Mission Statement
The mission of cooperative education in North Carolina is to provide relevant learning opportunities to students by connecting classroom instruction and on-the-job training related to their career objectives.

What is Cooperative Education?

- Cooperative education is a method of instruction where workforce development education instruction is combined with paid employment directly related to classroom instruction.
- The two experiences must be planned and supervised by both the school and the employer so that each contributes to the education and employability of the student.
- Written cooperative arrangements, showing the instruction to be provided, are jointly developed by the school and the employer/training supervisor.
- Credit is earned for both the classroom and the on-the-job training components.

Requirements of Courses Utilizing the Cooperative Method of Instruction

The cooperative method of instruction provides students enrolled in workforce development education courses an opportunity to extend their employment preparation beyond the walls of a classroom. Critical to the philosophy of this instructional method is that students combine classroom instruction and on-the-job training directly related to each other. Both the school and community businesses assume responsibility for helping a student attain competencies required when using this method of instruction. The following five program areas offer the cooperative education method of instruction.

- Agricultural Education
- Business Education
- Family and Consumer Sciences Education
- Marketing Education
- Trade and Industrial Education

Cooperative Education Policies and Procedures Manual
Management Guide for Administrators
What components must be in place to offer the cooperative method of instruction?

- Counselors and teachers provide guidance in helping students choose courses to meet their tentative career objectives.
- A teacher licensed in the content area coordinates classroom instruction and on-the-job training.
- A signed training agreement is on file at the school and the training station of each student.
- Training plans are developed and followed for each student.
- Students develop competence beyond general employability skills.
- There is correlation and evaluation of classroom and on-the-job training.

**Fair Labor Standards Act: Exemptions From Hazardous Occupations**

The provisions of this law require the student-learner to be enrolled in a course of study and training in a cooperative vocational training program under a recognized State or local educational authority. The student-learner must be employed under a written agreement which provides:

1) That the work of the student-learner in the occupations declared particularly hazardous shall be incidental to the training;
2) That such work shall be intermittent and for short periods of time, and under the direct and close supervision of a qualified and experienced person;
3) That safety instructions shall be given by the school and correlated by the employer with on-the-job training; and
4) That a schedule of organized and progressive work processes to be performed on the job shall have been prepared.

Each such written agreement shall contain the name of the student-learner, and shall be signed by the employer and the school coordinator or principal. Copies of each agreement shall be kept on file by both the school and the employer.

**How do schools decide which programs to offer?**

A school must decide what programs to offer based upon:

- employment opportunities,
- student demand, and
- available training stations in the community.

While students may benefit from working part-time, the purpose of cooperative education is not to provide students with part-time jobs. The purpose is to help students develop occupational competencies related to classroom instruction as they prepare for meaningful employment in a career area of their choice.
Workforce Development Education courses utilizing the cooperative method of instruction must adhere to all:

- federal laws governing the workplace and cooperative education,
- state laws and policies governing the workplace and cooperative education,
- policies adopted by the State Board of Education, and
- locally developed policies.

Local policies should be developed to encourage high expectations of students.

**What kinds of issues might local policies address?**

- What will be the criteria for school attendance and attendance at the training station?
- How will the school communicate “school” as the priority above work?
- How will the school encourage participation in the related vocational student organization?
- How will the school ensure compliance to rules and regulations of the training station?
- Will the school increase requirements for issuing credit or use state adopted guidelines?
- If students are released early from school to participate in the cooperative method of instruction, where will they go in the afternoons prior to being placed for employment?
- How will grades be computed?
- Will students need insurance coverage?
- What happens if a student terminates employment without the consent of the teacher-coordinator?
- What happens if the student loses a job because of personal fault?
- What if a student loses his/her job through no fault of his/her own?
- Should students be expected to attend employer appreciation events?
- Where will students park?
- Who is responsible for transportation?
The role of the administrator is important to ensure quality in programs/courses utilizing the cooperative method of instruction. Your leadership and involvement is critical to the success of any program offering this method of instruction. The following key areas should be monitored to assure compliance to federal and state laws, as well as state and local policies.

**Responsibilities of the Principal**

- Assure compliance with the policies of the State Board of Education and the Programs of Study.
- Assure high quality programs by monitoring the alignment of students’ career development plans with their cooperative education experiences.
- Assure compliance with all state policies and procedures.
- Respond to the needs of students, teacher-coordinators, and businesses involved.
- Provide leadership within the school to maintain quality workforce development programs.
- Work to assure that vocational student organizations are available and utilized.
- Assign appropriate facilities for classroom and office use for teacher-coordinator.
- Provide telephone within teacher-coordinator’s office area.
- Provide adequate time for teacher-coordinators to perform coordination activities.
- Maintain a sign-out system for teacher-coordinators.
- Review coordinator’s itinerary and monitor coordination activities.
- Review student files for required forms (training agreement, training plans, documentation of conferences, employer contacts, etc.).
- Review required records and documentation maintained by the teacher-coordinator.
- Provide input on strengths and weaknesses to the teacher-coordinator and the workforce development administrator.

