4 More Than Average Output			4 Very Seldom Needs Reminders
		3 Normal Amount			3 Satisfactory
		2 Below Average			2 Needs Frequent Reminders
		1 Low Output/Slow			1 Needs Constant Reminders

_____ **High School**
Address
City, State, Zip
Phone/FAX
Cooperative Education Training Plan/Evaluation

CIP Code

Student Name _____ Age _____ Social Security Number _____

Work site _____ Supervisor's Name _____

Work site Address _____

Work site Phone _____ Work site Fax _____

Career Objective _____ Training Period _____ through _____
mm/dd/yy mm/dd/yy

This is a training agreement between the student, employer, school, coordinator, and parent/guardian. Compliance with Federal and State laws governing employment will be required. The training may be discontinued at any time by the employer, coordinator, parent/guardian, or school administrator, but each agrees to notify all other parties in advance. It is the policy of the school corporation not to discriminate on the basis of race, color, religion, gender, veteran status, national origin, age, limited English proficiency, or disability in its programs or employment policies as required by the Indiana Civil Rights Law (I.C.22-9-1), Title IV (Civil Right Act of 1964), the Equal Pay Act of 1973, Title IX (Educational Amendments, and Section 504 (Rehabilitation Act of 1973).

Class related instruction includes, but is not limited to, the following: Safety on the Job; Choices & Challenges; Getting to Know Yourself; Researching Careers; Planning for Success; Finding and Applying for a Job; You, Your Employers, and Your Co-workers; Progress Toward Your Career Goal; Your Personal Effectiveness; Your Personal Safety; Communication Skills; Math Skills; Computer Literacy; Changing Workplace Issues, Leadership in the World of Work; You as a Consumer; Bank Services; Using Credit; Buying Insurance; Handling Legal Matters; Paying Taxes; Social Security Services; and Your Changing Role.

Evaluations shall be performed every grading period, including the following General Workplace Competencies:

Appearance	Score _____	5 Always Well Groomed 4 Neat / Appropriately Groomed 3 Satisfactory 2 Careless About Grooming 1 Definitely Unsatisfactory	Job Knowledge	Score _____	5 Superior Job Knowledge 4 Above Average Job Knowledge 3 Adequate Knowledge 2 Below Average Knowledge 1 Lacks Sufficient Knowledge
Personality	Score _____	5 Always Poised & Pleasant 4 Generally Poised & Pleasant 3 Acceptably Pleasant 2 Somewhat Easily Upset 1 Very Easily Upset	Accuracy	Score _____	5 Always Accurate 4 Seldom Makes Mistakes 3 Usually Accurate 2 Frequently Makes Mistakes 1 Always Makes Mistakes
Quantity of Work	Score _____	5 Usually High Output 4 More Than Average Output 3 Normal Amount 2 Below Average 1 Low Output/Slow	Following Directions	Score _____	5 Follows Directions Implicitly 4 Very Seldom Needs Reminders 3 Satisfactory 2 Needs Frequent Reminders 1 Needs Constant Reminders

Initiative	Score _____	Attendance	Score _____
	5 Does the "Extra Things"		5 Usually Regular in Attendance
	4 Requires Little Supervision		4 Seldom Absent
	3 Works Well with Some Supervision		3 Occasionally Absent
	2 Needs Constant Supervision		2 Frequently Absent
	1 Dependent on Others		1 Normally Absent

Attitude	Score _____	Safety	Score _____
	5 Outstanding		5 Always Complies
	4 Very Interested & Industrious		4 Above Average Compliance
	3 Average Diligence & Interest		3 Average Compliance
	2 Somewhat Indifferent		2 Below Average Compliance
	1 Definitely Not Interested		1 Seldom, if Ever, Complies

Company Rules & Regulations	Score _____	Use of Equipment	Score _____
	5 Always Complies		5 Superior Ability
	4 Above Average Compliance		4 Above Average Ability
	3 Average Compliance		3 Average Ability
	2 Below Average Compliance		2 Below Average Ability
	1 Seldom, if Ever, Complies		1 Poor Ability

Evaluations shall be performed every grading period, including the following Specific Workplace Competencies:

Occupational Competencies	1 Superior	2 Above Avg.	3 Average	4 Below Avg.	5 Poor
Safety Competencies	1 Superior	2 Above Avg.	3 Average	4 Below Avg.	5 Poor

For hazardous occupations: The work of the student trainee in an occupation declared hazardous shall be incidental to his/her training, shall be intermittent and for short periods of time under the direct supervision of a qualified person. The student shall be given specific safety instruction for equipment and procedures used.

