

New York State Education Department Approved Work-Based Learning Programs

**A Guide for School Administrators
and Work-Based Learning Coordinators**

**THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
ALBANY, NEW YORK
www.nysed.gov**



2007

THE UNIVERSITY OF THE STATE OF NEW YORK

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NOTE: This publication is a general guide for developing, implementing and operating work-based learning programs in New York. If any portion of this publication conflicts with federal, state or local law or regulation – such law or regulation shall prevail over the contents of this publication.

ACKNOWLEDGEMENTS

Since 1982, there have been several editions of the *Handbook for Cooperative Career and Technical* (formerly Occupational) *Education*. Contributing to the earlier editions were Pearl Campbell (New York State Education Department [NYSED]), Richard Dansingburg (Delaware-Chenango BOCES), Barbara Dickerson (BOCES III), Barbara Donahue (NYSED), Susan Gubing (Smithtown High School East), George Mariano (West Islip High School) Professor Reno Knouse (retired Marketing and Distributive Teacher-Educator at the State University of New York at Albany), Ruth Pippo (NYSED), Bernard Stein (Newfield High School), Kenneth C. Stein (Sewanhaka Central High School), and Marjorie A. Sullivan (Greece Arcadia High school).

In the early 1990's, the Division of Occupational Education, in addition to overseeing the Cooperative Occupational (Career and Technical) Education Work Experience Program, also assumed responsibility for overseeing three additional work-based learning programs – the General Education Work Experience Program (GEWEP), the Work Experience and Career Exploration Program (WECEP), and the Career Exploration Internship Program (CEIP). GEWEP and WECEP were both formerly coordinated by the Office of General Education and Curriculum Services, and the Career Exploration Internship Program (CEIP) was a newly developed work-based learning program.

This publication, *New York State Education Department Approved Work-Based Learning Programs: A Guide for School Administrators and Work-Based Learning Coordinators*, combines the guidelines for CEIP, GEWEP, WECEP and CO-OP into one document. Contributing to this current document were: Frank Crocombe (Ward Melville High School), Anne Croft (Buffalo Public Schools), Josh Dziedzic (Fairport High School), Susan Gubing (State University of New York at Oswego/retired from Smithtown High School), Laurie Hahl (Broome-Tioga BOCES), Rich Heim (Shaker High School), Marc Peimer (Capital Region BOCES), Nancy Lauria (retired from the New York State Education Department, Office of Vocational Education Services for Individuals with Disabilities), Joanne LaCrosse (New York State Education Department, Office of Vocational Education Services for Individuals with Disabilities), and Tony Schilling (New York State Education Department, Office of Curriculum and Instructional Support).

A special thank you is extended to Susan Gubing, who has contributed to every edition of the various handbooks mentioned above, and who made significant contributions to this current publication in the form of writing, coordinating the various sections, editing, and key-entering the material from the other contributors.

Section

1

General Information about New York State Work-Based Learning Programs



**New York State Education Department
Office of Curriculum and Instructional Support
Career and Technical Education Team
89 Washington Avenue
Room 315EB
Albany, NY 12234**

2007

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A. Introduction to New York State Work-Based Learning Activities

Work-based learning (WBL) is the “umbrella” name used to identify activities which collaboratively engage employers and schools in providing structured learning experiences for students. These experiences focus on assisting students develop broad, transferable skills for postsecondary education and the workplace. A quality WBL program can make school-based learning more relevant by providing students with the opportunity to apply knowledge and skills learned in the classroom to real world situations.

Work-based learning is supported in the school and at the worksite. While school-based learning focuses on academic and career and technical preparation as part of the classroom curriculum, worksite learning occurs, away from school, in a business or community organization.

Common Work-Based Learning Activities in New York			
Career Awareness	School Site Career Preparation	NYSED-Approved Work-Based Learning Programs	Other Forms of Work-Based Learning Activities
<ul style="list-style-type: none"> • Career Fairs/Career Days • Classroom Guest Speakers • Field Trips • Career Guidance and Counseling Services • Career Interviews • Job Shadowing • Career Research Papers/Projects 	<ul style="list-style-type: none"> • Career and Technical Education Programs • Career Academies • Applied Academics • Entrepreneurship Projects • School-Based Enterprises • Career Pathway (Tech Prep) Programs • Career & Technical Student Organization Projects/Competition • Workplace Readiness Courses 	<ul style="list-style-type: none"> • Career Exploration Internship Program (CEIP) • General Education Work Experience Program (GEWEP) • Work Experience and Career Exploration Program (WECEP) • Cooperative Career and Technical Education Work Experience Program (CO-OP) 	<ul style="list-style-type: none"> • Mentorships • Work Study (Part-time work) • Clinical Experiences • Community-Based Work Programs • Senior Projects • Volunteering/Community Service • Service Learning • School-to-Work Apprenticeship Program (SWAP)*

*Formerly called the Cooperative Apprenticeship Program (CAP)

B. Essential Components of Work-Based Learning Programs

New York State Education Department (NYSED)-approved work-based learning programs (i.e., CEIP, GEWEP, WECEP, CO-OP) call for several essential components. These components are:

- A certified teacher or guidance counselor with the proper work-based learning extension
- An appropriate training station
- Supervised on-the-job training
- Related in-school instruction
- The coordination of in-school and work-based components
- A memorandum of agreement (also called a training agreement)
- A training plan
- Student evaluation
- An advisory committee
- Registration with the New York State Education Department

C. Comparison of State-Approved Work-Based Learning Programs

The programs outlined in the chart below must be registered with the New York State Education Department, Office of Curriculum and Instructional Support, Career and Technical Education Team.

State-Approved Programs	Coordinator's Extension*	Student Age	Paid/Non-Paid	Diploma Credit Permissible/ Worksite Hours	Related Classroom Instruction	Experience Must Relate to Career Interests	Training Must Develop Career Skills
CEIP Career Exploration Internship Program***	#8982	14+	Non-Paid	.5 / 54 hrs. 1 / 108 hrs.	27 hours 54 hours (see Section 3)	Yes	No (focus is career exploration)
GEWEP General Education Work Experience Program	#8981	16+	Paid**	.5 / 150 hrs. 1 / 300 hrs. 2 / 600 hrs.	At least one period per week of related classroom instruction (see Section 4)	No	Yes
WECEP Work Experience and Career Exploration Program (for at risk students)	#8981	14-15	Paid**	.5 / 150 hrs. 1 / 300 hrs.	At least one period per week of related classroom instruction (see Section 4)	No	Yes
CO-OP Cooperative Career and Technical Education Work Experience Program***	#8982	16+	Paid**	.5 / 150 hrs. 1 / 300 hrs. 1.5 / 450 hrs. 2 / 600 hrs.	Five periods per week of related classroom instruction (see Section 5)	Yes	Yes

* 8981: Coordinator of Work-based Learning Programs for Career Awareness (see page 5)

* 8982: Coordinator of Work-based Learning Programs for Career Development (see page 6)

** Students must also be covered under the employer's Workers' Compensation Insurance.

*** Credit earned in these programs can be applied towards a 5-unit career and technical education (CTE) sequence.

D. Other Work-Based Learning Options

Other Work-Based Learning Options	Supervising Agency	Coordinator's Extension	Age of Students	Paid/Non-Paid	Diploma Credit Allowable	Related Classroom Instruction	Experience Must Relates to Career Interests	Training Must Develop Job Skills
School-To-Work Apprenticeship Program (SWAP) [formerly the Cooperative Apprenticeship Program]	NYSDOL	✓	16+	Non-Paid or Paid	Yes	Yes	Yes	Yes
Community-Based Work Programs (for students with disabilities)	NYSED (VESID)	⊙	14+	Non-Paid or Paid	Yes	Yes (see Section 2)	Yes	Yes
Shadowing (1 – 8 hours of observing an occupation)	Local School	◆	14+	Non-Paid	No	N.A.	No	No
Work Study (Students earn money to support personal and family needs)	Local School	◆	16+	Paid	No	N.A.	No	No
Community Service/Volunteering	Local School	◆	14+	Non-Paid	Yes	Optional	No	No
Service Learning	Local School	◆	14+	Non-Paid	Yes	Yes	No	No
Senior Project	Local School	◆	16+	Non-Paid	Yes	Yes	No	No
School-Based Enterprise	Local School	◆	14+	Non-Paid	Yes (but typically included within a course)	Yes	No	No

- ✓ Extension #8982 is required
- ⊙ Extension #8981 or #8982 is recommended
- ◆ Optional

Additional Information for Above Options

- **School-to-Work Apprenticeship Program** – implemented by the New York State and United States Department of Labor in answer to the needs of youth seeking apprenticeships in a competitive apprenticeship market (originally called the Cooperative Apprenticeship Program). For further information, contact the NYSDOL Job Training Specialist (see Section 5, page 77).
- **Community-Based Work Programs** – a comprehensive WBL program for students with disabilities who have an individualized educational program (IEP). Students may transition to a paid, NYSED-approved work-based learning program, as appropriate.

- **Work Study** – provides students with the opportunity to earn money but usually has no direct school supervision or related in-school classroom component, and typically awards no school credit.
- **Community Service/Volunteering** – students perform tasks traditionally reserved for volunteers, typically in a not-for-profit/non-commercial enterprise (e.g., hospital, American Red Cross, public library, community-based organizations).
- **Service Learning** – integrates meaningful community service with classroom instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. Extensive projects may be planned and carried out during the senior year of high school as the culmination of the secondary school experience.
- **Senior Project** – requires higher-level thinking and problem-solving skills. Senior projects are typically interdisciplinary in nature and usually involve extensive research. The projects usually culminate in a presentation to a panel of individuals (e.g., administrators, faculty, and business/community members) who evaluate the student’s work.
- **School-Based Enterprise** – service and/or business organized, staffed and conducted by students within the school itself (e.g., student operated school bookstore, flower shop).

E. Certification Requirements for Work-Based Learning Coordinators

A state-approved work-based learning program should be a rigorous and relevant learning experience for the student. The WBL experience typically relates to the student’s future career goals, when appropriate, and/or the development of job skills: soft skills (e.g., punctuality, working as a member of a team), and technical skills (e.g., how to perform a specific task). The program calls for the practical application of the theory and skills learned in career and technical education courses and/or in academic courses. To coordinate a quality WBL program requires an educator who possess the appropriate knowledge, skills, and training.

The four state-approved programs, listed in the chart on page 3, must be coordinated by an educator who has obtained the proper extension to his/her teacher or school counselor (guidance) certification. The extension is earned through the successful completion of two, 3-credit hour college-level pre-service courses, and a designated number of work experience hours.

The college pre-service courses required for an extension as a work-based learning coordinator are offered throughout the state by various approved postsecondary institutions. See the following Web site: www.emsc.nysed.gov/cte/wbl/ for a list of postsecondary institutions that offer the two courses.

Overview of Regulations for Work-Based Learning Extensions (effective 2004)

- **Extension Title – *Coordinator of Work-based Learning Programs for Career Awareness* (#8981)**

Requirements:

(1) The extension shall authorize the candidate to coordinate work-based learning programs for career awareness, such as programs providing extended shadowing experiences, the General Education Work Experience Program (GEWEP), and the Work Experience and Career Exploration Program (WECEP). (2) The candidate shall meet the requirements in each of the following subparagraphs:

(i) The candidate shall complete a program registered pursuant to section 52.21(b)(4)(vi) of this Title, or its equivalent consisting of a total of six semester hours of coursework that includes study in

developing, implementing, coordinating, and evaluating work-based learning experiences and programs.

(ii) The candidate shall have completed 300 clock hours of work experience outside of teaching.

Note:

- a. This extension may be obtained by any teacher (including special education teachers) or guidance counselors possessing at least grade 7 or above certification.
- b. The required outside work experience hours can be validated through paid, legal employment other than teaching (e.g., work experience while in college or during a previous career).

- **Extension Title – *Coordinator of Work-Based Learning Programs for Career Development (#8982)***

Requirements:

(1) The extension shall authorize the candidate to coordinate work-based learning programs for career development, such as the Cooperative Career and Technical Education Work Experience Program (CO-OP), the Career Exploration Internship Program (CEIP), and internship and youth apprenticeship/pre-apprenticeship programs. (2) The candidate shall meet the requirements in each of the following subparagraphs:

- (i) The candidate shall hold a valid provisional, permanent, initial or professional certificate for classroom teaching service authorizing instruction in career and technical education.
- (ii) The candidate shall complete a program registered pursuant to section 52.21(b)(4)(vi) of this Title, or its equivalent consisting of a total of six semester hours of coursework that includes study in developing, implementing, coordinating, and evaluating work-based learning experiences and programs.
- (iii) The candidate shall have completed 600 clock hours of work experience outside of teaching.

Note:

The required outside work experience hours can be validated through paid, legal employment other than teaching (e.g., work experience while in college or during a previous career).

F. Work-Based Learning Programs and Career and Technical Education

NYSED has approved work-based career and technical education programs in two categories -- paid and non-paid. Within each category there is one program that conveys credit towards both graduation and a CTE sequence.

- In the paid category — the program is the Cooperative Career and Technical Education Work Experience Program (CO-OP).
- In the non-paid category — the program is the Career Exploration Internship Program (CEIP).

Both programs require a strong commitment from the supervising educational agency for coordination, counseling, and instruction. They must meet federal and state guidelines governing the placement of minors in work-based environments. Coordinators must be knowledgeable about a host of laws and regulations, including minimum wage, permitted work hours, fringe benefits, and prohibited/hazardous occupations.

Work-based learning programs are an important component of the Career and Technical Education Program Approval Process. Detailed information about the Career and Technical Education Program Approval Process can be found at the following Web site: www.emsc.nysed.gov/cte/ctepolicy

G. Federal and State Child Labor Law Considerations

Students enrolled in work-based learning programs come under a variety of federal, state, and local laws and regulations. Since these laws and regulations are subject to change, the coordinator must keep abreast of new developments. Information concerning labor restrictions related to minors is available in a publication entitled *Laws Governing the Employment of Minors*, published by the New York State Department of Labor (NYSDOL). This publication and *How New York State Labor Law Protects You* are available from any New York State Department of Labor, Division of Labor Standards regional office. This information is also available on the New York State Department of Labor Web site:

<http://www.labor.state.ny.us/>

Work-based learning coordinators must be knowledgeable about state and federal laws and regulations pertaining to:

- Hours and days of permitted employment
- Payment of wages, if it is a paid program
- Prohibitive occupations for minors

1. Permitted Working Hours for Minors

The following chart is a summary of the current permitted working hours provisions of the New York State Labor Law relating to minors less than 18 years of age:

Age	Industry/Occupation	Maximum Daily Hours	Maximum Weekly Hours	Maximum Days per Week	Permitted Hours
Minors - When School is in Session					
14 and 15	All occupations except farm work, newspaper carrier and street trades	3 Hours on school days 8 Hours on other days	18 Hours ¹	6	7 AM to 7 PM
16 and 17	All occupations except farm work, newspaper carrier and street trades	4 Hours on days proceeding school days (i.e., Mon., Tue., Wed., Thur.) ² 8 Hours on Fri., Sat., Sun. and Holidays ⁴	28 Hours ⁴	6 ⁴	6 AM to 10 PM ³
Minors - When School is NOT in Session					
14 and 15	All occupations except farm work, newspaper carrier and street trades	8 Hours	40 Hours	6	7 AM to 9 PM June 21 to Labor Day
16 and 17	All occupations except farm work, newspaper carrier and street trades	8 Hours ⁴	48 Hours ⁴	6 ⁴	6 AM to Midnight ⁴
Minors - NOT Attending School					
16 and 17	All occupations except farm work, newspaper carrier and street trades	8 Hours ⁴	48 Hours ⁴	6 Hours ⁴	6 AM to Midnight ⁴

Farm Work					
12 and 13	Hand harvest of berries, fruits and vegetables	4 Hours	—	—	7 AM to 7 PM June 21 to Labor Day/ 9AM to 4PM Day after Labor Day to June 20
14 and Older	Any farm work	—	—	—	—
Newspaper Carriers					
11 to 18	Delivers, or sells and delivers newspapers, shopping papers or periodicals to homes or business places	4 Hours on school days 5 Hours on other days	—	—	5 AM to 7 PM or 30 minutes prior to Sunset, whichever is later
Street Trades					
14 to 18	Self employed work in public places selling newspapers or work as a shoe shiner	4 Hours on school days 5 Hours on other days	—	—	6 AM to 7 PM

¹ Students 14 and 15 enrolled in an approved work study program may work 3 hours on a school day, 23 hours in any one week when school is in session.

² Students 16 and 17 enrolled in an approved cooperative education program may work up to 6 hours on a day preceding a school day other than Sunday or Holiday when school is in session as long as the hours are in conjunction with the program.

³ May work 6 AM to 10 PM or until midnight with written parental and educational authorities consent on day preceding a school day and until midnight on day preceding a non-school day with written parental consent.

⁴ This provision does not apply to minors employed in resort hotels or restaurants in resort areas.

NOTE: A schedule of permitted working hours for minors must be posted in the establishment by the employer.

2. Prohibitive Occupations

There are several federal and state occupations in which no one under the age of 18 may assist or be employed. For a listing of these occupations, please refer to the NYSDOL publication, *Laws Governing the Employment of Minors*. However, it is important to note that there are exemptions to certain federal and state prohibitive occupations for students enrolled in a NYSED-recognized Cooperative Career and Technical Education Work Experience Program (see Section 5, page 76).

H. Risk Management

Educators have more control over the learning environment when it occurs within the school building under the direction of school staff. Educators have much less control when the learning environment occurs in other locations through individuals not under their direction or supervision. However, an argument can be made that educators are still legally responsible for overseeing the educational process regardless of where it occurs, and for providing some involvement in protecting the student participant from unreasonable risk of harm. Due to the uncertainty associated with the degree of involvement and the scope of legal responsibility, work-based learning professionals should create a plan for effective risk management.

1. Who is At Risk?

- Student workers risk being physically, emotionally, or psychologically injured at the worksite.

- Parents/guardians risk the loss of their child, or of seeing some harm permanently affect their child.
- Businesses risk the loss of production or equipment through the negligence of the participant.
- Educational entities risk the loss of business cooperation if found to be negligent in their management or supervision.
- Program or school coordinators can experience injury to their reputation or conscience.
- Innocent third parties can experience the risk of loss or injury.

Injuries and losses usually lead to monetary claims and/or lawsuits as a means of compensating the injured party.

2. The Student Trainee

Placing work-based learning program participants in the workplace means exposing them to risks and hazards associated with a particular type of business or industry (e.g., restaurant, bakery). Consequently, coordinators need to have a reasonable understanding of those workplace hazards so they can assess the degree of risk to the participant (a workplace hazard is a condition or circumstance that makes a loss more likely or more severe) and design the student training plan appropriately so as to safeguard the student. Coordinators, as mentioned previously, also need to be extremely knowledgeable about the prohibitive occupations for minors.

There are a number of factors unique to youth that can increase the risk of danger or loss in the workplace. These factors are listed below and were adapted from the National Institute for Occupational Safety and Health:

- Youth typically work at a series of part-time jobs, often going to their jobs after a full day at school.
- Many of the industries that employ large numbers of teens (such as retail, food service, and manufacturing) have higher-than-average injury rates for workers of all ages.
- Child labor laws, intended to provide extra safeguards for working youth, provide limited protection. Employers and persons making the placements from educational entities need to be well-informed about these laws, and they should adapt their hiring and supervising practices in order to be in compliance.
- As new workers, youths are inexperienced and unfamiliar with many of the tasks assigned, with workplace hazards, and with their rights as workers.
- New workers often are more reluctant to ask questions or make demands of employers. This can result in the employee taking on tasks which they may not be prepared to do or be capable of doing safely.
- Studies show that youths generally do not receive adequate occupational health and safety instruction either in school or on the job.