**Responsibilities of the Workforce Development Administrator**

- Assure compliance with the policies of the State Board of Education and the Programs of Study.
- Assure compliance with all state policies and procedures.
- Provide appropriate facilities, equipment, and materials.
- Support principals by informing them of their role in maintaining quality cooperative education.
- Maintain system for required reports.
- Require documentation of student placements and travel for coordination purposes.
- Determine need for and develop of in-service training for local staff.
- Promote and provide support to vocational student organizations.
- Provide leadership in establishing and maintaining advisory committees.
- Publicize successful results of cooperative education.

It is recommended that principals and workforce development education administrators be familiar with the responsibilities of teachers, students, parents and employers involved in the cooperative method of instruction. You can find a basic list of responsibilities for each in the appendix of this document.
The teacher-coordinator is recognized as the key component of an effective and meaningful educational experience utilizing the cooperative method of instruction. The teacher-coordinator is a member of the school staff who serves in dual roles, that of teacher and coordinator. The coordinator must be a qualified and licensed teacher who can work cooperatively with people, motivate others, and can develop training relationships with business and industry.

Classroom instruction and coordination activities must be provided by a teacher licensed in the content area. This individual must also have had pre-service or in-service training in planning, implementing, and evaluating cooperative education programs, therefore meeting the requirements for licensure in North Carolina. Review the North Carolina Licensure Manual for Public School Professionals for licensing requirements specific to each program area utilizing the cooperative method of instruction.

In addition to licensure requirements, a teacher-coordinator must be competent in the following:

- Guiding and selecting students based upon students’ career development plans and local opportunities.
- Enlisting the participation of employers.
- Teaching related instruction.
- Handling educational problems of students.
- Directing vocational student organization activities.
- Administering the program offering the cooperative method of instruction.
- Maintaining good public relations.
- Representing the school effectively in contacts made in the community.
- Carrying out school policies and policies related to cooperative education.
- Representing workforce development education as a part of the total educational program.
- Gaining the confidence of the business and school communities.
- Assisting students in adjusting to the work environment.
- Motivating students and employers.
- Understanding local, state, and federal laws relating to workforce development education, the employment of minors, and safety.


Chapter 115C of the General Statutes of North Carolina
Article 10. Vocational and Technical Education.
115C.154. Duties of the State Board of Education.

(5) A professionally and occupationally qualified staff is employed and organized in a manner to assure efficient and effective State leadership for vocational and technical education. Provisions shall be made for such functions as planning, administration, supervision, personnel development, curriculum development, vocational student organization and coordination research and evaluation, and such others as the State board may direct.

(7) Minimum standards shall be prescribed for personnel employed at the State and local levels.
The teacher-coordinator must use more than one instructional strategy to maximize benefits of a course. Classroom instruction, on-the-job training, and other workforce development and organizational learning opportunities must be blended to maximize the benefits for individual students. The teacher-coordinator is responsible for planning instruction so students master the competencies identified as appropriate for the course by the State Board of Education.

The teacher-coordinator has to:

- Plan and manage instruction in the classroom. (This can be large group instruction, small group instruction, or individual instruction.)
- Coordinate classroom instruction and on-the-job training with the training supervisor at the training station through the use of a training plan.
- Coordinate learning activities appropriate for the student through the related vocational student organization.

Classroom Instruction

There is a blueprint and curriculum guide for each Workforce Development Education course supported by the Programs of Study which should be used by teachers planning classroom instruction and developing training plans. The teacher-coordinator reviews the identified competencies and determines appropriate methods of instruction for achieving them. Methods of instruction are tailored to the group and individual needs of students. The cooperative method of instruction requires a close teacher-student relationship. Through conferences with students, parents, and employers, the teacher is able to focus on competencies most critical to the student’s immediate success, while building on all the competencies essential for long-term career development.

Grading and Credit

Students participating in high school apprenticeships, cooperative education or internships (paid/unpaid) will earn academic credit based upon the number of hours spent in the workplace and required projects (similar to senior projects/portfolios). Local Education Agencies may increase the hourly requirements consistently for all forms of work-based learning. Additionally, LEAs should create a consistent, system-wide policy on the maximum number of work-based learning credits a student can earn in a given school term. Policy on the minimum number of hours required is provided in the chart below.