_____ <i>Student Signature</i>	_____ <i>Date of Signature</i>	_____ <i>Teacher-Coordinator Signature</i>	_____ <i>Date of Signature</i>
_____ <i>Parent Signature</i>	_____ <i>Date of Signature</i>	_____ <i>Work Site Representative Signature</i>	_____ <i>Date of Signature</i>

_____ **High School**
Address
School Corporation
City, State, Zip
Phone: _____ **Fax:** _____
Training Plan and Evaluation

Student Name: _____	Birth Date: ____/____/____	Work Permit	Y	N
Work site: _____	Work site Supervisor: _____			
Work Site Address: _____	STREET CITY STATE			Phone: _____
Training Period: ____/____/____	through	____/____/____	Career Objective: _____	

This is a training plan between the student, employer, school, coordinator, and parent/guardian. Compliance with Federal and State laws governing employment will be required. The training may be discontinued at any time by the employer, coordinator, parent/guardian, or school administrator, but each agrees to notify all other parties in advance. XYZ School Corporation has a policy of providing equal opportunity. All courses are open to all students regardless of age, race, color, gender, religion, handicapping conditions and national origin, including Limited English Proficiency.

Class Related Instruction includes, but is not limited to, the following: Safety on the Job, Choices and Challenges, Getting to Know Yourself, Researching Careers, Planning for Success, Finding and Applying for a Job, You, Your Employers, and Skills, Math Skills, Computer Literacy, Changing Work Issues, Leadership in the World of Work, You as a Consumer, Bank Services, Using Credit, Buying Insurance, Handling Legal matters, Paying Taxes, Social Security Services, Your Changing Role.

Quarterly evaluation includes the following GENERAL WORKPLACE COMPETENCIES:

Occupational Competency (List below the competencies specific to this job assignment)	1 Superior	2 Above Avg	3 Average	4 Below Avg	5 Poor

Name of School Final Evaluation by Employer

Ratings:

- | | |
|----------------------------|--|
| 5 = Proficient: | High standard |
| 4 = Capable: | Reliable, responsible |
| 3 = Employable: | Requires some supervision and assistance |
| 2 = Restricted: | Requires close supervision and assistance |
| 1 = Non-proficient: | Poor standard |

5	4	3	2	1	1) Cooperation
5	4	3	2	1	2) Initiative
5	4	3	2	1	3) Courtesy
5	4	3	2	1	4) Accepts Constructive Criticism
5	4	3	2	1	5) Knowledge of Job
5	4	3	2	1	6) Accuracy of Work
5	4	3	2	1	7) Work Accomplished
5	4	3	2	1	8) Follows Directions
5	4	3	2	1	9) Adaptability
5	4	3	2	1	10) Accepts Responsibility
5	4	3	2	1	11) Personal Appearance
5	4	3	2	1	12) Punctuality/Attendance

Student: _____

School: _____

Work Site: _____

Supervisor: _____

Date: _____

Comments: _____

Student _____

Training Station _____

Grading Period _____ **CIP Code** _____

Supervisor _____

Due Date _____

Supervisor's Signature **Letter Grade**

Parent's Signature

Comments:

**Interdisciplinary Cooperative Education
Program**

Student Performance Review



Student _____

Grading Period _____

Interdisciplinary Cooperative Education Program Student Performance Review

Teacher-Coordinator Contact: _____

APPEARANCE

- Always Well Groomed
- Neat/Appropriately Groomed
- Satisfactory
- Careless About Grooming
- Definitely Unsatisfactory

ACCURACY

- Always Accurate
- Seldom Makes Mistakes
- Usually Accurate
- Frequently Makes Mistakes
- Always Makes Mistakes