3. Types of Risk

a. Legal Risks

Legal Duties of Educational Institutions

Educational entities have at least the following common law duties:

- Duty to monitor the placement
- Duty to supervise the placement, including pre-screening both the student and the employer
- Duty to place students in appropriate placements, given the student's age, experience, and mental/physical capabilities
- Duty to ensure that students and parents/guardians are informed of the risks of the placement, and that students receive appropriate safety and health training before and during the work experience

In general, every WBL program coordinator has a duty to:

- Identify the foreseeable risks to participants in the program
- Evaluate and implement reasonable measures to prevent and/or eliminate the identified risks

Legal Duties of Business and Industry

Businesses and industries which are involved in work-based learning programs must exercise due care to foresee worksite hazards and dangers to student employees, and to take whatever steps and/or precautions seem reasonable to avoid these risks. Their duties of each business, at a minimum, should include:

- Duty to furnish to each employee a place of employment which is free from recognized hazards that could potentially cause death, or serious physical harm, to employees
- Duty to be in compliance with state and federal regulations governing minors in the workplace
- Duty to provide a reasonably safe environment, similar to that provided to anyone considered a guest or visitor

The WBL coordinator should work closely with each business concerning their legal responsibility to provide health and safety training, and a safe work environment, which will help minimize liability and maximize safe placements. Also, all parties involved in the WBL experience should understand:

- Potential risks should be brought, prior to placement, to the attention of all parties (student, parent/guardian, supervisors, school personnel, etc.).
- The degree of care required and needed for close and direct supervision increases as the age, maturity, and abilities of students involved decrease.
- The degree of care required and needed for close and direct supervision increases at the worksite when participants are performing hazardous work.
- Emergencies should not be aggravated by indecision; there should be definite procedures in place to handle any potential injury.

b. Moral Risks

A moral risk exists when the participant performs a task or an activity that puts them in an unsafe position, conflicts with the state's constitution, the school's mission statement, or the social responsibility coordinators have to protect and enhance the moral character of students. Coordinators create a moral risk if students are placed in businesses and/or situations that have the potential for sending a mixed message about morality, socially acceptable behavior, and compliance with federal, state, or local laws (e.g., child labor laws—age/hour employment restrictions).

c. Financial Risks

Financial risks encompass the financial impact an activity will have on the district or business should a loss occur. Examples include the payment of claims or legal judgments, reduction of state aid, increased insurance premiums as a result of increased claim activity, and unanticipated expenditures incurred through defending or settling claims subject to an insurance deductible, or not covered by insurance.

I. Records Retention

It should be the policy of the school district to maintain program and student records according to the Records Retention and Disposition Schedule ED-1, for Use by School Districts, BOCES, County

Vocational Education and Extension Boards, Teacher Resource and Computer Training Centers (Section 185.12, 8NYCRR), as outlined below:

- Training agreements, parental/guardian permission forms, memorandum of agreements, student's time worked summaries, and other similar work-based learning records: six (6) years from when the student graduates or would normally have graduated from high school
- Student journals: one (1) year after end of school year
- Copy of Employment Certificates: zero (0) years after student attains the age of 21

See http://www.archives.nysed.gov/altformats/ServicesGovRecs/ns_mgr_pub_ed1.pdf

Section

2

Community-Based Work Programs (CBWP) Access for Students with Disabilities

**These programs are overseen by the
New York State Education Department
Office of Vocational and Educational Services for
Individuals with Disabilities (VESID),
One Commerce Plaza, Room 1623, Albany, NY 12234**



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Office of Curriculum and Instructional Support
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A. Preparing Students with Disabilities for Successful Employment

Schools play an important role in preparing students with disabilities for post school life. The Individuals with Disabilities Education Act (IDEA) 2004 is the federal law which requires schools to prepare students with disabilities for further education, employment, and independent living. It ensures that all students with disabilities have access to the general education curriculum, receive a free appropriate public education designed to meet each student's unique needs and receive transition programs and services to assist in the preparation for post school living, learning and working. Schools must ensure full educational opportunity for students with disabilities, including participation in vocational education.

Despite Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA), which both require equal access to employment for individuals with disabilities, and the mandates of IDEA 2004, significantly fewer individuals with disabilities are employed than are their peers without disabilities. Data collected in the 2005 American Community Services Survey indicates that in the United States less than 38 percent of individuals with disabilities between the ages of 16 and 64 are employed as compared to 74 percent of their peers that do not have disabilities. Research, however, indicates that when schools provide career exploration, community work-based experiences and opportunities to practice work related "soft skills" for students with disabilities, those students demonstrate significantly better post school employment outcomes. The New York State Longitudinal Post School Indicators Study (NYSLPSI) indicates that of the sample of students with disabilities interviewed in the class of 2001 one year after exit from high school, 70% of those with paid or unpaid work experiences in high school were employed a year later compared with 53% for those not having such opportunities.

B. Transition Programs and Services

New York State regulations require each student with a disability who has an individualized education program (IEP) to begin receiving transition programs and services when that student turns age 15, or younger if appropriate. Transition programs and services, which are designed to incrementally prepare the student with a disability to live, learn and work within the community, must be documented in the student's IEP. Student and family involvement in the development of transition components in the IEP are essential to ensure that the planning is person centered and includes consideration of the needs, skills, preferences and interests of the student.

Transition planning, like career planning, focuses attention on how each student's educational program can be planned to help the student make a successful transition to his or her postsecondary goals for life after high school. Career planning, career and technical education programs (CTE) and work experience should be integral components of the student's transition plan. Access to CTE should be discussed as part of student transition planning and should address the need for accommodations and supports that will enable the student with a disability to participate in appropriate CTE programs. The coordinated set of transition activities (services) as required in the IEP are designed to assist the student in obtaining post

secondary goals. These activities, many of which can be addressed through work-based learning experiences and participation in the CTE programs, include the following areas:

- Instruction
- Related services
- Employment and other post-school adult living objectives
- Community living experiences
- Activities of daily living, if appropriate
- Functional vocational assessment, if appropriate

Examples of How Participation in Participation in Career and Technical Education and Work-Based Learning Experiences May Address the Coordinated Set of Transition Activities:

Coordinated Set of Transition Activities	Participation in Career and Technical Education and Work-based Learning Experiences
Instruction	Academic instruction is provided in CTE Classes and work-based learning programs that incorporate the Secretary's Commission on Achieving the Necessary Skills (SCANS) and Career Development and Occupational Studies (CDOS) Standards.
Related Services	Related services, such as but not limited to, occupational therapy; assistive technology services; physical therapy; vocational rehabilitation counseling etc. are provided in CTE and work experience programs as appropriate.
Employment	Career exploration and employment experiences are provided through participation in work-based learning programs including the four-credit bearing state-approved work experience programs and the four community-based work programs for students with disabilities as established by the joint federal Departments of Labor and Education guidelines. Activities may include job coaching if appropriate.
Community Living Experiences	Students can gain community experiences through CTE and work-based learning programs by learning to take public or special transportation to a worksite, practicing appropriate communication and social skills, etc.
Activities of Daily Living (ADL)	Participation in CTE and work-based learning programs provide students experience in selecting proper attire for work, managing their time, and developing self-advocacy skills etc.
Functional Vocational Assessment	CTE and work-based learning experiences may inform Level I Vocational Assessments and provide opportunities for career exploration. Worksite evaluations are an effective means for completing situational and other career assessments.

C. Community-Based Work Programs

Research shows that students with disabilities should participate, to the greatest extent possible, in work-based learning programs because such programs enable them to transition more successfully from school to employment. To participate in community work-based programs, students may require support services and accommodations, which would be specified in their IEPs. Examples of possible support services and accommodations may include but are not limited to: job coach, interpreter services, orientation and mobility training, physical modifications to a workstation and assistive technology.

For those students who may not meet the requirements for participation in the four state-approved work-based learning programs, the Federal Departments of Labor and Education have jointly developed specific guidelines for school districts to use when providing community-based work programs for students with disabilities aged 14 or older. In general, such programs should be designed as a continuum of learning and permit students to engage in:

- Vocational exploration – 5 hours per job experience
- Vocational assessment – 90 hours per job experience
- Vocational training – 120 hours per job experience

These experiences help students to identify their career interests, assess their employment skills and training needs, and develop the skills and attitudes necessary for eventual paid employment. Ideally, upon completing one, all, or any combination of the three components, depending upon the student's needs, he/she would be prepared to move into a paid work-based learning experience, or upon high school graduation, obtain employment. Options will vary, depending on student experiences, abilities, and interests. For further information about these work-based learning programs, including specific guidelines for developing such programs and addressing the needs of students with disabilities, you can refer to the publication entitled, *Essential Tools; Improving Secondary Education and Transition for Youth with Disabilities: Handbook for Implementing a Comprehensive Work-Based Learning Program According to the Fair Labor Standards Act, Third Edition, February 2005*. It can be downloaded for free from the National Center on Secondary Education and Transition (www.ncset.org).

Whichever paid or non-paid work-based learning program is implemented, the Fair Labor Standards Act (FLSA) requirements and all federal, state and local labor requirements must be met. The essential components of work-based learning programs identified in the introduction of this publication provide parameters that will be useful when establishing community-based work programs for students with disabilities. Progress should be monitored and reported, and modifications to the program and services made as needed. The school administrator determines the award of credit for participation in these programs.

Evaluations conducted by the supervisor, employer, teacher and/or job coach should be used as situational assessments and be considered when developing the student's postsecondary goals as part of the transition planning process. It is recommended that information from these assessments be included in the following documents:

- Career and Technical Education (CTE) Skills Achievement Profile which provides a model for documenting CTE skills achievement for students with disabilities. For additional information, see <http://www.emsc.nysed.gov/cte/cteskillsachievementprofile>
- Student Exit Summary (SES), as required by IDEA, which provides a summary of the student's academic and functional skills as well as recommendations as to how to assist the student in meeting his/her postsecondary goals. For additional information, see <http://www.vesid.nysed.gov/specialed/idea/exitsumm.htm>

For further information about work-based learning programs for students with disabilities, please contact the regional Transition Coordination Site in your area at <http://www.vesid.nysed.gov/specialed/transition/tcslist.htm>

D. Teacher Certification Requirements

For individuals supervising the state-approved work-based learning programs there are two different certification requirements, depending upon which program he/she is supervising. The certification for Coordinator of Work-based Learning Programs for Career Awareness or the certification for Coordinator of Work-based Learning Programs for Career Development both have experience and credit requirements. For further information refer to the certification information on pages 5 and 6 in Section 1 of this document.

For those students with disabilities not participating in the State approved work-based learning programs, special education teachers or administrators may coordinate community-based work programs (such as career exploration, career assessment, work-related training and cooperative work experiences as outlined in the Essential Tools www.ncset.org). It is recommended that special education staff responsible for coordinating such community-based work programs complete certification requirements for the Coordinator of Work-based Learning Programs for Career Awareness. Teaching assistants, who often fulfill the role of job coach, provide ongoing, on-site coaching for students that have more intense needs and require more direct supervision and training in order to work at a job site. It is recommended that job coaches complete a job coach training program. For more information on this training, contact the regional Transition Coordination Site at <http://www.vesid.nysed.gov/specialed/transition/tclist.htm>.

E. Vocational Rehabilitation Services

It is recommended that students with disabilities be referred to the New York State Office of Vocational and Educational Services for Individuals with Disabilities (VESID) vocational rehabilitation (VR) office two years prior to school exit. During that time, the VR role is primarily one of planning for the continuity of career preparation for the student's years after leaving school. While the eligible student is still in school, VR services may include: vocational evaluation interpretation, career exploration, identification and coordination with other appropriate adult services, job placement analysis, and information to assist the Committee on Special Education (CSE) in selecting suitable transition services such as work site accommodations, employer expectations, assessing vocational interests and aptitudes and developing measurable postsecondary goals. VESID VR is required to complete an individualized plan for employment (IPE) prior to school exit for every student receiving special education who has been determined eligible for vocational rehabilitation services.

F. Cooperative Efforts between Work-Based Learning Coordinators and Special Education Staff

Coordinators of state-approved work-based learning programs should receive a copy and be familiar with the student's IEP, especially the measurable postsecondary goals and the support services and accommodations that the student needs to participate in a work site. The special education teacher is most familiar with the IEP and can discuss accommodations, supports and the best method for meeting the student's needs to enable the student to participate to the greatest extent possible in a work-based learning program. Some other points to consider in a cooperative effort with special education staff include the following:

- Review any vocational assessments and the CTE Skills Achievement Profile that have been conducted on the student
- Ensure that the employment situation is consistent with the student's interests and measurable postsecondary goals
- Determine if a job coach is necessary and, if so, arrange to have one to work with the student at the worksite

- Discuss the needs of the student with the employer prior to finalizing the placement
- For those students who are eligible, coordinate with the VESID VR counselor (<http://www.vesid.nysed.gov/do>) or the Office of Mental Retardation and Developmental Disabilities (OMRDD) counselor (<http://www.omr.state.ny.us>)
- Preview the work site ahead of time to ensure accessibility
- Make sure accessible transportation to and from the work site is available

Coordinators of work-based learning (WBL) can assist special education staff providing community-based work programs for students with disabilities unable to meet the requirements of the four state-approved work-based learning programs in the following ways:

- Include special education staff in staff meetings and training for all WBL staff
- Encourage special education staff to take additional training to become certified work site coordinators
- Share information about the process of setting up community-based work programs including laws, regulations, memorandums of agreement with employers, forms, evaluations, locating work sites, etc. (See other sections of this publication for more detailed information)
- Work as a team to provide WBL for all students

This publication provides guidelines and information that are useful when establishing any work-based program for all students, including those with disabilities.

G. Resources

For additional information you can access the following Web pages:

- The transition Web page provides information and resources to help families, students and educators as they implement the transition planning process to assist students with disabilities age 15-21 to prepare for living, learning and working in the community as adults. For additional information, see <http://www.vesid.nysed.gov/specialed/transition/home.html>
- The regional Transition Coordination Sites provide technical assistance to schools, agencies and families involved in transition planning and services. This includes preparing for career development and work experience, daily living skills and postsecondary programs. For additional information, see <http://www.vesid.nysed.gov/specialed/transition/tcslist.htm>
- Part 200 Regulations of the Commissioner of Education specify the state requirements for implementing transition programs and services for students with disabilities, aged 15-21, including preparation for living, learning and working as adults. Section 200.4(d)(2)(ix) specifically addresses transition. For additional information, see <http://www.vesid.nysed.gov/specialed/publications/lawsandregs/part200.htm#200.4>
- VESID vocational rehabilitation services are available to eligible students with disabilities during the last two years of high school. For further information on services and regional vocational rehabilitation contacts see <http://www.vesid.nysed.gov/do>
- Students participating in approved CTE programs may be eligible for a CTE endorsement on their Regents or local diplomas. Information about this process is explained at <http://www.emsc.nysed.gov/cte/ctepolicy>
- The CTE Skills Achievement Profile Web page provides a model profile for documenting CTE skills achievement for students with disabilities as well as includes information about programs currently using this profile in NYS. For further information see <http://www.emsc.nysed.gov/cte/cteskillsachievementprofile>

- One of the performance indicators for the Career Development and Occupational Studies (CDOS) Learning Standards 1, Career Development, provides that students will begin a career plan process at the elementary level and continue its development throughout their education experience. To assist educators in the delivery of this performance indicator, a model career plan has been developed for use by all students K-12. For information about this career plan and how to use it, see <http://www.emsc.nysed.gov/cte/careerplan>
- The New York State Department of Labor has an interactive Web site for students, educators and job seekers. It includes an online version of the New York State Education Department model career plan that students can develop as part of a student portfolio. It also has up-to-date career information for 900 occupations. For further information, see <http://www.nycareerzone.org/graphic/index.jsp>
- Federal and state child labor laws must be adhered to when providing work-based learning programs. The following Web site provides information on both federal and State laws and explains the differences between them <http://www.labor.state.ny.us/search/search.asp?query=child+labor+laws>
- The New York State Work Experience Coordinators Association (WECA) provides information and conferences for work-based learning coordinators. The following is the association's Web page: <http://www.nysweca.org>
- More information on the new certification requirements for work-based learning coordinators and online courses for becoming a certified WBL coordinator can be found at <http://www.nysweca.org/special.htm>. This site also offers other information on work-based learning relevant to special education.
- The National Center on Secondary Education and Transition Web page includes information on special education and transition including the publication entitled, *Essential Tools; Improving Secondary Education and Transition for Youth with Disabilities: Handbook for Implementing a Comprehensive Work-Based Learning Program According to the Fair Labor Standards Act, February 2005*. It can be downloaded from www.ncset.org
- VESID provides a sample form and accompanying guidance document to assist districts in completing the required Student Exit Summary (SES) for students with disabilities. Additional information is available at: <http://www.vesid.nysed.gov/specialed/idea/exitsumm.htm>
- The Secretary's Commission on Achieving the Necessary Skills (SCANS) as identified by a group of educators, businesspeople, union representatives, employees appointed by the Secretary of Labor, includes those skills necessary for entry level employment. For additional information, see <http://wdr.doleta.gov/SCANS>

Section

3

Career Exploration Internship Program (CEIP)



**New York State Education Department
Office of Curriculum and Instructional Support
Career and Technical Education Team
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2007

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A. Overview: The Focus is on Partnerships

The Career Exploration Internship Program (CEIP) assists students with understanding the linkages among school, work, and postsecondary education. CEIP allows students to explore and learn about a variety of career options, through a non-paid worksite experience in a career area of interest to the student. This program can be extremely beneficial to students by helping them clarify career interests, and decide upon a program major in postsecondary education.

The CEIP partnership between education and business, provides students, as early as age 14, the opportunity to learn, firsthand, about the skills and educational requirements necessary for career areas in which they have a perceived interest. This, in turn, allows students to play an integral part in designing their own high school program, and in choosing courses they should take to reach their college and career objectives. Through this partnership, educators and employers engage in providing students with meaningful learning experiences, and share the critical task of helping students develop self-direction and decision-making skills.

B. CEIP as a Foundation for Career Development

Some of the defining characteristics of the Career Exploration Internship Program are integral to career development and college major decision-making, such as:

- **A close relationship between a student's classroom instruction and their worksite experience** – CEIP provides a hands-on, realistic way to explore career options and determine the knowledge, education, and skill development that needs to be obtained through future academic study, career and technical study, and postsecondary education.
- **Non-traditional scheduling that demonstrates a willingness to make systemic change** – CEIP is very flexible, and can be delivered through a variety of scheduling options (e.g., during school day, after school, weekend, summer).
- **Joint business-educator development of the program** – The CEIP coordinator and the business, as well as the parent/guardian, and the student, all work closely together to develop the complete CEIP experience. The CEIP coordinator, the student, and the business develop the training plan that defines the general job/career area of interest which the student will explore. The CEIP coordinator and the business mentor then refine the training plan to outline job-stations* that the intern will rotate through during the non-paid internship program. Ideally, the business mentor serves as positive role model who helps instill, reinforce, and demonstrate the importance of behaviors/skills such as: a positive

attitude, integrity, human relations, teamwork, promptness/timeliness, good study habits, etc. Many of these attributes cannot be effectively learned in a traditional classroom setting.