KNOWLEDGE OF JOB

- Superior Job Knowledge
- Above Average Knowledge
- Adequate Knowledge
- Below Average Knowledge
- Lacks Sufficient Knowledge

PUNCTUALITY

- Always on Time
- Usually on Time
- Occasionally Late
- Frequently Late
- Normally Late

PERSONALITY

- Always Poised and Pleasing
- Generally Poised and Pleasing
- Acceptably Pleasing
- Somewhat Easily Upset
- Very Easily Upset

FOLLOWING DIRECTIONS

- Follows Directions Implicitly
- Very Seldom Needs Reminders
- Satisfactory
- Needs Frequent Reminders
- Needs Constant Reminders

ATTITUDE & APPLICATION

- Outstanding
- Very Interested and Industrious
- Average in Diligence and Interest
- Somewhat Indifferent
- Definitely Not Interested

KNOWLEDGE OF MERCHANDISE

- Complete Knowledge
- Knowledge of Details
- Fairly Well Informed
- Knows Enough to Get By
- Completely lacking

CONTROL OF EMOTIONS

- Composed Under All Conditions
- Rarely Shows Emotions
- Occasionally Becomes Upset
- Somewhat Easily Upset
- Very Easily Upset

SUITABILITY TO JOB

- Ideally Placed
- Well Placed
- Satisfactorily Placed
- Limited Adjustment Required
- Definitely Unsited

SAFETY

- Always Complies
- Above Average Compliance
- Average Compliance
- Below Average Compliance
- Seldom, if Ever Complies

JUDGMENT

- Exceptionally Mature in Judgment
- Above Average in Making Decisions
- Usually Makes the Right Decision
- Often Uses Poor Judgment
- Consistently Uses Poor Judgement

ADAPTABILITY

- Able to Meet New Situations
- Can Make Adjustments Generally
- Tries to Adjust
- Does Not Readily Adjust
- Is Unable to Adjust

LOYALTY

- Superior Loyalty to Business
- Shows Pride in Business
- Average Pride in Business
- Little Pride for Business
- No Respect for Business

DEPENDABILITY

- Completely Dependable
- Above Average in Dependability
- Usually Dependable
- Sometimes Neglectful or Careless
- Unreliable

ATTENDANCE

- Usually Regular in Attendance
- Seldom Absent
- Occasionally Absent
- Frequently Absent
- Normally Absent

INITIATIVE

- Does the "Extra Things"
- Requires Little Supervision
- Works Well with Some Supervision
- Needs Constant Supervision
- Dependent on Others

RULES & REGULATIONS

- Always Complies
- Above Average Compliance
- Average Compliance
- Below Average Compliance
- Seldom, if Ever, Complies

QUANTITY OF WORK

- Usually High Output
- More than Average
- Normal Amount
- Below Average
- Low Output/Slow

USE OF EQUIPMENT

- Superior Ability
- Above Average Ability
- Average Ability
- Below Average Ability
- Poor Ability

Cooperative Education Program Student Evaluation of Work Site

Student Name _____

Work Site _____ No. Weeks Employed _____

Work Site Supervisor _____

Instructions: Rate your job experience according to the following criteria by circling the appropriate number.

4 Strongly Agree 3 Agree 2 Disagree 1 Strongly Disagree

The job provided me with an educationally meaningful experience.	[4]	[3]	[2]	[1]
The job was what I expected it to be.	[4]	[3]	[2]	[1]
The job provided me with assignments related to my abilities and skills.	[4]	[3]	[2]	[1]
The job provided me with the opportunity to perform progressively more advanced tasks.	[4]	[3]	[2]	[1]
Company rules and regulations were explained clearly to me.	[4]	[3]	[2]	[1]
I received daily supervision.	[4]	[3]	[2]	[1]
My work supervisor was reasonable and fair.	[4]	[3]	[2]	[1]
My work supervisor periodically discussed my performance with me.	[4]	[3]	[2]	[1]
My co-workers were friendly and courteous.	[4]	[3]	[2]	[1]
My on-the-job experience was worthwhile.	[4]	[3]	[2]	[1]