* Job station refers to the three or four different aspects of the career area that the student will observe and experience. For example, a student completing a nursing internship should observe and experience three or four different aspects of the nursing profession. The number of job stations is dependent upon the number of hours needed to complete the internship and credit being earned (see page 25).

C. Enhancement Potential

Many features and program combinations can complement and enhance the CEIP experience. A work-based continuum of learning can be extremely effective in preparing students for both the world of work and future study at the postsecondary level. Components of such a continuum could include:

- **A job shadowing experience** – a program that provides 7th-8th-9th-10th grade students with the opportunity to observe employees in various careers areas, for a very limited number of hours (e.g., two-three hours), to assist the student in learning about career areas of interest.
- **A career day** – an initiative whereby a variety of business/professional/industry representatives are assembled in an area to serve as career resources for students. A career day affords students the opportunity to learn about many careers, first hand, from individuals representing each company participating in the career day. Participating in a school-sponsored career day provides business/professional/industry representatives with the opportunity to maintain their relationship with the local school and students.
- **A paid Cooperative Career and Technical Education Work Experience Program (CO-OP)** – a career and technical education (CTE) program that provides students, age 16 and above, with the opportunity to be employed in a career area of interest. At the same time students are enrolled in the paid CO-OP program, they take related courses in school (e.g., business, automotive). The classroom learning and the paid work experience complement each other, and, in tandem, provide the student with the knowledge and skills necessary to obtain a career sustaining job, and/or pursue postsecondary study in that career area.
- **A paid General Education Work Experience Program (GEWEP)** – a work-based learning program for non-CTE students, age 16 and above, that permits students to simultaneously be employed and earn elective credit towards graduation requirements. In addition to the on-the-job learning, students participate in at least one period per week of related classroom instruction design to support the worksite experience.

D. Finding Internship Placements

Both a job shadowing program and a career day initiative can help the CEIP coordinator develop business/professional/industry contacts in the local community, and thus be very helpful in locating future internship placements and mentors for students.

Building and maintaining internship sites for students in CEIP is a labor intensive and ongoing process. The CEIP coordinator is one of the main public relations representatives for the school and the WBL program, and he/she needs to constantly build and maintain positive relationships with the local community if the program is to flourish. The coordinator should also remember that if a business has a positive experience with a student, they are more likely to work with additional CEIP students in the future.

Where Can Coordinators Locate Placements for Students Participating in CEIP?

- Parents/guardians of students involved in CEIP are often good resources for business connections. They often are familiar with potential CEIP mentors through their own personal business/ professional/ industry connections.
- Rotary Clubs, Kiwanis Clubs, Junior Leagues, and other service organizations often invite guest speakers to their monthly meetings; the coordinator can make connections to the local and regional business/professional community by providing information about CEIP during such meetings.
- The parent-teacher association, school advisory council, and school board often have business/professional/industry contacts in the community who can help open doors for internship opportunities.
- Many large organizations, such as hospitals and other not-for-profit institutions, have historically provided volunteer opportunities and learning experiences for students. These organizations are potential sites for CEIP experiences for students.
- Local community and business publications such as business journals, newspapers and newsletters often provide names and contact information for corporate leaders and business professionals in a particular geographic area.
- Local Chambers of Commerce frequently invite speakers to their meetings; coordinators can make connections to business community members by providing presentations about CEIP during Chamber meetings.
- Cold canvassing of local businesses can also lead to CEIP placement opportunities for students. Lists can be assembled from the Chamber of Commerce, the telephone directory, business/trade publications, and Internet listings.

E. Program Objectives and Credit

1. Program Objectives

The Career Exploration Internship Program provides an experiential-based learning environment designed to assist students with understanding the linkages between school, work and postsecondary education. The three major objectives of the program are:

- Provide students with real world, out-of-school experiences to obtain an awareness of a variety of occupations within a broad career cluster, so they may make informed career and postsecondary choices for the future
- Provide students the opportunity to obtain first-hand understanding and appreciation of the knowledge, skill, occupation outlook and education requirements necessary for various occupations; and
- Introduce students to positive adult role models who can help instill, reinforce, and demonstrate important behaviors such as a positive attitude, integrity, ethics, human relations, teamwork, timeliness, good study habits, etc.

2. Graduation Credit for CEIP

Credit towards graduation requirements can be awarded as follows:

- **One Unit of Credit** – 108 hours of worksite experience and 54 hours of supporting in-school instruction
- **One-Half Unit of Credit** – 54 hours of worksite experience and 27 hours of supporting in-school instruction

Notes:

- A maximum of one unit of CEIP credit can be used towards a CTE sequence and/or graduation requirements.

- It typically facilitates student accessibility and program coordination if students and coordinators are scheduled for CEIP at the end of the school day (e.g., 7th, 8th, 9th period).
- The average CEIP class load for coordinators in New York is 15 students per section.

F. The Required In-School Component of CEIP

Students need to complete 27 or 54 hours of supporting in-school instruction, depending upon the amount of CEIP credit being earned. This instruction may be delivered in a variety of ways, depending upon the local school structure/needs (e.g., classroom setting, seminar setting, one on one instruction, independent study). The following content outline is a general guide for the coordinator in developing appropriate local curriculum for the in-school instructional component; the coordinator may adjust the outline depending upon local needs:

1. Career awareness (e.g., career interest inventories, Dictionary of Occupational Titles searches)
2. Orientation to the internship program and the value of an internship experience
3. Attributes/qualities of successful employment
4. Ethics
5. Handling and avoiding difficulties/conflicts
6. Time management skills
7. Student journal
8. Resume
9. Interview strategies
10. Cover letter/letter of application
11. Job searching skills
12. Thank you for the interview letter, follow-up letter
13. Career research relating to the internship experience (e.g., college requirements, job outlook, educational requirements, salary, working conditions, and other information relating to the internship experience and career choice)
14. Proper attire and grooming in the workplace
15. Sexual harassment in the workplace
16. Bullying in the workplace
17. Diversity awareness – working in a multicultural society
18. Health and safety in the workplace
19. Evaluations and job performance reviews

G. Program Operational Guidelines

The following program operational guidelines were collaboratively developed by the New York State Education Department, the New York State Department of Labor, and the United States Department of Labor:

1. The Career Exploration Internship Program is open to students age 14 and over who are in grades 9 – 12. Working papers are required.
2. **For the One Unit of Credit Program** (108 hours of worksite/internship experience and 54 hours of classroom instruction) – the student intern must rotate through a minimum of four different job stations*, spending up to 37.5 hours at each station, according to a specific training plan (to be developed individually for each student intern by the CEIP coordinator, the employer, and the student intern).
For the One-Half Unit of Credit Program (54 hours of worksite/internship experience and 27 hours of classroom instruction) – the student must rotate through a minimum of three different job stations*, spending up to 18 hours at each job station, according to a specific training plan (to be developed individually for each student intern by the CEIP coordinator, the employer, and the student intern).

3. Although the student-intern is encouraged to engage in "hands-on" learning, productive work on the part of the intern is prohibited. A CEIP student cannot serve as "free labor" for an employer; the student's role is to explore, watch and learn about the career they are exploring.
4. The school and sponsoring employer must ensure that the program complies with the *Six Criteria Points* used by the United States Department of Labor to govern the placement of minors in non-paid training environments within a business/industry setting (refer to item 9. in the Memorandum of Agreement on page 28).
5. Interns may not be placed in any of the prohibitive occupations outlined by the New York State Department of Labor and United States Department of Labor.
6. The *on-the-job* segment of the internship may not be provided in a school setting (unless the student is specifically exploring careers in the field of education, e.g., teacher, guidance counselor, principal, superintendent); it is the intent of this program to place the student in an outside business/industry enterprise, government agency, or private not-for-profit agency.
7. Where appropriate, the intern may split time between two or more employers.
8. All internship programs must be registered with and approved by the New York State Education Department. A registration form is provided on page 32.
9. A memorandum of agreement (MOA), training plan, and time log must be developed for each student intern (refer to the sample memorandum of agreement and training plan on pages 28 – 31). The student intern must keep a daily journal of on-site internship activities. The journal should be reviewed regularly by the CEIP coordinator. Please refer to Section 1, page 10 for information about records retention requirements.
10. The student's internship experience must be covered under the sponsoring educational agency's insurance provisions. Workers' Compensation Insurance could apply under extenuating circumstances (e.g., the student gets injured as a result of the business inappropriately using the student-intern for productive work). Many school districts carry a rider to their district's insurance package to cover students in CEIP.
11. Effective: 2/04/04: The program must be coordinated by a teacher certified in an Occupational Education/CTE discipline with an extension as a *Diversified Cooperative Education Coordinator*, or by a teacher certified in a CTE discipline who has completed a six credit-hour college program in the supervision of work-based learning programs and obtained an Extension to their teaching license as a *Coordinator of Work-based Learning Programs for Career Development* (see Section 1, page 6).
12. The time spent in the on-the-job portion of the internship must not exceed the applicable New York State Department of Labor hour regulations governing the paid employment of minors, with the additional requirement that the internship experience cannot exceed 10:00 p.m. for 16 and 17 year old student interns, and 7:00 p.m. for 14 and 15 year old student interns. Also, the student may not be simultaneously employed by the business/agency sponsoring the internship.
13. The student intern may not be simultaneously enrolled in a paid Cooperative Career and Technical Education Work Experience Program (CO-OP), a General Education Work Experience Program (GEWEP), or a Work Experience and Career Exploration Program (WECEP) while participating in CEIP.
14. The coordinator must conduct two worksite visits to monitor the intern during each 54 hour segment of the on-the-job portion of the program.

* Job station refers to the three or four different aspects of the career area that the student will observe and experience. For example, a student completing a nursing internship should observe and experience three or four different aspects of the nursing profession (e.g., critical care, gerontology, pediatrics).

Appendix

School Letterhead

sample

Memorandum of Agreement

Career Exploration Internship Program

1. This establishes an agreement between _____ and [SCHOOL NAME]
Sponsoring Business Agency regarding the non-paid internship experience of _____ in the Career Exploration Internship Program (CEIP).
(Name of Student)
2. Appropriate health and safety instruction specific to the intern's on-the-job experience at each job station will be provided to the intern by the school and the sponsoring business/agency.
3. An on-the-job mentor will be identified and assigned to the intern for the duration of the internship program. In addition, a mentor will be designated for each different career area/job station through which the student rotates.
4. Either the business or the school may elect to discontinue this agreement at any time.
5. This program will comply with all federal and state labor department and New York State Education Department laws and regulations.
6. This internship program is formally registered with the New York State Education Department.
7. The school coordinator will conduct at least two worksite visits with the intern during each 54 hour segment of the on-the-job portion of the program.
8. Students will be accepted into this program and otherwise treated without regard to age, color, religion, creed, disability, marital status, national origin, race, gender, or sexual orientation.
9. This internship program/experience will comply fully with all of the following six criteria points, which are outlined in the United States Department of Labor's *Employment Relationships under the Fair Labor Standards Act*:

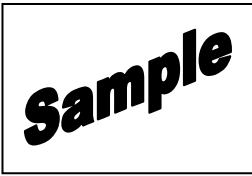
Whether trainees or students are employees of the employer under the Fair Labor Standards Act will depend upon all of the circumstances surrounding their activities on the premises of the employer. If all of the following criteria apply, the trainees or students are not considered employees within the meaning of the Act:

- (a) *the training, even though it includes actual operation of the facilities of the employer, is similar to that which would be given in a vocational school;*
- (b) *the training is for the benefit of the trainees or students;*
- (c) *the trainees or students do not displace regular employees, but work under their close observation;*
- (d) *the employer that provides the training derives no immediate advantage from the activities of the trainees, and on occasion their operations may actually be impeded;*
- (e) *the trainees or students are not necessarily entitled to a job at the conclusion of the training period;*
and,
- (f) *the employer and the trainees or students understand that the trainees or students are not entitled to wages for the time spent in training.*

10. This internship experience will comply fully with the following guidelines and all of the Program Operational Guidelines (see page 25) established by the New York State Education Department, The New York State Department of Labor, and the United States Department of Labor:
- (a) The Career Exploration Internship Program is open to students age 14 and over who are in grade 9-12; working papers are required.
 - (b) During a 108-hour worksite experience, the student will rotate through a minimum of four different job stations, according to a specific training plan developed by the CEIP coordinator, the employer, and the student intern. Productive work on the part of the intern is prohibited (a 54-hour worksite experience requires a minimum of three job station rotations).
 - (c) In addition to the on-the-job experience, the student will receive the appropriate number of hours of supporting in-school instruction (see page 25).
 - (d) Interns may not be placed in any of the prohibitive occupations outlined by the New York State Departments of Labor and the United States Department of Labor.
 - (e) The student's internship experience is covered under the sponsoring educational agency's insurance provisions. Workers' Compensation Insurance could apply under extenuating circumstances (e.g., the student gets injured as a result of the business inappropriately using the student-intern for productive work).
 - (f) The student will keep a daily journal, according to the criteria developed by the CEIP coordinator, of the on-the-job internship activities.
 - (g) The internship program is coordinated by a career and technical education teacher who possesses either an extension as a Diversified Cooperative Education Coordinator or an extension as a Coordinator of Work-based Learning Programs for Career Development.
 - (h) The time spent in the on-the-job portion of the internship must not exceed the New York State Department of Labor hour regulations governing the paid employment of minors, with the additional requirement that the internship experience cannot exceed 10:00 p.m. for 16 and 17 year olds, and 7:00 p.m. for 14 and 15 year olds. Also, the student may not be simultaneously employed by the business/agency sponsoring the internship.
 - (i) The student intern may not be simultaneously enrolled in a paid Cooperative Career and Technical Education Work Experience Program (CO-OP), a General Education Work Experience Program (GEWEP) or a Work Experience and Career Exploration Program (WECEP) while participating in CEIP.
11. Failure to comply with all the aforementioned guidelines concerning the on-the-job activities of a minor in a non-paid training experience/program could result in the sponsoring employer and/or educational agency being liable for the payment of back wages.

I, the undersigned, understand and accept all of the aforementioned conditions related to my participation in the Career Exploration Internship Program:

Sponsoring Business/Agency (Officer's Signature/Title)	Date
School Coordinator	Date
Student Intern	Date
Parent/Guardian	Date



School Letterhead

Student Training Plan

Career Exploration Internship Program

Student Intern _____ Age _____

Career Area Student Will Explore _____
Student's Address _____

Parent/Guardian _____ Phone _____

Total Internship On-Site Hours _____ Total Hours of Related Classroom Instruction _____

Sponsoring Business _____

Address _____

Contact _____ Phone Number _____

- While on this internship experience the student will observe and begin to understand the following work related attitudes and behaviors:

- 1. Punctuality/timeliness
2. Expected workplace behaviors
3. Initiative/responsibility
4. Human relations skills
5. Decision-making processes
6. Need for continual learning/education
7. Appropriate personal/business ethics
8. Maturity/professionalism
9. Positive attitude
10. Proper work dress/appearance
11. Problem-solving ability
12. Teamwork and how teams operate
13. Responsibility
14. Integrity and loyalty

- Students should collect information and assemble a report that would provide answers to the following questions related to their chosen career area:

- 1. What level of education is needed to gain employment in this occupation?
2. What postsecondary institutions offer programs to prepare for this occupation?
3. What is the salary range for individuals who work in this occupation?
4. What is the projected short-term and long-term employment demand for individuals entering this career field?
5. Are state or federal testing and certification requirements needed for this occupation?
6. How did your mentor progress to their current career level?
7. What are the possibilities for career advancement in this field?
8. What is the level of employee turnover in this field?
9. What general and specific industry regulations are required related to the health and safety of employees?
10. How are employees in this career area generally evaluated? How often? How is the evaluation discussed with the employee?
11. How well do employees interact with one another? How are conflicts resolved?

- New York State Education Department *Curriculum, Instruction, and Assessment Frameworks* have divided occupations into six general career clusters, This student intern's occupation falls into the following career cluster (circle):

- Health Services - Engineering and Technology - Human and Public Services
- Natural and Agricultural Sciences - Business/Information Systems - Arts and Humanities

- The specific occupational area is (e.g., nursing, accounting):

Students will observe, learn about and use the following information and skills relating to their specific occupation of exploration (outline the planned job rotations and what the student will see, learn, and do):

1. _____

2. _____

3. _____

4. _____

- Other learning experiences student may experience over the course of the internship:

I, the undersigned, have assisted in the development of the above Training Plan as required per my participation in the Career Exploration Internship Program:

Teacher-Coordinator Signature: _____ **Date** _____

Student Signature: _____ **Date** _____

Mentor Signature: _____ **Date** _____

The University of the State of New York
The State Education Department

CAREER EXPLORATION INTERNSHIP PROGRAM (CEIP)
Application for Program Registration or Re-Registration

[Registration is valid for five years]

Name of School/BOCES _____

Address _____

City/Zip _____ Telephone _____

Coordinator's Name _____

Coordinator's E-Mail _____

Estimated CEIP Enrollment _____

Yes or No

1. The board of education has approved the inclusion of CEIP as a program option for students. _____
2. A written *Memorandum of Agreement* and, also, a written *Training Plan* will be in effect between the participating business and the educational agency for each student. _____
3. The program meets all the Program Operational Guidelines developed collaboratively by the NYS Education Department, the NYS Department of Labor, and the US Department of Labor. _____

Principal's Signature _____ Date _____

(Please print name) _____

Please return to: New York State Education Department
ATTN: Career and Technical Education Team
89 Washington Avenue, Room 315 EB
Albany, New York, 12234

FOR STATE EDUCATION DEPARTMENT USE

Approved and Effective Until _____

State Coordinator _____ Date _____

Section

4

General Education Work Experience Program (GEWEP)

and

Work Experience and Career Exploration Program (WECEP)



**New York State Education Department
Office of Curriculum and Instructional Support
Career and Technical Education Team
89 Washington Avenue
Room 315EB
Albany, NY 12234**

2007

Section 4 Contents

- A. Introduction
 - B. Administrative Considerations
 - C. Tools for Developing and Implementing GEWEP and WECEP
 - D. Suggested Student Eligibility Criteria for Participating in WECEP
 - E. Summary Chart of Program Guidelines
- Appendix:
- Sample Memorandum of Agreement
 - Sample Student Training Plan
 - Application for the Registration of GEWEP
 - Application for the Registration of WECEP
 - Suggested Student Eligibility Criteria for WECEP

A. Introduction

This section provides work-based learning coordinators with information about implementing and operating the General Education Work Experience Program (GEWEP) and the Work Experience and Career Exploration Program (WECEP). These two work experience programs can provide high school students with elective credit toward graduation requirements.

The General Education Work Experience Program, open to students 16-21 years of age, has operated in New York State since 1945. A General Education Work Experience Program must be registered with the New York State Education Department (NYSED), Office of Curriculum and Instructional Support, Career and Technical Education Team. The program must be re-registered every five years.

WECEP, open to students 14-15 years of age, is a federally sponsored program established under Title 29, Chapter V, Part 570 of the Code of Federal Regulations.

The fundamental differences between GEWEP and WECEP are the age of the students involved, and the program focus. GEWEP is a program option for any student age 16 and older, while WECEP is only for 14 and 15 year old students identified as "at-risk." WECEP must be registered with the New York State Education Department (NYSED), Office of Curriculum and Instructional Support. The program must be re-registered every two years.