Remarks or Suggestions:

I would recommend the cooperative education program to other students. Yes [] No []

I would recommend this employer to other students. Yes [] No []

Student Signature _____ Date _____

Printed Student Name _____

Weekly Work Report

Student's Name _____ Employer _____

Work Site Supervisor's Name _____

Week of: _____ to _____ 200_____

Day	Time In	Time Out	Total Hours	Hourly Wages	Job(s) Performed
Sunday					
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					

Total Hours Worked This Week: _____ **Total Wages Earned This Week:** _____

Summary of Week's Work: In paragraph style describe your work experience this week.

Other comments:

High School Weekly Work Report

Student _____ Job Title _____

Work Site _____ Supervisor _____

Hourly Wage _____ Week of: _____ to _____ 200_____

Day	Time In	Time Out	Total Hours	Hourly Wages	Job(s) Performed
Sunday					
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					

Total Previous Hours _____

Total Previous Pay _____

Hours This Week _____

Pay This Week _____

Cumulative Hours _____

Cumulative Pay _____

What new task or procedure did you learn from your work?

What problems or safety issues came up that need to be addressed?

Other comments: _____

Cooperative Education Cumulative Wage & Hour Summary

CIP Code: _____

Name _____
Last
First
Middle

Work Site _____

Name of Supervisor _____

Summer Totals

<i>Month</i>	<i>Hours</i>	<i>Hourly Rate</i>	<i>Bonuses/Tips</i>	<i>Total Wages</i>
June				
July				
August				
Summer Totals				

_____ School Year Totals

<i>Month</i>	<i>Hours</i>	<i>Hourly Rate</i>	<i>Bonuses/Tips</i>	<i>Total Wages</i>
August				
September				
October				
November				
December				
January				
February				
March				
April				
May				
Totals				

Site Visit Record

Student's Name _____ Date _____ Time _____

Work Site _____ CIP Code _____

Work Site Supervisor _____

Contact Person (today's visit) _____

Purpose of Visit: Student Observation Student Evaluation Conference
 Problem Resolution Other

This form must be completed for work site visits. Remember to record observations, actions to be taken, and recommendations. Identify specific strengths and needed improvements.

General Observations:

Student Conference/Comments:

Work Site Supervisor Conference/Comments:

Teacher-Coordinator's Signature: _____

School Name
Work Site Termination Notice

Student _____ Birth Date _____

Social Security No. _____ Date of Termination _____

Work Site _____ Supervisor's Name _____

Work Site Address _____ WS Phone _____

Work Site Title _____ Student's Hourly Wage \$ _____

_____ has been terminated from the work site listed above for the
Student's Name following reason(s):

_____ Excessive absences _____ Needs more academic training for this job

_____ Failure in related class _____ Failure in another class

_____ Other _____

_____ Other _____

_____ Other _____

This action will result in recommendation for:

_____ Loss of credit for _____ Related Class _____ On-the-Job Training _____ None

_____ Other _____

As a result of this termination, the above-mentioned student will be:

_____ Withdrawn from the program

_____ Assigned to a new work site, if possible

_____ Other _____

I FULLY UNDERSTAND THE ABOVE CONDITIONS AND AGREE TO COOPERATE FOR THE
BEST INTEREST OF THE STUDENT.

Student Signature

Date

Employer Signature

Date

Teacher-Coordinator Signature

Date

Parent/Guardian Signature

Date

Cooperative Education Request for Job Change

Student _____ Teacher-Cordinator _____

Date _____ Work Site Supervisor _____

Work Site _____ Phone # _____

Instructions

1. This form must be completed in full **before** a decision is made to change or leave your present job.
2. Schedule a conference with your teacher-coordinator. This conference will be held during at time designated by your teacher-coordinator.
3. **Failure to follow this procedure before leaving your job will result in a failing grade for the grading period and possible removal from the program.**

Procedure

1. Turn in completed form to your teacher-coordinator.
2. Confer with your teacher-coordinator.
3. Teacher-coordinator will contact your employer.
4. Teacher-coordinator will contact your parent/guardian.
5. A mutual decision will be made by all parties involved.