WECEP, initially implemented on an experimental basis to see if younger at-risk students could benefit from supervised work experience combined with related classroom instruction, was piloted in 1969 and established on a permanent basis by the United States Department of Labor in 1975. WECEP affords eligible 14- and 15-year old students the opportunity to work up to 23 hours a week when school is in session, rather than 18 hours, the weekly limit for non-WECEP youngsters. Coordinators need to carefully monitor the work load of students to ensure the experience does not interfere with school learning. In addition to learning skills specific to the careers they explore, WECEP participants typically exhibit improved school attendance, higher grade point averages, increased self confidence and a greater sense of responsibility. At-risk youth participating in a quality Work Experience and Career Exploration Program are more likely to remain in school and graduate.

Both GEWEP and WECEP are collaborative school and business partnerships designed to provide a paid work experience that enables students of various academic abilities to:

- Learn about the world of work and explore career opportunities
- Develop broad-based transferable skills to be applied in school and the workplace
- Earn money to potentially save for postsecondary education
- Earn up to two units of elective credit towards graduation

B. Administrative Considerations

Over recent years, the General Education Work Experience Program and its companion program, the Work Experience and Career Exploration Program, increasingly have been used as vehicles for awarding academic credit to students, 14-21 years of age, who desire an exploratory or capstone experience in business and industry, need an alternative method of instruction, wish to learn about the working world and career possibilities, and desire to earn money. The two programs afford students the opportunity to earn academic credit through a hands-on, real world experience, rather than in the traditional classroom setting.

The local school district must be willing to provide the necessary support, counseling, and instruction through a *Coordinator of Work-Based Learning Programs for Career Exploration*, a title earned as an extension to the New York State teaching or guidance counselor certification. Depending upon the number of student workers and employers involved in GEWEP/WECEP, this may require from one part-time coordinator to several part- or full-time coordinators. The amount of time each coordinator spends supervising the program and monitoring student worksites varies, and typically depends upon the geographic area the school includes and the needs and experiences of the student workers and employers.

It is essential that the coordinator have the ability to develop rapport with both students and employers. This includes helping students attain educational and career objectives within the limits of their abilities, and ensuring employers move the student worker through a variety of progressive learning tasks during the duration of the GEWEP/WECEP experience. The coordinator must spend considerable time in canvassing potential employment sites, meeting with potential employers, interviewing students, developing memorandum of agreements and training plans, visiting students on the job, advising/counseling students, and evaluating students.

The coordinator must be knowledgeable about New York State labor laws, federal labor laws, wage and hour regulations, Workers' Compensation Insurance, employment fringe benefits, and the regulations and responsibilities of the local school district. The information provided in subsections 1-3 below, is designed to give a general overview of several of these areas, but more in-depth information can be obtained in the latest issues of *Laws Governing the Employment of Minors in New York State* and other publications related to the employment of minors available from New York State Department of Labor (NYSDOL) regional offices. Contact information for NYSDOL regional offices and labor-related resources is available at the following NYSDOL Web site: <http://www.labor.state.ny.us> and at the following NYSDOL Web page <http://www.labor.state.ny.us/workerprotection/laborstandards/workprot/minors.shtm>

1. Workers' Compensation Insurance

Students in GEWEP and WECEP **must** be covered under the employer's Workers' Compensation Insurance. Workers' compensation is payable for injuries that occur on-the-job resulting in: loss of more than a week's work, placement in a position at lower wages, or permanent disability. Medical benefits are payable for injuries, regardless of loss of time. Student workers are covered by their employer at the lower rate because they must be in non-hazardous occupations. Double indemnity is paid if a minor is injured while working in violation of labor law, education law, or an industrial code rule.

2. Minimum Wage Laws and Prohibitive Occupations

The New York State Minimum Wage Law provides that all employees in the state, with certain specified exceptions, must be paid the current minimum wage. Therefore, student workers participating in either GEWEP or WECEP **must** be paid the prevailing minimum wage.

Also, minors may not be employed at certain occupations and in specified industries involving use of dangerous machines and procedures. Information on the U.S. Fair Labor Standards Act is available in Bulletin No. 101, *Child Labor Requirements in Non-Agricultural Occupations* and in Bulletin No. 102, *Child Labor Requirements in Agricultural Occupations*. These bulletins are available through any U.S. Department of Labor, Wage and Hour Division Office. The New York State Department of Labor publication, *Laws Governing the Employment of Minors*, lists both the federal and state occupations in which minors may not be employed.

3. Legal Forms

The following documents are required for both GEWEP and WECEP:

- **Employment Certificate (Working Papers)** – verifies that the student, under age 18, is eligible for employment. The student, the employer and the school must complete the form. A physician must sign that a physical examination was performed within the preceding six months. Employment certificates are obtained through the local high school – typically the main office, the health office, or the guidance office.
- **Memorandum of Agreement** – outlines the responsibilities of the student, the employer, the parent/guardian, and the school/coordinator, all of whom must sign to confirm their support of the agreement (see sample on page 42).
- **Training Plan** – identifies the general and specific job tasks the student will perform on the job, the desired learning outcomes of the experience, and the time frame the student will spend at each job station. The training plan should be designed to ensure that the student worker will have a progressive learning experience (see sample on page 44).
- **Time Log/Record of Attendance** – provides an official record of the weekly and cumulative hours the student has accumulated during his/her worksite experience (must be maintained for each student).

C. Tools for Developing and Implementing GEWEP and WECEP

It is important to note that while GEWEP and WECEP have a great deal in common—there are significant differences in age requirements, eligible criteria, and the permitted working hours stipulated by the New York State Department of Labor. The summary chart on page 40 provides an overview of the guidelines for GEWEP (for students 16-21 years of age) and WECEP (for at-risk students, 14-15 years of age).

Additional information that will assist you with successfully developing and implementing either program in a school district is outlined below:

1. Related Classroom Instruction

Students in both programs (GEWEP and WECEP) must fulfill the related classroom instruction requirement. A minimum of at least one class period per week of related in-school instruction must be provided to each participating student. An additional unit of credit may be awarded for the completion of a one year course of daily related classroom instruction. To utilize this option, the principal must approve a locally-developed 108-hour in-school course designed to support the 300 hours of on-the job work experience.

The following are suggested topics for developing weekly or daily instructional curriculum. Coordinators should enhance and enrich the following outline according to local needs and conditions:

a. Securing a Job

- Job/career searching skills/techniques (e.g., want ads, employment agencies, contacts)
- Letter of application/cover letter
- Resume and references
- Interview techniques
- Employment certificate (working papers)
- Proper clothing, grooming and etiquette
- Personal image (e.g., attitude, courteousness, language)

b. Developing Good Human Relations Skills

- Employer-employee relations
- Ethics and how they apply to work situations
- Integrity, loyalty
- Getting along with other employees (e.g., being a team player, teamwork, avoid gossiping)
- Diversity awareness – working in a multicultural society

c. Developing Personal Skills

- Self-advocacy
- Communications (e.g., public speaking, writing, listening, reading)
- Specific technical skill competencies
- Core subject area competencies (e.g., English, math)
- Problem solving
- Decision making

d. Understanding the Laws Relating to Employment

- Minimum wage
- Withholding taxes
- Other deductions (FICA/social security, union dues, medical/health insurance, 401K plans)
- Work hour restrictions for minors
- Employee rights

e. The World of Work

- Purpose/objective(s) of business
- Small businesses, franchises, large corporations
- Typical organization structures
- Typical business functions

f. Understanding Health and Safety

- Common sense precautions
- Sexual harassment and bullying
- Specific job precautions and safety (will vary by occupation)
- Hazardous/prohibitive occupations for minors
- Workers' Compensation Insurance
- Disability benefits
- OSHA – Occupational Safety and Health Administration regulations

g. Opportunities for Advancement

- Continued preparation in high school
- Postsecondary education
- On-the-job training in business, industry and the military
- How to earn a promotion

h. Personal Financial Literacy

- Checking, saving plans, budget, investments
- Credit
- Insurance

2. Records and Reports

Records and reports should be designed and generated by the local coordinator to meet New York State Education Department requirements as well the school's local objectives for the program.

Required and suggested records and reports include:

a. For the Local GEWEP/WECEP Coordinator:

Placement

- Updated lists of potential job opportunities in the community
- Record of local employers' part-time employment needs and requests
- Record of pupil placements
- Sample letters of application/cover letters and resumes (for student use)

Student Employment (Required Records)

- Name/address/telephone number of employer
- Position(s) held
- Pay rate and daily/weekly hours worked log
- Copy of signed memorandum of agreement and training plan (see samples pages 42 – 44)
- Summary of visitation discussions between coordinator and employer concerning student worker performance, improvement needs, etc.
- Copy of coordinator evaluations for the student worker
- Employer's evaluations/ratings of the student worker

Program History

- Annual record of job placements for each school program year
- Annual record of enrollments
- Annual program cumulative record of total student hours worked and earnings
- Information about typical changes in student attitudes and behavior
- Student and employer suggestions
- Graduate follow-up studies

b. For the Employer (Required Records):

- Copy of signed memorandum of agreement and training plan
- Summary of visitation discussions between coordinator and employer concerning student worker performance, improvement needs, etc.
- Copy of coordinator work experience evaluations for the student worker

c. For the Student:

- Copy of written/signed memorandum of agreement and training plan
- Pay and hours worked log
- Summary of visitation discussions between coordinator and employer concerning student worker performance, improvement needs, etc.
- Copy of coordinator work experience evaluations for the student worker
- Employer's evaluation or rating of the student
- Daily journal of on-the-job experiences for coordinator's weekly review
- Portfolio of all materials completed throughout the school year

d. For the Parent/Guardian:

- Copy of signed memorandum of agreement and training plan
- Telephone contact between coordinator and parent/guardian as needed

e. For the New York State Education Department (NYSED):

- Complete the BEDS (Basic Educational Data System) forms in the fall indicating the number of GEWEP and/or WECEP sections and student enrollment for each section (required report)
- Ensure that GEWEP and/or WECEP is properly registered with NYSED (see pages 45 and 46)

Refer to Section 1, page 10, for information about records retention requirements.

D. Suggested Student Eligibility Criteria for Participating in WECEP

Since the Work Experience and Career Exploration Program is a program specifically developed for "at risk" students 14 or 15 years of age, such students shall be eligible if local school administrators identify them as being "at risk" and able to benefit from the program. Suggested criteria for identifying students as able to benefit are:

- Student is at or below the 25th percentile on standardized tests
- Student is two or more years below grade level in basic skills and not relating to class work
- Student's grade point average is 1.5 or less (A=4.0)
- Student has a truancy problem, serious and continuous disciplinary problems, or limited performance during the school day
- Student is poorly motivated, disenchanting or alienated with negative attitudes toward school or society
- Student is a potential drop-out, or in need of income to help support the family situation
- Student was referred by a committee with representation from: principal, counselor, social worker, psychologist, school nurse, and appropriate faculty

E. Summary Chart of Program Guidelines

Considerations	General Education Work Experience Program (GEWEP)	Work Experience and Career Exploration Program (WECEP)
Age of Students	16-21 years old	14-15 years old
Eligibility	All students	Only students classified as "at-risk" (see suggested criteria on page 39)
Program Objectives	To provide an alternative program option for students to help develop life skills, coping skills, and basic educational competencies; to help students learn about the world of work while in a program where they can earn money as well as academic credit	
Coordinator	An appropriately certified secondary level teacher or school guidance counselor possessing an <i>Extension as a Coordinator of Work-based Learning Programs for Career Exploration</i> (see Section 1, page 5)	
Supporting In-School Instruction	At least one period per week of related classroom instruction designed to support the on-the-job experience	
Elective Academic Credit	300 hours of paid work experience (required for one unit of elective credit), and the equivalent of one class period per week of related general instruction (maximum of two units of work experience credit permissible)	
Memo of Agreement and Training Plan Required for Each Student	Legal forms that must be signed by coordinator, employer, student, and parent/guardian (see the Appendix of this section)	
Type of Employment	Heterogeneous jobs in progressive learning experiences under a written training agreement	
Safeguards	Employment must not interfere with schooling, health, and well-being of student; employer agrees to provide appropriate health and safety training, and to accept and treat students without regard to race, color, national origin, sex or handicap	
US and NYS Department of Labor Regulations	Students must be paid at least the prevailing minimum wage and employed in compliance with all federal and state laws regarding the employment of minors	
Federal and State Prohibitive Occupations	Students may not be employed in any of the federal or state prohibitive occupations for minors	
Workers' Compensation Insurance	Students must be covered by the employer's Workers' Compensation Insurance	
Program Registration with NYSED	GEWEP – must be registered and approved every five years (see page 45) WECEP – must be registered and approved every two years (see page 46)	

Appendix

School Letterhead

sample

Memorandum of Agreement

GEWEP and WECEP

STUDENT WORKER

COOPERATING EMPLOYER

Name _____

Name _____

GEWEP or WECEP (circle one)

Company _____

Home Address _____

Address _____

Telephone _____

Supervisor/Job Mentor _____

School _____

Telephone _____

School Address _____

Student Job Title _____

Hourly wage _____

Teacher-Coordinator _____

Work schedule _____

Telephone _____

- This program complies with all federal and state regulations/laws regarding employment of minors.
This program complies with all NYSED guidelines current in place for operating GEWEP/WECEP programs.
Students are accepted into this program and otherwise treated without regard to age (except for minimum age requirements), color, religion, creed, disability, marital status, national origin, race, gender, or sexual orientation.
The school coordinator for this program has the proper NYSED teacher certification credentials and the proper extension as a coordinator of work-based learning programs.

It is also agreed that:

THE STUDENT WILL:

- Call the employer and work-based learning coordinator by 8:30 a.m. of the day of an unavoidable absence and provide the reason
Work at only one part-time job while attending school
Not be permitted to work at the job when absent from school
Adhere to the rules set up by the school, the employer, and the coordinator
Make a serious effort to learn his/her job, related job skills, and related career information
To the best of his/her ability, become a conscientious and valuable employee, maintaining regular attendance and acceptable work levels
Keep all work station business matters in strict confidence and be honest, punctual, cooperative, courteous, and willing to learn
Maintain a good school record in order to earn a high school diploma
Furnish the coordinator with information necessary about his/her work program, complete necessary reports, and consult with the coordinator regarding problems at the work station

THE PARENT/GUARDIAN WILL:

- Grant permission for program participation by the student and encourage his/her efforts
- Share with the GEWEP/WECEP Coordinator information vital to the successful development and performance of the student
- Accept responsibility for the safety and conduct of the student-learner while he/she is traveling to and from the school, training station, and home
- Provide transportation to and from the worksite, if needed

THE EMPLOYER (Supervisor/Mentor) WILL:

- Within the scope of the business, provide the student with work of instructional value
- With the ability of the student, give opportunity for more responsibility and variety in employment
- Provide appropriate health/safety training appropriate for the job and a safe and healthful work environment
- Provide adequate supervision by a qualified employee (on-the-job mentor)
- Cooperate with the GEWEP/WECEP coordinator and involve him/her in planning and in resolving problems involving the program and the student participants
- Follow applicable federal and state laws/regulations pertaining to the employment of minors, including the payment of at least the prevailing minimum wage
- Cover the student under Workers' Compensation Insurance
- Provide periodic evaluations of the student's worksite performance

THE GEWEP/WECEP COORDINATOR WILL:

- Ensure that the school's GEWEP/WECEP program is properly registered with the NYSED
- Provide appropriate health/safety instruction prior to employment
- Visit each student worker at the worksite at least three times per semester
- Cooperate with the employer and the employee assigned to supervise the student's training on the job and to solve student problems
- Meet with each student's parent/guardian as necessary
- Provide each student worker with at least one period per week of related classroom instruction or counseling on a group or individual basis
- Adjudicate all complaints with the cooperation of all parties concerned
- Select, place, transfer, or withdraw student workers as appropriate
- Recommend to the principal awarding student appropriate elective credit upon successful completion of the program

NOTES: This agreement may be discontinued at any time; the school coordinator and employer should consult beforehand to try to solve any pertaining to the need to potentially discontinue this agreement.

I have read and agree to all of the above conditions (signature required):

Date _____

Student _____

Employer _____

Parent/Guardian

GEWEP/WECEP
Coordinator _____

Sample

Student Training Plan

GEWEP and WECEP

Student Name _____ GEWEP or WECEP

Age _____ School _____

Job Title _____

School Coordinator _____ Telephone # _____

Employer _____ Telephone # _____

Job Supervisor/Mentor _____

Parent/Guardian _____ Telephone # _____

Job Tasks and Learning Outcomes (to be developed by the employer, school coordinator, and student)	Time Frame	Achievement Level and Comments
Student will learn about the company history, product line, and marketing territory.		
Student will receive appropriate health and safety training related to his/her responsibilities.		
Student will learn about and help maintain the company's Web site.		
Student will		
Student will		
Etc.		

Student Signature

Employer Signature

Parent/Guardian Signature

Coordinator Signature

Date of Training Plan _____

Date(s) of Any Revisions to Training Plan _____

The University of the State of New York
The State Education Department

GENERAL EDUCATION WORK EXPERIENCE PROGRAM (GEWEP)
Application for Program Registration or Re-Registration (Valid for five years)

Name of High School _____

Address _____

Street

City

Zip Code

Coordinator's Name _____ Telephone # _____

Coordinator's E-Mail Address _____

Yes or No

1. The program is operated according to the guidelines established for GEWEP. _____
2. The GEWEP coordinator visits each student at the worksite at least three times per semester. _____
3. A memorandum of agreement and training plan are in effect between participating employers and the educational agency for each student. _____
4. Students in GEWEP receive the equivalent of one period per week of related classroom instruction devoted to general employability skills, job success, and life skills. _____
5. Students are awarded credit on the basis of one elective credit for 300 school-supervised hours of on-the-job paid work experience (150 hours = .5 unit of elective credit). _____
6. Students are paid the prevailing minimum wage, are covered by the employer's Workers' Compensation Insurance, and are employed in accordance with current federal and state labor laws and regulations governing the employment of minors. _____
7. Is an additional elective credit granted for a related daily course (108 hours) in related classroom instruction focusing on general employability skills, job skills, life skills and and career exploration/development? _____
8. Students in GEWEP are simultaneously enrolled in courses which will enable them to meet current New York State graduation requirements. _____
9. Approximate number of students participating annually in your GEWEP? _____

NOTE: Students under the age of 18 may not be employed in any of the federal or state prohibited occupations.

Principal's Name (print) _____ Telephone # _____

Principal's Signature _____ Date _____

For SED Use

Expiration Date _____ Approved by _____

Date _____

**Return form to: New York State Education Department
ATTN: Career and Technical Education Team
89 Washington Ave. – Room 315 EB
Albany, NY 12234**

The University of the State of New York
The State Education Department

WORK EXPERIENCE AND CAREER EXPLORATION PROGRAM (WECEP)
Application for Program Registration or Re-Registration (Valid for two years)

Name of High School _____

Address _____
Street City Zip Code

Coordinator's Name _____ Telephone # _____

Coordinator's E-Mail Address _____ **Yes or No**

1. Students are 14-15 years of age and have been selected for the program based upon criteria indicating that they are at-risk (suggested criteria are outlined on the next page). _____
2. The program is operated according to the guidelines established for WECEP. _____
3. The coordinator visits each student at the worksite at least three times per semester. _____
4. A memorandum of agreement and training plan are in effect between participating employers and the educational agency for each student. _____
5. Students in WECEP receive the equivalent of one period per week of related classroom instruction devoted to educational development/success, general employability skills, job success, and life skills. _____
6. Students are awarded credit on the basis of one elective credit for 300 school-supervised hours of on-the-job paid work experience (150 hours = .5 unit of elective credit). _____
7. Students are paid the prevailing minimum wage, are covered by the employer's Workers' Compensation Insurance, and are employed in accordance with current federal and state labor laws and regulations governing the employment of minors. _____
8. Is an additional elective credit granted for a related daily course of related classroom instruction, focusing on educational development/success, general employability skills job success, life skills and career exploration/development? _____
9. Students in WECEP are simultaneously enrolled in courses which will enable them to meet current New York State graduation requirements. _____
10. Approximate number of students participating annually in your WECEP? _____

NOTE: Students may not be employed in any of the federal or state prohibited occupations.