Complete the Following:

1. Explain your reasons and the circumstances surrounding your decision for wanting to leave current job.

3. List 5 pros and 5 cons for your requested job change.

PROS

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

CONS

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Parent/Guardian Signature _____ Date _____

Student Signature _____ Date _____

School Name/Address/Phone Sample Follow-Up Survey for Employers Cooperative Education

Work Site _____ Phone Number _____

Work Site Supervisor _____

Please return in the stamped, self-addressed envelope.

In (year), (name of student) completed the cooperative education program at our school. In order to study the strengths and weaknesses of the program and to comply with state and federal regulations, we complete a follow-up study of former students. The purpose is not to evaluate the student, but to evaluate the program's preparation of the student for employment and to guide us in making program changes. Your cooperation in completing the survey is appreciated very much.

1. Is the individual still in your employment? Yes ____ No ____
2. How well do you feel the individual was prepared for employment when hired? _____
 - A. Very well prepared; trained in essentials needed for job performance
 - B. Generally well prepared but there were some gaps in training
 - C. Poorly prepared; many necessary skills are lacking

Please rate the employee on each of these traits.

		Excellent	Good	Fair	Poor
3.	General quality of work				
4.	General quantity of work				
5.	Attendance/punctuality				
6.	Observation of safety rules				
7.	Attitude				

8. Do you feel that the individual could have been equally successful in your employment without training in the cooperative education program?

Yes ____ No ____

9. What suggestions can you make that might improve the training of our students for your type of employment?

10. Comments:

Banquet Planning Checklist

<p>September</p> <ul style="list-style-type: none"> <input type="checkbox"/> Proposed Budget <input type="checkbox"/> Cost of Meal, Award, Decorations - \$_____ <input type="checkbox"/> Money-Raising Projects &/or Dues Started <p>October</p> <ul style="list-style-type: none"> <input type="checkbox"/> Banquet Date Set <input type="checkbox"/> Banquet Location Set <input type="checkbox"/> Banquet Time Set <input type="checkbox"/> Put on School Calendar – Check for Conflicts <p>January</p> <ul style="list-style-type: none"> <input type="checkbox"/> Determine Menu <input type="checkbox"/> Determine Cost of Meal per Person <input type="checkbox"/> List of Special Guests <input type="checkbox"/> Determine Decorations and Estimated Cost <input type="checkbox"/> Meal Cost Estimation for Students, Employers, Guests and Entertainment <input type="checkbox"/> List What Awards Will Be Given <input type="checkbox"/> Determine Entertainment or Guest Speaker <p>One Month Before Banquet Committee</p> <ul style="list-style-type: none"> <input type="checkbox"/> Determine Program Order <input type="checkbox"/> Determine Student to Head Each Segment <input type="checkbox"/> Determine seating Arrangement With Students/Employers together <input type="checkbox"/> Set Up Ready to Go With Name Cards, Seating Chart, Decorations <input type="checkbox"/> Make or Order Awards <input type="checkbox"/> Contact Speaker to Solidify Commitment 	<p>Two Weeks Before Banquet</p> <ul style="list-style-type: none"> <input type="checkbox"/> Programs Typed, Printed, Assembled <input type="checkbox"/> RSVP Returned One Week Before Banquet <input type="checkbox"/> Publicity <input type="checkbox"/> Local Paper, Radio, TV <input type="checkbox"/> School Paper/Electric Bulletin Board <input type="checkbox"/> Club Reporter <input type="checkbox"/> Photographer <input type="checkbox"/> Clean-up Committee Knows What to Save <p>One Week Before Banquet</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete Anything Not Already Finished <input type="checkbox"/> Students Practice Their Parts <input type="checkbox"/> RSVP Returned; Inform Caterer Exact Number of Meals <input type="checkbox"/> Remind Students About Appropriate Attire and Manners <p>Day of Banquet</p> <ul style="list-style-type: none"> <input type="checkbox"/> Take Students to Lunch <input type="checkbox"/> Go to Banquet Site to Decorate, Practice Speeches, Set Up Name Cards and Music, etc. <p>Post Banquet</p> <ul style="list-style-type: none"> <input type="checkbox"/> Critique of Banquet: Yours, Students', Others <input type="checkbox"/> Congratulate Students for Their Hard Work <input type="checkbox"/> Pay Bills <p style="text-align: center;">Ideas:</p> <ul style="list-style-type: none"> ▪ Invite two juniors to act as host/hostess who will be chairmen of banquet committee next year. ▪ Have all students help with set-up and cleanup.
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COFACS IMPROVEMENT PLAN
for
Student Name

Note: At this point in the semester dropping out of COFACS is not an option. We are too far into the 9 weeks and there are no available classes for Student Name.

Current Standing Coop Rules and Regulations:

- According to school records, Student Name has worked a total of 25.26 hours towards the 270 for the semester.
- To receive credit, a minimum of 540 hours for the school year must be worked by June 5, 2006. *Students shall be employed an average of not less than fifteen (15) hours per week during the school year.* (Indiana Administrative Code 511 IAC 8-2-Sec. 5-(6))
- Students participating in on-the-job training will earn academic credit upon working the minimum specified number of hours in the workplace.
- Students shall pass the related class and the on-the-job training in order to remain in the program.
- Separate grades may not be issued for the classroom instruction and the on-the-job training.

Option 1: Remain in the COFACS class without a job.

- Receive an F for the Job Training portion of the grade and an F in Related Training portion of the grade for the semester.
- Student will receive no credit for the class.
- Student will be required to remain at school all day.

Option 2: Find new employment and remain in class for the semester

- Receive an N for the Job Training and the appropriate grade earned for the Related Training for the 9 weeks.
- With the assistance of Teacher Name, Student will have two weeks to be interviewed and be hired by an approved employer. During this two week period, she may use her release time for this job search. Student will be provided a log to be used to verify her employment search. If not looking for a job, she must remain in school. She will be under the supervision of Teacher Name during the two-week time period.
- The new employer must agree to sign the training agreement and training plan provided by the COFAC's coordinator. They must also agree to provide employment through June 7, 2006.
- Once employed, Student will report to work as scheduled without any no shows or any negative reports.
- In the event that Student does not obtain employment, a failing grade will be received for both portions of the COFACS grade.

Student Signature

Parent Signature

Coordinator Signature

Administrator Signature

Date

Appendix F

Internet Resources

Internet Resources

General CTE Information

<http://www.acteonline.org/>

<http://doe.state.in.us/octe/facs/iactecalendar.html>

<http://www.doe.state.in.us/octe/welcome.html>

Student Organizations

<http://www.indianabpa.org/>

<http://www.indianadeca.org/>

<http://www.indianaffa.org/>

<http://www.doe.state.in.us/octe/facs/infcccla.html>

<http://www.doe.state.in.us/octe/health/hosa.html>

<http://www.indianaskillsusa.org/>

Career Information

<http://www.bridges.com>

<http://www.act.org/discover>

<http://www.fastweb.com>

<http://www.learnmoreindiana.org>

<http://online.onetcenter.org>

Employment Information

<http://www.eeoc.gov>

<http://www.in.gov/labor/childlabor/index.html>

These materials have been developed by cooperative education teachers in Indiana as part of a competitive contract funded 100% by the Carl D. Perkins Vocational and Technical Education Act of 1998.

Policy Notification Statement

It is the policy of the Indiana Department of Education not to discriminate on the basis of race, color, religion, sex, national origin, age, or handicap, in its programs or employment policies as required by the Indiana Civil Rights Act (I.C.22.9.1), Title VI and VII (Civil Rights Act of 1964), the Equal Pay Act of 1973, Title IX (Educational Amendments), and Section 504 (Rehabilitation Act of 1973).

Inquiries regarding compliance with Title XI may be directed to the Human Resources Director, Indiana Department of Education, Room 299 State House, Indianapolis, IN 46204-2798, or to the Director of the Office of Civil Rights, Department of Health and Human Services, Washington, DC; or **Dr. Suellen Reed, State Superintendent of Public Instruction.**