Principal's Name (print) _____ Telephone # _____

Principal's Signature _____ Date _____

For SED Use

Expiration Date _____ Approved by _____
Date _____

**Return form to: New York State Education Department
Career and Technical Education Team
89 Washington Ave. – Room 315 EB
Albany, NY 12234**

Suggested Student Eligibility Criteria for Participating in WECEP

Since the Work Experience and Career Exploration Program is a program specifically developed for “at risk” students 14 or 15 years of age, such students shall be eligible if local school administrators identify them as being "at risk" and able to benefit from the program. Suggested criteria for identifying students as able to benefit are:

- Student is at or below the 25th percentile on standardized tests
- Student is two or more years below grade level in basic skills and not relating to class work
- Student’s grade point average is 1.5 or less (A=4.0)
- Student has a truancy problem, serious and continuous disciplinary problems, or limited performance during the school day
- Student is poorly motivated, disenchanted or alienated with negative attitudes toward school or society
- Student is a potential drop-out or in need of income to help support the family situation
- Student was referred by a committee with representation from: principal, counselor, social worker, psychologist, school nurse, and appropriate faculty

Section

5

Cooperative Career and Technical Education Work Experience Program (CO-OP)



**New York State Education Department
Office of Curriculum and Instructional Support
Career and Technical Education Team
89 Washington Avenue
Room 315EB
Albany, NY 12234**

2007

Section 5 Contents

- A. Program Administration
- B. Program Organization
- C. Program Operation
- D. School, Student, Parent/Guardian, and Community Relations

Appendix:

- Sample Memorandum of Agreement
- Sample Student Training Plan
- Application for the Registration of a Cooperative Career and Technical Education Work Experience Program

A. Program Administration

1. Philosophy

Educators have long recognized that many students achieve better when classroom learning is supported with real life, hands-on, experience. A Cooperative Career and Technical Education Work Experience Program (CO-OP) provides an important link between the classroom and the workplace—it enhances and adds relevance to classroom learning. High school students often find it challenging to learn on an abstract level, but frequently learn more readily when they see the theory in operation and have an opportunity to practice what they are learning. CO-OP is essentially a partnership which links school, community, business, and industry to provide a real world environment in which students are given the opportunity to apply, and thereby enhance, the knowledge and skills obtained in the classroom.

In the employment component of CO-OP, a student’s job is related to a career and technical education program of study, with the primary goal being to develop occupational competency in the area of the student’s career interest. The job experience not only contributes to the occupational competency of the participating student, but can also motivate an at-risk student to remain in school and improve his/her academic achievement level. CO-OP helps a student develop personal initiative, human relation skills, and appropriate attitudes and behaviors necessary for success in the workplace.

2. Program Descriptions

All Cooperative Career and Technical Education Work Experience Programs have the same common objective of providing opportunities for students to learn and perform occupational skills through a worksite experience. These programs help students develop and demonstrate job skills at a paid, supervised worksite supported by training plans developed cooperatively by the employers, the WBL coordinator, and the students. There is ongoing communication between the job mentors and the WBL coordinator concerning the students’ performance and needs.

A school may organize its program around one specific career and technical education program, or combine all cooperative career and technical education students into one “diversified” program.

Program Focus	Minimum Age	Examples of Training Experiences
Agriculture	14	Agribusiness, conservation, farm production, horticulture, horse handling, small animal care, agricultural mechanization
Business/Marketing	16	Office/administrative support, wholesale/retail merchandising, marketing, management, financial services, entrepreneurship
Family & Consumer Sciences	16	Child care, clothing, food and nutrition, home furnishings, interior design

Health Occupations	16	Medical, dental, nursing, imaging, rehabilitation, radiography, laboratory
Technology	16	Engineering, computer, biotech, laser/optical imaging, chemical, nanotech
Trade/Industrial/Technical	16	Automotive service/repair, carpentry, culinary, welding, marine, aerospace
Diversified*	16	All CTE-related occupational areas

*A Diversified Cooperative Career and Technical Education Work Experience Program may be organized to provide experience in jobs related to individual career goals when the occupational courses desired are not available in the school. The term “diversified” is also used to define a program that unites students from several different career and technical education disciplines under the supervision of a single diversified CO-OP coordinator. The diversified coordinator relays information to the corresponding CTE teacher(s) regarding remedial, reinforcing, and specialized skills needed, as well as other necessary supplementary instruction required by each student to function satisfactorily on the job.

3. Advantages of Cooperative Career and Technical Education Work Experience Programs

For Students:

- Provides a real-world learning environment to develop interests and abilities
- Develops an understanding of employment opportunities and responsibilities through direct worksite experiences
- Promotes the development of positive work habits and attitudes
- Provides a real world setting for developing marketable skills
- Provides opportunities to apply classroom learning
- Provides real life interaction with other employees, which leads to better understanding of the human factors in employment
- Provides financial rewards while employment skills are being developed
- Provides an opportunity to participate in, and profit from, two types of learning environments—school-based and work-based
- Increases motivation to remain in school, graduate, and pursue postsecondary education/training

For Schools:

- Expands curriculum and learning facilities for students without major expenditures, especially in unique occupations where school-based CTE programs are not available
- Brings employers and schools together in a training effort to develop a strong career and technical education program
- Enhances the ability to meet the needs of a diverse student population
- Makes education more relevant and valuable for students
- Promotes school/faculty interaction with the community
- Provides the school with an effective means of evaluating its overall instructional program
- Increases the holding power of the school by helping students clarify career goals and by providing a practical means of reaching them
- Bridges the gap between school and the world of work

For Employers:

- Provides an opportunity to create a pool of potential employees
- Fosters involvement in the curriculum development process

- Provides an opportunity for employers to experiment with new programs, projects, and/or activities with student assistance and input
- Improves employee retention
- Reduces training/recruiting costs
- Offers opportunities to provide community service

For the Community:

- Provides an effective way of helping young people become productive citizens in the community
- Increases the economic health of the region and state as CO-OP graduates can help employers meet their needs for skilled workers
- Promotes respect and tolerance between different groups in the community
- Provides a method of introducing high school students to local employment opportunities
- Promotes closer cooperation and understanding between community and schools
- Encourages students to remain in the local community after graduation and promotes a more stable workforce

4. Program Registration

All Cooperative Career and Technical Education Work Experience programs must be registered and approved by the New York State Education Department. A program registration form is available on the last page of this document. Initial program registration is valid for five years and must be renewed every five years thereafter. Any questions about the CO-OP registration/approval process can be directed to the New York State Education Department, Career and Technical Education Team, 89 Washington Ave., Room 315EB, Albany, NY 12234, 518-486-1547.

5. Basic Requirements for an SED–Approved Cooperative Career and Technical Education Work Experience Program

- The board of education has approved the inclusion of Cooperative Career and Technical Education Work Experience as a program offering.
- Students are employed under federal and state labor laws and regulations.
- A written memorandum of agreement (training agreement) is in effect between the cooperating businesses and the education agency.
- A training plan is developed and used for each participating student.
- Health and safety instruction/training, appropriate for the job, is provided before employment by the school and continued by the employer on the worksite.
- In-school related career and technical instruction (as well as required academic instruction) is provided for all participating students.
- All student participants are meeting, or have met, academic requirements for graduation from high school.
- Credit may be awarded in relation to competencies being satisfactorily achieved on the basis of 150 hours being equal to one-half unit of credit; 300 hours, one unit of credit; and 600 hours, two units of credit.
- As of February 2004, the program is conducted by a teacher/coordinator that possesses an extension as a Coordinator of Work-based Learning Programs for Career Development. * (see Section 1, page 6).

*If a teacher was coordinating CO-OP before February, 2004, the following certification regulations apply:
 - A program in a single CTE subject area (e.g., business education) may be coordinated by a teacher certified in that subject area;
 - A program that combines more than one CTE subject area must be coordinated by a teacher who has an extension as a Diversified CO-OP Coordinator.

6. Scheduling Considerations

Scheduling arrangements depend on the school and employment situation, and should serve the interests and occupational needs of the student. Scheduling should be considered in the early planning stages of the school's master schedule to help ensure that the academic and related career/technical subjects may be included without conflicts for those students who desire to participate in the Cooperative Career and Technical Education Work Experience Program.

Quality programs depend on the built-in flexibility of the school's master schedule, the school's willingness to adjust student schedules, the hours when employers can utilize student services, the student's ability to get to and from the worksite, and the availability of a qualified WBL coordinator.

General Scheduling and Release Time

For the Student:

- The student's schedule may provide for either late arrival or early dismissal, if needed.
- The district must schedule the appropriate related CTE instruction into the student's course load.
- The district must schedule the required academic courses into the student's course load.

For the Coordinator:

- As a guide, the coordinator should be given one period per each 15-20 students to properly coordinate the program.
- When appropriate, the coordinator should be hired on an 11-month working schedule for the continuity of the program (e.g., recruiting job sponsors, developing/completing forms).
- The coordinator's overall schedule should allow him/'her time to visit each training station at least three times per semester.
- The district should consider travel time to training sites when developing the coordinator's schedule.
- A coordinator needs release time to participate in local, regional and state meetings, and to participate in relevant professional development opportunities.

Summer Scheduling

The nature of certain kinds of employment or programs may make it necessary to schedule some work experience programs and coordination during the summer months. Proper school supervision is required if the school is operating and/or awarding school credit for a summer CO-OP program, including:

- An extended school year program
- A registered summer school program

Students must be supervised by a certified work-based learning coordinator during the summer months if the students are training at school-approved worksites, and earning school credit.

Scheduling the Coordinator's Workload

The number of WBL coordinators needed to supervise a particular Cooperative Career and Technical Education Work Experience Program can be influenced by:

- Number of trainees participating
- Number and diversity of occupations involved
- Number of cooperating training establishments
- Geographic size and environment of the community
- Number of students receiving similar related instruction

- Types of cooperative programs being operated
- Types of records required by the school
- Availability of secretarial assistance to assist with recordkeeping
- Differences in student needs

A sample work schedule for a work-based learning coordinator at a comprehensive high school could be:

# of Enrolled Students	Related Classes Taught by Coordinator	Additional Classes	Class Periods for Supervision of Students
0-15	1	3	1
16 – 30	2	1	2
31 – 45	2-3	0-1	2-3

A sample work schedule for a work-based learning coordinator at a career and technical education center could be:

# of Enrolled Students	Related Seminars Taught by Coordinator or CTE Instructor	Time for Supervision of Students
25+	One-on-one instruction or small group seminars	Full day

7. The Work-based Learning Coordinator is An Ambassador to the Employment Community

The coordinator has a variety of responsibilities, including being a competent teacher, a public relations person in the school and community, a counselor dealing with a student's educational, social, occupational, and personal problems, an administrator who maintains important records and arranges schedules, a leader in sharing workforce development trends, and an evaluator of student progress in the classroom and on the job.

Qualities of a successful CO-OP coordinator include the ability to teach and motivate students, a pleasing personality, emotional stability, physical stamina, administrative ability, flexibility, and the ability to work harmoniously with different groups. The role of the work-based learning coordinator is not a typical teaching position.

Other important personal qualities that a WBL coordinator should possess include:

- A professional manner to deal effectively with community and school personnel
- Professional attire and grooming
- Tact and patience in dealing with problems, unique situations, and difficult student or placement situations
- Administrative ability to effectively schedule a student's time and activities in relation to employment
- Enthusiasm to inspire the unmotivated student or potential employer
- Resourcefulness to locate useful student learning resources
- Flexibility to adjust and adapt to a variety of student problems and schedules

Professional Preparation

Professional preparation should include both an appropriate career and technical education background and actual work experience as a basis for effective classroom instruction and worksite coordination. Details on the professional preparation required for certification as a Coordinator of Work-Based Learning Programs for Career Development may be obtained from the New York State Education Department,

Office of Teaching Initiatives, at the following Web site
<http://www.highered.nysed.gov/tcert/certificate/index.html>

As of February 2004, all new coordinators must have either a provisional, permanent, initial, or professional certificate for teaching a career and technical education subject, plus six semester hours of college/university level study in the planning, development, organization, implementation, and operation of work-based learning programs. The collegiate program must be registered with and/or approved by the State Education Department, Office of Teaching Initiatives. Teachers must obtain an extension as a Coordinator of Work-Based Learning Programs for Career Development (see Section 1, page 6).

Work Experience

Actual experience in the workforce, outside of teaching, enables the coordinator to think in terms of the employee and to speak the language of the employer, an ability usually gained from close association with those in the field. Possessing work experience also helps develop an understanding of desirable employer-employee-school relationships. The equivalent of at least 600 clock hours of work experience, outside of classroom teaching, must be part of the coordinator's credentials.

8. Facilities and Equipment

The WBL coordinator needs appropriate facilities, equipment, and other resources to operate a quality program. A program operating budget should include provisions for adequate staff, facilities, instructional materials, professional enrichment, WBL coordinator transportation, etc. Consideration should also be given to:

- **Office space** – the coordinator should have a private office in which to conduct counseling sessions, contact employers, and complete reports.
- **Office equipment** – a desk, file cabinet, computer, printer, scanner and a telephone with answering machine are required pieces of equipment for a coordinator.
- **Access to Internet and e-mail** – the coordinator needs access to the Internet in order to maintain electronic communications among students, employers, parents/guardians, educators, and professional associations for obtaining and sharing career information, training opportunities, work-based learning assignments, career planning activities, etc.
- **Administrative assistance** – the coordinator should be afforded an administrative assistant to help with creating numerous required documents (e.g., training plans, advisory board letters, public relations materials, tax credit forms, end-of-year reports). Students could assist with routine office work so the coordinator can spend more time with individual students and employers.
- **Display/bulletin boards** – the coordinator should have funds to construct displays and bulletin boards including pictures of students, news articles, and employment data.
- **Classroom** – the teacher should have a dedicated classroom to conduct the related instruction.
- **Transportation** – a travel allowance should be provided for coordination activities. School districts may choose to assign a school-owned vehicle to the coordinator rather than provide a mileage allowance.
- **Workload** – the coordinator should be should be paid according to the school district-teacher union contractual agreement. A coordinator providing summer coordination should be paid according to the local teacher contract.
- **Networking** – the coordinator should be afforded time to network with other work-based learning coordinators within his or her region and throughout New York State, to keep abreast of current issues. The school district should support these important networking activities by purchasing membership in local, regional, and national corporate and professional educational associations.
- **Instructional Materials** – the coordinator will need classroom textbooks, workbooks, student magazine subscriptions, current periodicals, testing material, video tapes, DVDs, and classroom computers with Internet access.

- **Operational Materials** – the coordinator should be provided with the appropriate computer software (e.g., word processing, database, spreadsheet, desktop publishing) and printing capability for producing brochures, letters, business cards, and certificates. A budget should also be allotted for postage for mailings if this service is not available within the school district.

B. Program Organization

1. General Guidelines for Student Enrollment

Much of the success of CO-OP depends upon the quality of the students enrolled in the program. Students should possess, or be able to develop, the aptitude and qualities required for success in a given occupation. The objectives of the program can only be attained when the student is capable and desirous of receiving training.

Depending upon local enrollment regulations and options, most students enrolled in a CTE program are eligible to participate in a school-sponsored Cooperative Career and Technical Education Work Experience Program. Students may be employment bound and/or postsecondary bound.

To ensure equal access of all students to the program, when we use the term “all students” it means both male and female students from a broad background, including disadvantaged, diverse racial, ethnic or cultural backgrounds, disabled, limited English proficiency, migrant children, school dropouts and academically talented students (see also Legal Considerations on page 60, and Civil Rights on page 62).

Gifted and Talented Students

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

The school administration must provide the resources and the guidance to enable gifted and talented students to evaluate various occupational fields more clearly in order to understand that CO-OP could offer them exciting possibilities.

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

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

Gifted and talented students must be challenged with appropriate and adequate enrichment to promote both high interest and steady progress toward full development. A Cooperative Career and Technical Education Work Experience Program is an ideal option for gifted and talented students because it provides carefully planned, yet flexible, career exploration and development opportunities that can stimulate their career interests.

2. Suggestions for Student Recruitment and Enrollment

Recruitment

An incentive for student participation is to establish a quality program that is recognized by the school/district administration, the community, parents/guardians, and students as a rigorous and high quality program leading to a wide range of future career and postsecondary options, including career-sustaining employment, apprenticeship training, technical schools, community college, and four-year college/university programs. The coordinator should present clear and compelling information about the program design and benefits, emphasizing that the program provides a stepping stone toward further high value work and/or postsecondary educational opportunities. It is important that students and parents/guardians realize that CO-OP doesn't limit options, but enhances them. Any promotional material should emphasize that your program benefits all students, regardless of their future plans, because it makes classroom learning more relevant and teaches many skills that apply to any postsecondary or career choice.

The world of work can be foreign to many students. You need to set clear expectations, rewards and consequences that are spelled out clearly through an orientation process. The way you market your program can play an important role in helping dispel students' initial concerns and fears. Some possible recruitment initiatives include:

- **Homeroom/assembly talks and presentations** – the coordinator could invite recent graduates, current CO-OP students, employers, teachers, counselors and parents/guardians to provide testimonials at various times and events.
- **Open houses** – the coordinator and businesses providing placements could invite staff, students, and parents/guardians to individual businesses to showcase worksite facilities and programs.
- **Student information packages** – the coordinator could distribute program brochures, related course information, newspaper articles, local industry trend information, and testimonies from previous CO-OP participants.
- **Displays** – the coordinator could include work-related props, products, brochures, films, equipment or tools students are using in training, and student projects in school store window displays.
- **Publicity** – the coordinator could develop articles for the school and community newspapers, bulletin board presentations, brochures for parents' nights, and radio and television announcements.
- **Career day/fair** – the coordinator could organize and assemble employers at individual tables in the gymnasium, or in a shopping mall, to discuss career opportunities as a career awareness activity with students.
- **Recommendations from staff** – the coordinator could ask other CTE teachers in the school to identify prospective CO-OP students from their respective subject areas.

Enrollment

The educational agency should:

- Identify and include students who need, desire, and can function from this type of instruction
- Place students carefully, based upon their career interests, and to help increase their self confidence
- Establish and maintain good relationships with students, parents/guardians, community, and business/industry representatives

3. Canvassing for Prospective Training Sites/Employers

Resources for Securing Student Worksite Placements

- CTE/CO-OP advisory council and consultant committees
- Local Chambers of Commerce, unions, professional organizations

- Internet
- Telephone book
- Parents/guardians and parents'/guardians' employers
- Community career fairs and job fairs
- Local newspapers and business journals

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

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

- Coordinator learns of student's interest and abilities for a cooperative work experience program
- Coordinator identifies potential, appropriate work stations
- Coordinator approaches employer and explains the program
- Coordinator furnishes student credentials (using student information release form)
- Coordinator arranges for job interview between student and employer
- Coordinator develops, in collaboration with the employer and student, the training agreement and training plan

4. Training Stations

The site where students are employed is called a training station. The effectiveness of the training site depends upon many factors. One of the most important factors is the commitment of the training supervisor/mentor in working with the student.

The ideal station matches the ability of the student with an employer who is understanding and wholeheartedly supports the philosophy of cooperative career and technical education. The cooperating employer must be fully aware of his or her responsibility to the program. Both the employer and the school should provide effective on-the-job supervision of the student, including ongoing health and safety training.

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

Considerations in selecting the proper training station:

- Will the establishment provide a training station rather than a work station?
- Is the employer sincerely interested in the cooperative educational training of a student?
- Do the employer and regular employees have a sincere interest in providing progressive on-the-job experiences for the student?
- Are the objectives of the program understood and accepted by the employer?
- Is the employer or sponsor able and willing to provide a sufficient number of hours of profitable training during the entire school year, or for an appropriate length of time?
- Does the firm have adequate equipment and suitable work with which to provide good training?
- Will the student be trained and placed in safe working conditions?
- Are those to be assigned as training sponsors enthusiastic about the program?
- Will the students be supervised by a competent person (mentor) on the job?
- What is the reputation of the employer in the community?
- Does the employer carefully select employees?
- Are wages compatible with those paid for similar occupations in the community?

- Does the employer or sponsor recognize the value of technical training?
- Is the firm conveniently located in relation to the student's school and home?
- Are there opportunities for employment after training?
- Are there opportunities for advancement?

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

Securing a potential training station for student placement must be done through personal contact between the coordinator and prospective employer. The placement of a student must be approached in a professional manner, where a relationship is established between the coordinator, the worksite supervisor, and the student so that each understands the other's responsibilities and needs.

5. Advisory Councils and Consultant Committees

Advisory Councils

An advisory council, appointed by the district's board of education, is an integral and mandatory part of any state-approved career and technical education program. This council, which represents business and industry, assists by:

- Advising the local board of education, or BOCES agency, in the development and implementation of policy
- Promoting community understanding by publicizing cooperative career and technical education
- Helping to obtain classroom equipment and materials (direct and indirect financial aid)
- Locating training stations
- Sponsoring career awareness days
- Providing criteria for selection of students
- Acting as a sounding board for new ideas
- Conducting surveys
- Speaking before civic groups in support of CO-OP
- Providing speakers for assembly programs and school banquets
- Evaluating the entire career and technical education program on a regular basis

Consultant Committees

A consultant committee is usually established for each CTE discipline (e.g., trade/industrial, health occupations, agriculture). These consultant committees help keep programs up-to-date with industry requirements/needs, help identify needed materials/resources for new programs, provide a route to placement, and may actually assist by supplying educational resources (e.g., staff, equipment, supplies).

Selection of Advisory Council and Consultant Committee Members

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

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

same occupational field as the one they are to represent. A commonly used procedure for nominating members is for the coordinator and the principal to make a list of prospective members. The coordinator and/or principal should then interview prospective members to determine their willingness and capability to serve.

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

Meetings

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

Records and Reports

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

More specific information on the formation and operation of advisory councils and consultant committees may be found in *A Handbook for Members of Advisory Councils for Career and Technical Education* and *A Handbook for Members of Consultant Committees for Occupations*. Both are available from the New York State Education Department, Career and Technical Education Team (518-486-1547).

6. Legal Considerations

Students in a Cooperative Career and Technical Education Work Experience Program come under a variety of federal, state, and local laws, rules, and regulations. Since most of these laws are subject to change, the coordinator must keep abreast of new developments. The most current information concerning labor rules and regulations is available in the booklet entitled *Laws Governing the Employment of Minors*. This publication and *How New York State Labor Law Protects You* are available from any New York State Department of Labor (NYSDOL), Division of Labor Standards regional office. For more in-depth information, please consult the above publications or the NYSDOL Web page <http://www.labor.state.ny.us/workerprotection/laborstandards/workprot/minors.shtm>

Minimum Wage Laws

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

Deductions from the Paycheck

The following taxes should be deducted from each student's paycheck: Federal Withholding Tax, State Income Tax, Social Security (F.I.C.A.), and city tax (if applicable). The student must complete a W-4 form and may sometimes be able to choose an exemption status from certain taxes, in which case only Social Security would be deducted.

Unemployment Insurance

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

Workers' Compensation Insurance

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

Students must be placed with employers who provide Workers' Compensation Insurance. It will cost the students nothing because the employer subject to the Workers' Compensation Law must carry insurance and pay the premiums to a private insurance company, or to the State Insurance Fund. Employers that carry their own insurance compensation programs should not be considered for the program.

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

An employer is liable for all injuries to an employee unless the injury is self-inflicted, the result of a willful attempt on the part of the employee to injure another employee, or due solely to drug use and/or intoxication. Double compensation benefits must be paid for those under 18 years of age if the employer is in violation of federal or state labor law or of an industrial code rule. For further information contact the local Workers' Compensation Board Office.

Employment Certificates (Working Papers)

The four most common forms of employment certificates associated with the work experience programs are:

- The Student Non-Factory Employment Certificate: AT-18 (blue), issued to students ages 14 and 15
- The Student General Employment Certificate: AT-19 (green), issued to students ages 16 and 17 who are still in school
- The Full-time Employment Certificate: AT-20 (salmon), issued to students ages 16 and 17 who are out of school
- The Farm Work Permit: AT-25 (white) issued to minors 12 and 13 years of age; and the Farm Work Permit: AT-24 (yellow), issued to minors 14-15

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

Certificates are issued to the student to cover any acceptable job. CO-OP students must submit the certificate to the employer, who keeps it for the duration of employment, except in the case of a Farm Work Permit which is retained by the minor. It is the student's responsibility to retrieve the certificate from the employer when employment terminates. The student must complete a certificate to legally work in New York State.

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

Civil Rights Requirements

Cooperative career and technical education programs receiving any federal financial assistance must comply with criteria made explicit in Section V (f) of the Standards Governing Civil Rights in Vocational Education Programs published by the New York State Education Department. To facilitate program planning and compliance with federal law, the criteria mentioned above are reproduced here:

- a. A recipient may not discriminate on the basis of sex, race, color, national origin, or handicap in placing students in cooperative career and technical education, work study, or apprenticeship training programs, or in providing other job placement services (OCR Guidelines, Section VII-A).
- b. A recipient may not enter into any arrangement with an agency, union, business, or other sponsor that discriminates against the recipient's students on the basis of sex, race, color, national origin, or handicap in recruitment, hiring, placement, assignment to work tasks, hours of employment, levels of responsibility, or in pay (OCR Guidelines, Section VII-A).
- c. Any written agreement for the referral or assignment of students under a cooperative, work study, or apprenticeship program must contain an assurance from the union, sponsor, or employer that students will be accepted and assigned to jobs and otherwise treated without regard to sex, race, color, national origin, or handicap (OCR Guidelines, Section VII-A).
- d. A recipient which employs its own students (e.g., in a work study program) shall also comply with the standards for employment set out below under Section VI (OCR Guidelines, Section VII-A). Federal regulations state that:

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

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

Signed _____ (School Coordinator)
_____ (Employer)

7. Grade Placement

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

Typically, a student participates in CO-OP during the 11th and/or 12th grade. A student may, however, be placed in CO-OP before entering these grades if he/she meets the minimum age requirement (16 and above), and when such work experience represents a potential means of motivating the student for further learning and to remain in school rather than dropping out.

8. Credit Allocation

The following table summarizes the credit a student may earn for the related in-school instruction. Related instruction is provided through formal classroom sessions devoted to the development of occupational skills and general information pertaining to employability.

Minimum Number of Instructional Hours per School Year	School Credit
Less than 54	0
54	1/2
108	1
162	1-1/2
216	2

In the Cooperative Career and Technical Education Work Experience Program, students may also earn one unit of credit for each 300 hours of on-the-job supervised experience. Two units of credit, however, are the maximum allowable graduation credits that may be earned for the worksite phase regardless of the hours accumulated or years spent in the program.*

*One unit of CO-OP credit is the maximum allowable in a five-unit career and technical education sequence, unless the state-approved Diversified CO-OP Five-Unit Sequence is followed (see Diversified CO-OP sequence information on page 65).

9. Related Career and Technical Instruction and Related General Instruction

All Cooperative Career and Technical Education Work Experience Programs must be organized to include related general instruction. Related instruction may be arranged to precede employment, to take place concurrently, or as a combination of both. Related instruction is typically part of a student's career and technical education program of concentration (e.g., business education, technology education), or it could be an independent course or courses. The coordinator plans for articulation between the work experience and related instruction so that occupational theory, employability skills, appropriate health and safety training, and guidance/counseling/mentoring are a collaborative process.

One unit of Related General Instruction is required for students enrolled in a five-unit Career and Technical Education Diversified CO-OP Sequence (see Diversified CO-OP sequence information on page 65). The suggested topics, time frames, and competencies for the one unit Related General Instruction course (which may be renamed locally), are outlined below:

Curriculum Models	Concept	Activity
I. Career Planning-Phase 1 (10 weeks)	Self-Assessment	<ol style="list-style-type: none"> 1. Holland Interest Inventory 2. People/data/things 3. Personality 4. Abilities/skills/aptitudes 5. Values 6. Working environment 7. Multiple intelligences 8. Learning styles 9. Career/industry preferences
	Foundation Courses	<ol style="list-style-type: none"> 10. Theory – academic courses 11. Application - career and technical education
	Career Exploration	<ol style="list-style-type: none"> 12. Shadowing 13. Informational interview 14. Guest speakers, etc.
	Career Plan and Portfolio	<ol style="list-style-type: none"> 15. Developing a career plan 16. Creating and maintaining a career portfolio
II. Pre-Employment Skills (10 weeks)	Preparing for the Interview	<ol style="list-style-type: none"> 17. Cold canvassing for a job 18. Reading a map (e.g., business location) 19. Necessary documents needed for employment. 20. Calling for the interview 21. Leaving a message in a voice mailbox

	Applying for the Job	22. Resume and cover letter 23. Introducing oneself 24. Dressing appropriately 25. Job application 26. Employment testing 27. Interview questions
	Follow-Up	28. Thank you letter 29. Follow-up telephone call 30. Evaluating the job offer
III. Job Success Skills (10 weeks)	Piggy Bank of Success	31. Your first day on the job 32. Requesting assistance 33. How to request an absence 34. That's not my job 35. Handling errors/mistakes you make 36. Being blamed for something you did not do 37. Office politics and gossip 38. How to terminate your job properly 39. How to handle being fired
	You and Your Job	40. Your rights as an employee 41. Developing a work ethic 42. Your first three months on the job 43. Sexual harassment and bullying on the job 44. Diversity awareness – working in a multicultural society 45. Compliance with the Health Insurance Portability and Accountability Act (HIPPA) Regulations
	Becoming a Professional	46. Developing good communication skills 47. Developing good listening skills 48. Developing critical thinking skills 49. Developing problem-solving skills 50. Developing your presentation skills
	General Related Health and Safety	51. Identifying occupational hazards 52. The Child Labor Laws 53. The Prohibitive Occupations 54. Slips and falls 55. Hazardous materials and chemicals 56. Threats – terrorists, criminal acts 57. Violence in the workplace 58. Workers' Compensation Insurance
	Employment Relationships	59. What employers expect 60. Why attitude matters 61. Getting along with your boss and co-workers 62. How to handle office politics
	Performance Evaluations	63. What to expect 64. How to ask for a raise 65. Upward mobility and career ladders
	Unions	66. Who must join 67. Benefits of unions
	Financial Literacy	67. Payroll and taxes -your pay check 68. Deductions 69. Fringe benefits (e.g., health insurance) 70. Savings/investments 71. Checking accounts 72. Credit cards 73. Completing your income tax form – 1040EZ

	Entrepreneurship	74. How to start a business 75. How to market your business 76. How to create a business plan
IV. Career Planning – Phase 2 (10 weeks)	Employability Skills	77. Validation of necessary skills – The Training Plan 78. Keeping skills up-to-date (e.g., ongoing training/learning)
	Strategies for Changing Jobs/Careers	79. Identifying employers 80. Using the Internet to research employers and career opportunities 81. Reading and responding to the Help Wanted Ads 82. Utilizing the services of the Department of Labor One Stop Centers 83. Choosing an industry 84. Skills for the 21 st century 85. How to survive the telephone interview
	Postsecondary Training	86. Choosing an appropriate path (e.g., trade school, apprenticeship, two-year college, four-year college/university) 87. Developing your career plan for the next 10 years of your life
	Career Plan/Portfolio	88. Continual updating of the career plan and portfolio

10. Diversified CO-OP Five-Unit Sequence

A state-approved, five-unit Diversified Cooperative Career and Technical Education sequence consists of the following:

- One Unit - Career and Financial Management (CFM)
- One Unit - Related General Instruction (see subsection 9. above)
- One Unit - Related Career/Technical Instruction selected from:
 - Agricultural Education
 - Business Education
 - Family and Consumer Sciences
 - Health Occupations Education
 - Technical Education
 - Technology Education
 - Trade/Industrial/Technical Education
- Two Units - On-the-job supervised work experience (300 hours per unit of credit)

11. Essential Records and Reports

Records and reports play a vital role in planning, establishing, and maintaining a well-structured program that will develop the full potential of each student. Generally, a coordinator feels he/she is making the most effective use of time when working directly with students or employers. The coordinator should recognize, however, the importance of developing and maintaining the proper forms/documents, and of implementing and utilizing a viable data storage, retrieval, and serviceable communications system. Using available modern techniques can decrease the time required for this work, and also facilitate the proper flow of necessary forms and communications.

A simple and efficient forms and documents system will help to avert many problems. Forms should be concise and practical, and perhaps color-coded to make them easily distinguishable. Please refer to Section 1, page 10, for information about records retention regulations.

The following chart categorizes various forms, documents, and reports according to function, but is not meant to be all-inclusive. Selection and use of forms, documents, and reports should be determined by the local school. Individual educational agencies may wish to begin with the basic forms, documents, and reports, and design additional records to fit their individual needs as the program develops and matures.

FUNCTION	TYPE OF FORM/DOCUMENT/REPORT
Operations	Student Enrollment/Application Form
	Student Employment Certificate (Working Papers)
	Student Social Security Record
	Parental/Guardian Permission Form
	Emergency Contact Form
	Public Relations Release Form
	Student Information Release Form
	Teacher Recommendation Form
Marketing/Public Relations	Annual Report to Administration – “Return on Investment”
	Program Brochures
	Web Site
	Business Cards
Training – Worksite	Memorandum of Agreement (Training Agreement)
	Safety Training Validation
	Job Order Card
	Training Plans/Employability Skills Profile
	Weekly or Monthly Time and Salary Records
	Student’s Performance Evaluation
	Coordinator’s Visitation Report
Evaluation	Student’s Evaluation of Training Site and School Program
	Coordinator’s Evaluation Form
	Follow-up Questionnaire

12. Career and Technical Student Organizations (CTSO)

Overview

Career and technical student organizations serve thousands of students in New York State. Within the context of the CTE instructional program, student leadership organizations bring together students interested in specific career and technical fields, providing them with a range of individual, cooperative, and competitive activities. The United States Department of Education recognizes career and technical student organizations in a policy statement signed by the Secretary of Education. In addition, legislative support for these co-curricular activities is included in current CTE legislation.

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

Students enrolled in programs of career and technical education should be given the opportunity to participate in student organizations which relate directly to their instructional programs. The major student leadership organizations for CTE and their respective Web sites are outlined below:

Association of Marketing and Management Students (DECA)

DECA, formerly known as Distributive Education Clubs of America, provides a variety of educational activities that promote the learning of competency-based skills in marketing, management and entrepreneurial career fields, and develop leadership and civic consciousness.

Family, Career and Community Leaders of America (FCCLA)

FCCLA helps young men and women become leaders and address important personal, family, work, and societal issues through family and consumer sciences education. FCCLA chapter projects focus on such topics as teen pregnancy, parenting, family relationships, substance abuse, peer pressure, environment, nutrition and fitness, intergenerational communication, and career exploration.

Future Business Leaders of America (FBLA)

FBLA provides a program of activities designed to help students develop business leadership skills, understand private enterprise, explore and establish occupational goals, and develop character and self confidence.

Health Occupations Students of America (HOSA)

HOSA's mission is to provide compassionate and technically qualified health care workers. HOSA's National Competitive Events Program is designed to recognize health care and leadership competencies of both secondary and postsecondary students.

New York State Association of FFA

The FFA organization is dedicated to making a positive difference in the lives of students by developing their potential for leadership, personal growth, and career success through agricultural education. FFA is an integral, co-curricular part of the agricultural education program, providing leadership training to supplement classroom education and hands-on career exploration.

SkillsUSA (Formerly SkillsUSA/VICA)

SkillsUSA's goal is to develop employability, participatory, and quality skills to compliment the occupational skills developed by students in trade and technical education classrooms and/or work-based learning sites. SkillsUSA programs and activities help members develop public speaking skills, conduct and participate in meetings, manage financial matters, strengthen problem-solving abilities, and assume civic responsibilities.

Technology Student Association (TSA)

TSA, the national organization for technology education students, promotes student achievement through co-curricular classroom activities, competitive events, and community services. It encourages the development of leadership, organizational and problem-solving skills. Programs at the middle and high school levels revolve around a variety of national competitive events that are designed to encourage students to be creative within specified design constraints.

These organizations differ from the typical high school club since their activities are co-curricular in nature and are an integral part of the instructional program. They play an important role in solidifying connections among the various career and technical education programs and administrators, faculty, parents/guardians,

C. Program Operation

1. Counseling and Pre-Placement Orientation

The coordinator must work toward matching students with the appropriate job. To do this, each job must be understood in all its aspects to determine if the available training station meets the needs of the student being considered for enrollment/placement.

Before placing a student, the coordinator must understand the student's interests, aptitudes, and ability level. A study of student applications and personal data sheets should indicate which students could benefit from participating in CO-OP. School records will reveal such things as absentee and tardiness patterns, health record, school achievement, and individual traits and skills that could be applied to specific jobs. A standard for participation in the program should be created. A student's academic history, attendance, and behavior record should be evaluated and considered as a basis for acceptance into a program. The coordinator must always remember, however, that some students who have a pattern of poor academic achievement, attendance, and/or behavior could be motivated to success through participation in a quality Cooperative Career and Technical Education Work Experience Program.

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

Preparation of the student for the job placement interview is equally important. The coordinator should assume that this is a new experience and that the student needs instruction in acceptable procedures for job interviews. It might be necessary to speak with an individual student concerning their personal fears, problems, needs, etc. It may be necessary to work with a student prior to the job interview to improve skills in identified areas.

2. Placement Procedures

Job placement is the final and perhaps most vital step in the work-based learning process. In effect, the coordinator serves as a community personnel director with the responsibility of identifying qualified students and matching their abilities, occupational interests, and personal qualities with the requirements of the available worksite placement opportunities.

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

Before Placing a Student into a Training Site

Coordinators should follow these basic steps before placing a student into a legal training site:

- Verify the student is either enrolled in or has completed a related CTE course/program which relates to his/her employment training
- Obtain the signed "parent/guardian permission form" in which the parent/guardian grants permission for his/her child to leave the school grounds and travel to a legal training site
- Keep a photocopy of the student's driver's license
- Keep a file copy of the student's social security number
- Keep a file copy of the student's work certificate, and ensure the employer has the original

- Develop the memorandum of agreement and ensure that all required parties (i.e., student, parent/guardian, school, employer) have a copy
- Develop the training plan which will be used for this training site, and ensure that all required parties (i.e., student, parent/guardian, school, employer) have a copy
- Obtain specifics about the employment site – name of business, address, phone, name of supervisor/mentor, specific work hours of student, list of tasks student will be performing, etc.
- Verify the parent/guardian and the employer are aware of what form of transportation will be used by the student to get to and from the job
- Verify the hours and days of employment have been agreed upon by all parties
- Verify all parties are comfortable with potential injury and liability issues
- Ensure the employment situation is legal and the student is covered under the employer's Workers' Compensation Insurance
- Ensure health and safety training has been given to the student before the student begins employment and maintain a written record of all health and safety training
- Verify that ongoing health and safety training will be provided by the employer as needed
- Provide all parties a copy of the child labor laws
- Ensure all parties have the appropriate contact information for emergency situations

Other Points to Consider with Regard to Program Operation

Coordinators should:

- Ensure the student, parent/guardian and employer realize that if the child withdraws from the school program at any time during the school year, he/she may lose certain privileges associated with being a CO-OP student
- Ask school counselors to inform you if a work-based learning student decides to drop the program since counselors could drop students from your program not realizing the commitment you have made with the employer, and the release time or driving privileges you may have provided the student
- Verify signatures on any forms submitted to you by the student (a quick call to the employer, parent/guardian, etc., is one method that could be utilized for verifying a signature)

Liability Issues

Both the school district and work-based learning coordinator have a role in ensuring the health, safety and welfare of each child placed into an approved worksite. Some of the following points have been outlined previously, but it is worth restating them.

- The school district should appoint only certified WBL coordinators to organize and supervise a Cooperative Career and Technical Education Work Experience Program.
- The coordinator should use all the knowledge, skills and resources necessary to operate a safe and quality WBL program for each child.
- The employer, parent/guardian and coordinator should be aware of what form of transportation will be used by the student to get to and from the job.
- The hours and days of employment should have been agreed upon by the employer, student, parent/guardian and coordinator.
- All parties (student, parents/guardians, employer and coordinator) should have discussed and agreed upon liability issues. The employer will cover the student under their Workers' Compensation Insurance.
- Health and safety training has been given to the student by the CTE teacher and/or WBL coordinator before the student begins employment. The WBL coordinator should have recorded the completion date of this training.
- The employer should provide ongoing health and safety training as appropriate for the job.
- The student, parents/guardians and the employer should have a copy of the child labor laws.
- All parties should have the appropriate contact information in case of an emergency.

The Role of the Employer in the Placement Process

It is vital that the employer conduct the student's job interview as he would for any job applicant to ensure an authentic job placement experience. The student should meet privately with the interviewer and, as soon as possible, meet with the WBL coordinator to review his/her perception of the interview, and receive advice for future job interviews.

When a student is hired, the employer should meet with the student, WBL coordinator, and parent/guardian to complete the memorandum of agreement and develop an appropriate training plan. Also, as mentioned previously, the employer must provide ongoing health and safety training as appropriate for the job.

3. Memorandum of Agreement and Training Plan

Memorandum of Agreement (Training Agreement)

The coordinator must make a continuous effort to maintain a training emphasis in all student worksite experiences. This is partly achieved through a memorandum of agreement (MOA), also called a training agreement. The MOA is a written statement of the expectations from each party involved—employer, school, student, and parent/guardian. Although it is not a legal contract, it is a businesslike way of formally defining the responsibilities of the various parties involved in the CO-OP experience. The MOA should be signed by all parties, and a copy should be provided to each party prior to the student placement. The following minimum information should be included in the MOA (see page 84):

- Student and employer general information
- Basic guidelines for the program
- Student expectations (attendance, attitude, dress, job performance, etc)
- Business and industry expectations (health/safety, skill training, etc.)
- Assurances relative to conforming to federal and state labor laws
- Equal Employment Opportunity, Title IX Nondiscrimination Statement
- Appropriate signatures (student, parent/guardian, coordinator, employer/mentor)

Training Plan

The training plan (see page 86) is an outline of progressive experiences and learning activities based on the student's current career objectives. The employer/mentor, the teacher-coordinator, and the student should prepare the training plan cooperatively. The training plan should identify specific training responsibilities and should be completed only after conferences involving the student, the teacher/coordinator, and the employer/mentor. It then becomes a part of the student's educational program and serves as a guide for the teacher/coordinator in planning the related instructional units and in identifying individual needs. It is used by the employer/mentor to assist with planning on-the-job instruction, by the classroom instructor to aid in planning in-school instruction to correlate with on-the-job instruction, and by the student to project career objectives both in school and on-the-job. Since the training plan provides a continuing record of the student's occupational experience, it should become a permanent part of the student's personal data file/portfolio.

Why Training Plans are Important:

- To identify goals for the student and establish criteria for training station selection
- To help the coordinator keep up-to-date on new developments in each occupational area
- To serve as a guide for health and safety instruction
- To provide the employer/mentor with a progressive outline for conducting the training experience
- To assure the employer/mentor that cooperative education is a planned training program
- To provide a tool for the student to evaluate his/her own progress
- To provide a true link between classroom instruction and on-the-job training
- To serve as a guide for program evaluation

General Guidelines for Training Plan Development and Use:

- Emphasize training plans in all visits, news releases, and other publicity
- Make the plan flexible
- Give copies of plan to employer, student, and parent/guardian
- Keep a copy of the plan in the student's file
- Use the training plan as basis for all evaluations
- Individualize the training plan for each student
- Use a model plan as a guide whenever possible
- Share the plan with other school personnel—counselors, teachers, and administrators, as appropriate
- Follow the plan as closely as possible, but adjust when necessary
- Do not make the plan too detailed

Steps in Developing a Training Plan

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

- **Assess the student's career objective** – the coordinator should use a variety of techniques, such as tests, inventories, and interviews to help the student determine his/her interest in various career paths within the particular employment area.
- **Possess a working knowledge of the occupation** – both the student and the coordinator must know where the particular occupation fits into a career ladder or career path. The New York State Department of Labor's *Career Zone* (www.nycareerzone.org), the *Dictionary of Occupational Titles*, and the *Occupational Outlook Handbook* are good resources for career data.
- **Use collaboration in developing a training plan** – the employer/mentor, student, coordinator, and parent/guardian should assist in enumerating the competencies and skills the student should acquire to achieve the proper training and develop job/career skills.
- **Sign the training plan** – all parties (i.e., student, parent/guardian, coordinator, and employer) must sign the training plan. The coordinator should provide all parties with a copy of the training plan.
- **Maintain training plan flexibility** – from the start, all parties involved should understand that this document will serve as a guide and will be revised as needed to ensure the continued development of the student.

4. Supervision of Students at the Training Site

A well-planned program requires more than the placement of qualified students in appropriate training stations—there must be full cooperation between the educational institution and the employer/mentors in order to fulfill the objectives of all parties. The school ensures that general employability skills and specific technical knowledge and theory are provided to students, and the employer provides for the application of the skills, knowledge, and theory in a real world context that also permits the student to be a productive employee. This integration is accomplished only by close cooperation and coordination.

When the placement process has been completed and the student is working in accordance with the training plan, a system of visiting and counseling the student should be established. The frequency and length of the coordinator's visits should be determined by a careful evaluation of the objectives and needs of the student. At a minimum, the coordinator must conduct at least three site visits per semester for each student. The worksite visits must be much more frequent when a student is employed in a prohibited occupation through an exemption (see page 76).

The basic objectives of the coordinator's visits are:

- To discuss the employer's/mentor's ongoing evaluation of the student trainee
- To observe the type and quality of work being done by the student
- To discuss with the mentor any deficiencies the student has that the school can assist with
- To obtain materials and suggestions that will make related classroom instruction more valuable
- To become familiar with the employer's management policies
- To ensure the student is treated fairly, and the proper safety regulations and labor laws are followed
- To assist the student in learning how to communicate any concerns to the employer
- To closely monitor a student who is employed in a prohibited occupation through an exemption

To maximize the value of visits the coordinator should:

- Record each visit with a brief summary
- Avoid controversial situations when dealing with employers
- Avoid unwarranted discussion of confidential information
- Be considerate of the student's and employer's/mentor's time

Although the general purpose of the regularly scheduled visit to a training station is to check the progress of the student, there occasionally may be problem situations demanding the immediate attention of the coordinator. These situations might include the inability of the student to adjust to the work situation, a personality clash between the student and the supervisor, etc. In the case of a serious situation, prompt action is required. Such situations will require a total evaluation of the facts before coming to a decision; conferences should be held with all parties concerned. Changes may have to be made to the student placement, or the student may require closer supervision by the coordinator and/or employer/mentor.

The degree of supervision by the coordinator will depend on the student's job competency. Excessive visits may create a nuisance for the student and/or the employer/mentor. Remember, visiting the student at the worksite emphasizes that the school is an integral part of the training program, and helps to maintain a professional, friendly relationship with the employer. The ultimate goal is to have the employer/mentor believe so strongly in the Cooperative Career and Technical Education Work Experience Program that they will contact the coordinator when problems exist, and for future placements.

5. Teaching Career and Technical Related Instruction in Non-Standard CTE Areas

A coordinator may be responsible for providing related career and technical instruction when there are too few students interested in a particular career area to offer a traditional CTE course or program in that area (e.g., unique career program). The teacher of such related career and technical instruction employs the techniques common to teaching any classroom subject: lectures, demonstrations, question-and-answer sessions, group discussions, buzz sessions, hands-on learning, assignments, tests, etc. Rather than relying solely on textbooks, the coordinator should become familiar with other sources of information on topics such as labor-management relations, employment forecasts, and legislation pertaining to the community, business, and employment. Videos, Web sites, displays, product samples, case studies, and mockups may be obtained from manufacturers, wholesale distributors, retail businesses, and trade associations. By using materials that are realistic, flexible and adaptable to student needs, the coordinator is able to make the learning relevant, and also revise and update material in the lesson outline as appropriate.

The coordinator acts as a director of learning by correlating the classroom instruction and on-the-job training, and by tailoring the instruction to the needs and learning styles of each student. The coordinator should also seek suggestions for classroom instruction from all available sources, including training sponsors and advisory and consultant committee members.

Sample Curriculum Outline

Curriculum/Topic	Concept	Sample Activity
I. Before Placement at Worksite – 4 Weeks	Essential Documents	<ol style="list-style-type: none"> 1. Student enrollment application 2. Social security number, tax deductions 3. Working papers 4. Parent/guardian permission form 5. Risk management documents <ol style="list-style-type: none"> 5.1. Insurance 5.2. Transportation 5.3. Emergency contacts 5.4. Health record
	Memorandum of Agreement and Training Plan	<ol style="list-style-type: none"> 6. Basic technical theory/knowledge 7. Basic technical skills needed 8. Training plan 9. Memorandum of agreement
	Child Labor Laws	<ol style="list-style-type: none"> 10. Hours and days of work. 11. Prohibitive occupations
	Health and Safety	<ol style="list-style-type: none"> 12. Specific training related to occupation
II. Next 9 Weeks	Basic Workplace Orientation	<ol style="list-style-type: none"> 13. Who do you work for? 14. Job description: <ul style="list-style-type: none"> - What basic skills will be used at the workplace? - What tasks will be performed and what machinery will be used and/or operated? 15. Reinforcement of technical knowledge and theory required at the job site
	Hours of Employment	<ol style="list-style-type: none"> 16. Cumulative record of hours
	Performance Appraisal	<ol style="list-style-type: none"> 17. First evaluation
III. Next 9 Weeks	Workplace Journal	<ol style="list-style-type: none"> 18. Journalizing experiences
	Performance Appraisal	<ol style="list-style-type: none"> 19. Second evaluation 20. Cumulative record of hours
IV. Next 9 Weeks	All Aspects of Industry	<ol style="list-style-type: none"> 21. Corporate organizational chart 22. Career ladder 23. Profit or non-profit corporation 24. How does this company make a profit? 25. Products and services 26. Marketing and advertising 27. Floor plan 28. Competitors 29. Famous person/founder 30. History of corporation 31. Quality 32. Professional associations
	Performance Appraisal	<ol style="list-style-type: none"> 33. Third evaluation 34. Cumulative record of hours 35. Letter of recommendation
V. Final 9 Weeks	Industry Outlook	<ol style="list-style-type: none"> 36. State of the industry 37. Job outlook 38. Identifying similar employers for future employment 39. Career portfolio
	Performance Appraisal	<ol style="list-style-type: none"> 40. Final record of cumulative training hours 41. Final evaluation

6. Steps in Developing and Maintaining a Cooperative Career and Technical Education Work Experience Program

Preplanning Activities:

- Select ad hoc advisory committee
- Collect data on students, parents/guardians, faculty, and probable costs
- Evaluate student's needs, community support, and parental/guardian support
- Collect information on local industries and business needs
- Study legal and educational requirements
- Make recommendations to the board of education
- Select a permanent advisory council

Planning Activities:

- Determine organizational pattern and levels of authority
- Plan program according to student and employer data
- Determine performance objectives for each program
- Set SMART goals (Specific, Measurable, Attainable, Realistic, Time-based)
- Select personnel to staff programs (with proper certifications)
- Set quality standards
- Design a communication and evaluation system
- Write and submit a district plan
- Submit completed program registration form to NYSED

Operational Activities:

- Build business and industry cooperation
- Ensure that related CTE instruction is available or create a curriculum for related instruction
- Build a strong relationship with the CTE instructors
- Provide effective collaboration among coordinator, industry, CTE and related instruction teachers
- Offer career guidance to students
- Maintain good relations between businesses, community and school

Evaluation and Revision Activities:

- Evaluate continuously in a variety of ways (e.g., student journals, observations, assessments, surveys)
- Analyze problems and strengths (use advisory council as much as possible)
- Determine desirable changes (use advisory council as much as possible)
- Document and institute changes

Continuing Education:

- Conduct follow-up surveys of all students
- Experiment with program changes to continually improve program
- Evaluate changes
- Keep current with changes in labor law, the employment market (see the following Web site - http://www.labor.state.ny.us/workforceindustrydata/enys_index.shtm), funding opportunities, etc.

7. Health and Safety

The CO-OP coordinator must be knowledgeable about health and safety requirements, training programs, methods, etc. He/she must provide the necessary health and safety instruction before a student is placed in a training station. **Health and safety training instruction completed by each student should be recorded and considered a legal record.** The New York Committee for Occupational Safety and Health (www.nycosh.org) is a great resource for youth on-the-job safety materials. NYCOSH has information relative to health and safety instruction for students in all occupations, and covers such topics as blood transmitted diseases, fire prevention and extinction, bomb scares, handling of chemicals, repetitive strain injuries (RSI), procedures during criminal acts (e.g., robbery), and specific industrial safety issues.

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

The responsibility for student safety is shared by the board of education, school administrators, teachers, WBL coordinator, student, and the parent/guardian. Employers also share these responsibilities in major ways, and should supply learning materials to the coordinator to enable the coordinator to reinforce and supplement the CO-OP student's on-the-job health and safety training in the classroom.

All businesses working with a CO-OP student must be diligent in providing adequate protection to the life, health, and safety of the student-employee as indicated by the federal Occupational Safety and Health Administration (OSHA) Act.

8. Prohibitive Occupations

New York State Department of Labor and the United States Department of Labor are aligned in their interpretation of the regulations concerning prohibitive occupations (Section 133 of the NYS Labor Law and Title 29 CFR/Section 570.50). The departments will allow the paid employment of minors in select prohibitive occupations*, as long as the student-learner is enrolled in a NYSED-recognized Cooperative Career & Technical Education Work Experience Program, and is employed under a written agreement (i.e., memorandum of agreement), which provides for the following four conditions:

- The work of the student worker in the operations declared hazardous shall be incidental to his or her training.
- Such work shall be intermittent and for short periods of time, and under the close supervision of a qualified and experienced person.
- Safety instruction shall be given by the school and correlated by the employer with on-the-job training.
- A schedule of organized and progressive work processes to be performed on the job shall have been prepared (i.e., training plan).

The United States Department of Labor (USDOL), Wage and Hour Division, provides clarification in a July 16, 1999 memorandum, regarding the requirements of "incidental to his or her training," "intermittent and for short periods of time," and "under the close supervision of a qualified and experienced person."

Concerning "intermittent and for short periods of time," USDOL states that a student-learner may not be the principal operator of prohibited machinery. He or she must work under the close supervision of a fully qualified and experienced adult, such as a journeyman. Further, the duties assigned the minor may not be such that he or she is constantly operating the prohibited machinery during the work shift, but only doing so as part of the training experience. This would preclude a student-learner from being a production worker responsible for spending a significant portion of the workday operating prohibitive machinery or performing prohibited tasks. USDOL would consider the continuous performance of otherwise prohibited work that exceeds one hour a day to be more than intermittent and more than a short period of time. USDOL would also consider the continuous performance of otherwise prohibited work which totals more than 20% of the student-learner's work shift to be more than a short period of time.

USDOL's interpretation of "direct and close supervision" as it applies to student-learners is based on guidance received from the Bureau of Apprenticeship and Training (BAT). BAT establishes ratios governing the number of journeymen and apprentices which may be on the jobsite in order to ensure worker safety and that the apprentices receive both proper training and supervision. USDOL would consider the requirement of "direct and close supervision" to be met when there is one journeyman or experienced adult working with the first student-learner on site, and at least three journeymen or experienced adults working along side each additional student learner. Of course, the requirement for "direct and close supervision" applies only during the periods when the student-learner is actually performing work that would otherwise be prohibited by the Hazardous Occupations Orders.

For a complete listing of both federal and state prohibitive occupations, coordinators should refer to the New York State Department of Labor (NYSDOL) publication entitled *Laws Governing the Employment of Minors in New York State*, available from any regional New York State Department of Labor Regional Office. For additional information about the limiting criteria points listed above, please contact the New York State Education Department, Career and Technical Education Team, (518) 486-1547.

9. School-to-Work Apprenticeship Programs

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

A WBL coordinator, working in collaboration with an apprenticeship sponsor (e.g., employer, trade association/union, joint-labor management organization, NYSDOL Job Training Specialist), may develop and implement a School-to-Work Apprenticeship Program (SWAP). The parties involved would develop an agreement—a set of apprenticeship training standards which include the on-the-job training outline, required trade-related instruction, and the SWAP operating procedures—that permits a CO-OP student, who is already employed part-time in an apprenticeable occupation, to work part-time as a registered apprentice while he/she completes his/her school-based vocational training and earns a high school diploma. The student, upon graduation from high school, then becomes a full-time apprentice.

A complete listing of apprenticeable occupations is available on the following NYSDOL Web site: <http://www.labor.state.ny.us/apprenticeship/appindex.shtm> Potential apprenticeable occupations need approval and registration under the procedures outlined in Registration of Apprenticeable Programs and Agreements, Labor Law-Article 23.

Students who are accepted into SWAP must be at least 16 years of age and completing their regular academic requirements for high school graduation. They must have demonstrated interest, ability, and aptitude for the apprenticeable occupations being sought, and they must be, or have been, enrolled in career and technical educational programs which provide training for the apprenticeable occupations.

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

Students in the SWAP earn credit toward high school graduation in a career and technical education subject area (e.g., carpentry, auto body repair) since their apprenticeship has been in conjunction with their subject major. Credit is granted on a hour-for-hour basis as substitution for classroom related instruction. A limit of two units of credit may be earned through SWAP.

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

10. Sample Calendar for CO-OP Coordinators

Ongoing Activities:

- Plan and create bulletin board displays
- Promote program to faculty
- Attend local professional meetings (e.g., Work Experience Coordinators Association, Chamber of Commerce, Rotary Club, Kiwanis Club, Junior League)
- Ensure that safe practices are being followed at job sites
- Provide the administration and faculty with regular status reports about CO-OP
- Canvas community for potential new training sites for students
- Develop new promotional materials, as needed to promote the program and student accomplishments
- Encourage student participation in career and technical student organizations
- Remind students to respond to schools follow-up surveys after graduation
- Arrange for classroom guest speakers
- Ensure that appropriate related instruction, including health and safety instruction is being provided
- Meet with and counsel/advise students on a regular basis
- Monitor student performance in academic and CTE classes

Summer:

- Conduct student placement activities if operating a summer CO-OP (see related 1st quarter activities)
- Review advisory council membership and recruit new members if necessary
- Begin plans for fall and spring advisory council meetings
- Discuss annual CO-OP plans and goals with school administration
- Prepare program literature
- Review classroom instructional materials
- Review CO-OP enrollment lists for the upcoming school year
- Prepare forms packets for September's CO-OP students
- Set up student folders and files for September
- Check on the status of outstanding orders for classroom equipment and materials
- Develop annual CO-OP report, for the school year just completed, for presentation to administration and board of education in the fall

1st Quarter:

- Interview students enrolled in the program
- Identify students' career goals
- Outline and discuss program requirements with students
- Prepare students for job employment interviews
- Help students develop resumes
- Help students, if needed, schedule employment interviews
- Begin placements
- Develop memorandums of agreement and training plans
- Collect, review, and record students' worksite time sheets
- Review student worksite journals
- Revise training plans as necessary
- Conduct regular visits to observe and meet with students at the worksite, discuss issues and students' needs with employers, etc.

- Begin initial planning for the end-of-year recognition banquet
- Provide annual CO-OP report, for the previous school year, to administrators and board of education
- Plan fall advisory council meeting, and send out invitations and minutes from last meeting
- Complete 1st quarter student evaluations

2nd Quarter:

- Continue student placements, if needed
- Revise training plans, if needed
- Conduct regular visits to observe and meet with students at the worksite, discuss issues and students' needs with employers, etc.
- Review student worksite journals
- Conduct fall advisory council meeting
- Review CO-OP enrollment lists for 3rd and 4th quarter
- Contact employers for potential January training station placements
- Continue planning for the end-of-year recognition banquet
- Submit budget request for classroom equipment and materials for next school year
- Complete 2nd quarter student evaluations

3rd Quarter:

- Interview new students, if any, enrolled in the program for the second half of the school year
- Identify new students' career goals
- Outline and discuss program requirements with new students
- Prepare new students for job employment interviews
- Help new students develop resumes
- Help new students, if needed, schedule employment interviews
- Begin placements for new CO-OP students
- Develop memorandums of agreement and training plans for new students
- Collect, review, and record students' worksite time sheets
- Revise training plans as required
- Conduct regular visits to observe and meet with students at the worksite, discuss issues and students' needs with employers, etc
- Review student worksite journals
- Continue planning for the end-of-year recognition banquet
- Begin discussion with seniors about post graduation plans
- Plan spring advisory council meeting, and send out invitations and minutes from last meeting
- Complete 3rd quarter student evaluations

4th Quarter:

- Collect, review, and record students' worksite time sheets
- Conduct regular visits to observe and meet with students at the worksite, discuss issues and students' needs with employers, etc
- Review student worksite journals
- Conduct student interviews for summer CO-OP, if operating a summer program
- Conduct annual end-of-year recognition banquet
- Write letters of appreciation to employers (could be done by students)
- Plan for summer CO-OP placements, if school operates a summer program
- Conduct spring advisory council meeting
- Complete final student evaluations

D. School, Student, Parent/Guardian, and Community Relations

1. Target Groups

Target groups for which it is important to continually build and maintain positive relationships include:

- School administrators
- Guidance counselors
- Faculty
- Employers
- Parents/guardians
- Students
- Community

2. Fostering Positive Relationships

A planned schedule of relationship-building activities should be developed to publicize your Cooperative Career and Technical Education Work Experience Program. Publicity should be a continuous process using a variety of methods such as:

- A dedicated WBL section on the school's Web site that includes news articles, program information, recognition of administrators, students, employers, parents/guardians, WBL-related Web links, etc.
- Local and school newspaper articles on student activities, success stories of students, general information on CO-OP, and recognition of administrators, students, employers, parents/guardians
- Flyers, brochures, and letters directed to parents/guardians, students, and employers highlighting CO-OP, program accomplishments, etc.
- Coordinator and student presentations before student groups, service clubs, faculty meetings, the board of education, employer and employee groups, etc.
- Career clinics for other students conducted by CO-OP students and participating employers
- Employer visits to the school and faculty field trips to businesses in the community
- Faculty "summer internships" at businesses participating in CO-OP
- Displays and exhibits of students' work and activities at career fairs, conventions, in school, and in the community
- Television (broadcast, public access and cable) and radio appearances or presentations by CO-OP students, employers, and coordinator
- Symposiums, seminars, and short training sessions for people in business and industry, conducted by the coordinator
- Letters and/or certificates of appreciation for employers/training sponsors and advisory council members
- An end-of-year recognition banquet highlighting employer and advisory council contributions and student accomplishments

3. End-of-the Year Recognition Banquet

Benefits:

- Employers receive open, tangible praise for their time and effort in training students
- Program publicity can be generated
- District/school publicity can be generated
- Students develop leadership skills if allowed to do all the planning, arranging, and decision making
- Students receive recognition for the year's work
- All parties derive a sense of prestige for the program

Sample Planning Steps:

- Select banquet date and location as early as possible
- Decide on menu
- Select theme and decorations
- Establish a deadline for the following:
 - Designing and printing invitations
 - Receiving responses
 - Fund-raising and money collection
 - Writing letters of appreciation and/or creating certificates of appreciation for business cooperation throughout the school year; to be written and mailed two weeks prior to banquet
 - Preparation of awards – certificates of appreciation for employers, advisory council members, and others, and special certificates for CO-OP students
- Conduct fund-raising activities well in advance of the dinner date
- Finalize banquet agenda (e.g., speakers, awards)
- Plan entertainment (e.g., PowerPoint presentation of students and employers, student skits, talent demonstrations)
- Develop participant list of students, administrators, parents/guardians, teachers, employers, advisory council members and community members who will attend the banquet
- Select student chairpersons and committee members to assist with any necessary tasks

4. Sample End-of-the Year Report – Return on Investment

The WBL coordinator may want to create an annual report on the accomplishments of the Cooperative Career and Technical Education Work Experience Program. The report could contain the following data:

Student Accomplishments	<ul style="list-style-type: none"> • # of students enrolled in CO-OP • # of students who received general related instruction • # of students who received safety instruction • # of students who have completed career plans • # of students who completed successful work-based learning experiences • # of students who received scholarships • # of students going on to postsecondary programs and/or immediate employment
Employer Relations	<ul style="list-style-type: none"> • # of employers hosting student placements • # of employers involved as class guest speakers
Advisory Council Activities	<ul style="list-style-type: none"> • # of members • # and type of actions planned and conducted • # of members who gave time as guest speakers, reviewing curriculum, etc.
Additional Initiatives	<ul style="list-style-type: none"> • # of job/employment fairs, events, etc. • # of career information fairs, events, etc. • # of shadowing events • Data about the recognition banquet • # of employers involved in judging at student leadership competitions
Materials and Equipment (purchased by school and/or donated by businesses)	<ul style="list-style-type: none"> • \$ value of materials and equipment • \$ value of refreshments for meetings • \$ value of grants awarded to program

Note: The coordinator may wish to make an annual presentation highlighting the above information to the administration and board of education, and also submit a news release to the local newspaper.

5. Another Sample End-of-the Year Report

The contribution of a volunteer's time can be estimated by using an average hourly pay for a professional. Using many of the categories above, the work-based learning annual report may look like the following:

<p>ABC School District CO-OP Annual Report School Year: 2006 – 2007 Jane Smith, Coordinator</p>
--

Partners and Participants	Totals
• Students enrolled in CO-OP	150
• Students who received general related instruction	150
• Students who received safety instruction	150
• Students who have completed career plans	150
• Students who successful completed all aspects of the program	145
• Employers involved in the training of students.	98
• Employers involved as class guest speakers.	75
• Advisory council members	25
• Employers involved in shadowing, skills competitions, career and employment fairs	85

Activity	# of Participants	# of Hours	Estimated \$ Value	Total Value
Student employment/training hours	150	15,000	8.00 per hour	\$120,000
Class guest speakers.	75	150	\$25.00 per hour	3,750
Employer's hosting shadowing experiences	85	255	\$25.00 per hour	6375
Advisory committee meetings (2 meetings @ 2 hours each)	25	100	\$25.00 per hour	2500
Career fairs – 3 hours per employer	30	90	\$25.00 per hour	2250
Donations:				
o Refreshments				985
o Equipment				4455
EdwardsBank Grant				2500
Total Dollar Value				\$142,815

Appendix



School Letterhead

Memorandum of Agreement

Cooperative Career & Technical Education Work Experience Program

STUDENT WORKER

Name _____

Home Address _____

Telephone _____

School _____

School Address _____

Teacher-Coordinator _____

Telephone _____

COOPERATING EMPLOYER

Name _____

Company _____

Address _____

Supervisor/Job Mentor _____

Telephone _____

Student Job Title _____

Hourly wage _____

Work schedule _____

- This program complies with all federal and state regulations/laws regarding employment of minors.
- This program complies with all NYSED guidelines current in place for operating a Cooperative Career and Technical Education Work Experience Program.
- Students are accepted into this program and otherwise treated without regard to age (except for minimum age requirements), color, religion, creed, disability, marital status, national origin, race, gender, or sexual orientation.
- The school coordinator for this program has the proper NYSED teacher certification credentials and the proper extension as a coordinator of work-based learning programs.

It is also agreed that:

THE STUDENT WILL:

- Call the employer and work-based learning coordinator by 8:30 a.m. of the day of an unavoidable absence and provide the reason
- Work at only one part-time job while attending school
- Not work at the job when absent from school
- Adhere to the rules set up by the school, the employer, and the coordinator
- Make a serious effort to learn his/her job, related job skills, and related career information
- To the best of his/her ability, become a conscientious and valuable employee, maintaining regular attendance and acceptable work levels
- Keep all work station business matters in strict confidence and be honest, punctual, cooperative, courteous, and willing to learn
- Maintain a good school record in order to earn a high school diploma
- Furnish the coordinator with information necessary about his/her work program, complete necessary reports, and consult with the coordinator regarding problems at the work station

THE PARENT/GUARDIAN WILL:

- Grant permission for program participation by the student and encourage his/her efforts
- Share with the CO-OP Coordinator information vital to the successful development and performance of the student
- Accept responsibility for the safety and conduct of the student-learner while he/she is traveling to and from the school, training station, and home
- Provide transportation to and from the worksite, if needed

THE EMPLOYER (Supervisor/Mentor) WILL:

- Within the scope of the business, provide the student with work of instructional value
- With the ability of the student, give opportunity for more responsibility and variety in employment
- Provide appropriate health/safety training appropriate for the job and a safe and healthful work environment
- Provide adequate supervision by a qualified employee (on-the-job mentor)
- Cooperate with the CO-OP coordinator and involve him/her in planning and in resolving problems involving the program and the student participants
- Follow applicable federal and state laws/regulations pertaining to the employment of minors, including the payment of at least the prevailing minimum wage
- Cover the student under Workers' Compensation Insurance
- Provide periodic evaluations of the student's worksite performance

THE CO-OP COORDINATOR WILL:

- Ensure that the school's Cooperative Career and Technical Education Work Experience Program is properly registered with the NYSED
- Provide appropriate health/safety instruction prior to employment
- Visit each student worker at the worksite at least three times per semester
- Cooperate with the employer and the employee assigned to supervise the student's training on the job and to solve student problems
- Meet with each student's parent/guardian as necessary
- Provide each student worker with at least one period per week of related classroom instruction or counseling on a group or individual basis
- Adjudicate all complaints with the cooperation of all parties concerned
- Select, place, transfer, or withdraw student workers as appropriate
- Recommend to the principal awarding student appropriate elective credit upon successful completion of the program

NOTES: This agreement may be discontinued at any time; the school coordinator and employer should consult beforehand to try to solve any pertaining to the need to potentially discontinue this agreement.

I have read and agree to all of the above conditions (signature required):

Date _____

Student _____

Employer _____

Parent/Guardian

CO-OP
Coordinator _____

Sample

Student Training Plan

**Cooperative Career & Technical Education
Work Experience Program (CO-OP)**

ABC High School
School Address
Student Employee Training Plan

Student Name:		Grade:	
Student's Address:		Telephone:	Date of Birth:
Job Title:		Working Papers Certificate #	
School Coordinator:	Phone Number:	(000) 000-0000	
	Fax:	(000) 000-0000	
	Email:	coordinator@abc.k12.ny.us	
Employer:	Phone Number:	() -	
	Fax:	() -	
	Email:	_____	
Immediate Job Supervisor:	Phone Number:	() -	
	Fax:	() -	
	Email:	_____	
Employer's Address:			

**WORK
SCHEDULE:**

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Important:
**The student MUST be covered by
the employer's Workers'
Compensation Insurance**

Transportation method:
 Student will drive personal vehicle
 Parent/guardian will transport student
 School district will provide bus transportation

GOALS FOR THIS WORK-BASED LEARNING STUDENT:

1. To experience the career field of
2. To be exposed to and master the skills necessary for this career
3. To develop the soft workplace skills necessary for success in the world of work
4. To be trained in the safe operations of this career
5. To be able to demonstrate positive behavior and appropriate dress for this career

JOB TASKS AND LEARNING OUTCOMES	# of Training Weeks	ACHIEVEMENT LEVEL and COMMENTS 1. Mastered skill 2. Needs more Training at the worksite. 3. Needs more training at school. 4. Has not reached this training area
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		

SAFETY TRAINING	DATE OF SAFETY TRAIN- ING	ACHIEVEMENT LEVEL and COMMENTS 1. Mastered safety training instruction 2. Needs more safety training at worksite 3. Needs more safety training at school 4. Has not reached this training area
1.		
2.		
3.		
4.		
5.		

DRESS and BEHAVIOR CODE FOR POSITION	ACHIEVEMENT LEVEL and COMMENTS 1. Dresses/behaves appropriately 2. Needs to modify dress/behavior 3. Needs personal consultation
1. Appropriate clothing	
2. Personal hygiene	
3. Appropriate use of language at the worksite	
4. Punctuality and attendance	
5. Appropriate positive body language and attitude	

Student Signature _____
 Employer Signature _____
 Parent/Guardian Signature _____
 Coordinator Signature _____
 Date of Training Plan _____

COOPERATIVE CAREER & TECHNICAL EDUCATION WORK EXPERIENCE PROGRAM (CO-OP)
Application for Program Registration or Re-Registration (Valid for five years)

School Name (print clearly) _____

Address _____ City _____ Zip _____

Program Coordinator _____ Title: _____

E-mail Address: _____ Telephone: _____
 (please print)

Estimated Enrollment in Cooperative Education within these subject areas:

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

*** (Please see the next page for important information about each of the following items)** Indicate **Yes** or **No**

1. The board of education has approved the inclusion of CO-OP as a program offering in the district. _____
2. Students will be paid at least the prevailing minimum wage, covered by the employer's Workers' Compensation Insurance, and employed in accordance with all federal and state labor laws and regulations. _____
3. A written memorandum of agreement and training plan are in effect between participating businesses and the education agency for each student. _____
4. The program meets all federal and state regulations/laws governing the employment of minors, and all NYSED guidelines governing the operation of a Cooperative Career and Technical Education Work Experience Program. _____
5. Appropriate health and safety instruction is provided before employment and continues during employment as needed. _____
6. In-school related career and technical education/vocational instruction (as well as required academic instruction) is provided for all participating students. _____
7. All student participants are meeting or have met academic requirements for high school graduation. _____
8. Credit will be awarded for satisfactory completion of the work experience on the basis of 150 hours of work experience for ½-unit of credit; 300 hours for 1- unit of credit; a maximum of 600 hours for two units of credit. _____

NOTE: a) 1-unit of CO-OP credit (300) hours is the **maximum** permissible in any discipline-specific 5-unit sequence
 b) 2-units of CO-OP credit (600 hours) is permissible **ONLY** in a 5-unit Diversified CO-OP sequence, according to the guidelines outlined in the CO-OP handbook.

- 9a. The program is coordinated by a teacher certified in the appropriate Career & Technical Education subject area, for each discipline in which you have a program; **or** _____
- b. The program is coordinated by a Career & Technical Education teacher who has an extension as a Diversified Co-op Coordinator. ** _____

**** (Note: a new coordinator after 2/4/04 needs to possess an extension to their CTE teaching license as a Coordinator of Work-based Learning Programs for Career Development.)**

Principal's Name (print clearly): _____

Principal's Signature: _____ Date: _____

For State Education Department Use Only

Approved and Effective Until _____ Program Administrator _____

Date _____

General Information

Cooperative Career and Technical Education Work Experience (CO-OP) is a career and technical education program planned and supervised by an educational agency for students who are employed part-time by a public or private employer. The work-based learning experience is an extension of the career and technical education classroom learning experience (e.g., business education, family and consumer sciences). For students who have completed a four- or more unit career and technical education program of study, the work-based learning serves as a “capstone” experience.

CO-OP requires a memorandum of agreement and a training plan for each participating student, and students must be employed in compliance with all current US and NYS Department of Labor laws/regulations concerning the placement of minors in work-based learning environments.

* **Additional Information** (Correlates to items on reverse side)

1. The board of education has approved CO-OP as a program option for students in the district.
2. Federal and state labor regulations/laws apply for the employment of minors and full-time students. All CO-OP students must be covered by the employer’s Workers’ Compensation Insurance.
3. While not a contract, these agreements outline duties and responsibilities of the school, coordinator, employer, student, and parent/guardian.
4. Refer to the program requirements and guidelines outlined in the current Cooperative Career & Technical Education Handbook.
5. The school and employer must provide appropriate health and safety instruction to the student worker prior to employment and during employment, as needed.
6. The student must be concurrently enrolled in a related career and technical education program, or have completed three or more units in a career and technical education program.
7. Since the program is for full-time secondary students, the work experience should not delay or hinder a student from meeting academic requirements necessary for graduation.
8. Self-explanatory.
9. **(Prior to 2/4/04):** The coordinator of a Cooperative Career and Technical Education Work Experience Program for students in a single career and technical education subject area may be a teacher certified in that curriculum area (e.g., a business teacher can supervise a co-op program for business education students). When the program utilizes one coordinator to supervise students from multiple career and technical education areas (e.g., business, family and consumer sciences, trade/technical), the coordinator must have an extension to their teaching license as a *Diversified CO-OP Coordinator*.

(After 2/4/04): A new coordinator for a Cooperative Career and Technical Education Work Experience Program must possess an extension to their teaching certification as a *Coordinator of Work-based Learning Programs for Career Development*. This extension is obtained by completing a six-graduate hour college program of study in planning, developing, implementing, and supervising work-based learning programs, offered by a college/university certified to prepare career and technical education teachers.