<table>
<thead>
<tr>
<th>Schedule</th>
<th>On-the-job/Work-based Experience Required</th>
<th>Credit Earned for Work-based Component</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 x 4 Block (Semester)</td>
<td>135</td>
<td>1 Carnegie Unit</td>
</tr>
<tr>
<td>A-B Day (Year-long)</td>
<td>135</td>
<td>1 Carnegie Unit</td>
</tr>
<tr>
<td>Traditional (Year-long)</td>
<td>150</td>
<td>1 Carnegie Unit</td>
</tr>
</tbody>
</table>
LEAs have the flexibility to issue credit in one of two ways:

1. Programs can link the classroom instruction and cooperative education components together for a single grade, worth two credits in a school term.

2. Programs can issue grades for the classroom instruction and the cooperative education components separately.

If grades are issued separately, students should pass the classroom instruction component in order to receive credit for the cooperative education component.

- Students cannot receive credit for the cooperative education component by providing school services such as bus driver, cafeteria worker, office assistant, or teacher assistant. Students with disabilities may be exempt from this policy.

- On-the-job hours may be counted on the student’s wage and hour form during periods of time when school is not in session if the teacher/coordinator is on contract with the school during the time period in question (i.e. holiday breaks).

- Students earning credit in the fall semester may continue their cooperative education experience and receive credit in the spring semester, provided that:
  - The teacher-coordinator approves the student as a spring cooperative education placement and is available to provide coordination of work-based learning.
  - All coordination policies are followed.
  - A training agreement is on file for the student.
  - The student is following an appropriate training plan.

- Students may not receive more than one credit for the same work-based experience in a given school term. For example, a student cannot simultaneously receive academic credit for any two forms of work-based learning.

**Coordination and Accountability**

**Teacher and Student Schedules**

Teacher-coordinators must be given adequate time to coordinate their students’ cooperative education experiences. The liability a school accepts by endorsing any form of work-based learning without the required coordination should be a major consideration in making decisions of this nature. Quality cooperative education opportunities cannot exist if proper coordination does not take place. Effective coordination means more than just visiting the student’s training station. To ensure quality in the coordination and administration of this methodology, coordination time for teachers must be provided using the following guidelines.

Cooperative Education Policies and Procedures Manual
Management Guide for Administrators
The coordination time should be blocked and scheduled when the businesses are in operation and the employers are available to meet with the teachers.

<table>
<thead>
<tr>
<th>Students Receiving the Cooperative Method of Instruction</th>
<th>Minimum Time Allocated for Coordination</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 Students</td>
<td>One hour per day plus 25 minutes per week for each additional student over 12.</td>
</tr>
<tr>
<td>24 Students</td>
<td>Two hours per day plus 25 minutes per week for each additional student over 24.</td>
</tr>
<tr>
<td>36 Students</td>
<td>Three hours per day plus 25 minutes per week for each additional student over 36.</td>
</tr>
</tbody>
</table>

As shown in the chart above, twenty-five minutes per week per student must be allocated to the teacher-coordinator to complete coordination activities. These activities include:

1. Selecting on-the-job training stations.
2. Conferring with parents, students, and training supervisors.
3. Visiting training stations to monitor student progress.
4. Preparing training agreements.
5. Developing training plans.
7. Planning and hosting employer orientation workshops.
8. Developing new training prospects.
9. Conducting employment and equipment surveys.
10. Formulating individualized instructional strategies.

It is recommended that teacher-coordinators with 36 or more cooperative education students have at least an 11-month contract.

The periods in the school day, and the teacher’s contractual period, ultimately determine the number of students a teacher can coordinate. Unencumbered time before and after the student’s school day as well as extended day contracts can be utilized to meet coordination requirements.

Program quality and the safety of students should always be priorities, not the quantity of students receiving the cooperative method of instruction.

Work-based learning experiences must be documented on a student’s Career Development Plan to ensure that the student is placed according to his/her career goals.

Failure to comply with coordination requirements and program standards may result in litigation due to negligence should liability issues surface. Policies are created to protect all parties involved.
Managing Important Documentation

The Department of Public Instruction, Division of Workforce Development Education, documents the successes of students participating in the cooperative method of instruction. Through the Workforce Development Education information system, teacher-coordinators/LEAs are required to submit wage and hour information each year by completing the Wage and Hour Report (VEIS – 6).

Principals and Workforce Development Administrators may require additional documentation to be submitted during a school term to monitor student placements, coordination visits, travel, etc. See the Helpful Forms section of this manual for the forms listed below which can be used to make this task manageable.

- Training Agreement
- Cooperative Education Placement Report
- Cooperative Education Coordination Record
- Cooperative Education Coordinator Sign-out Sheet
- Cooperative Education Weekly Job Search Update

Administrators may also review training plans, which are required for all students participating in the cooperative method of instruction. Student Training Portfolios, with competency-based connecting activities, can be effectively utilized as training plans. Additionally, administrators may ask coordinators to maintain a coordination notebook or journal. This tool can aid a teacher-coordinator in documenting conversations or meetings with students and employers.

Selecting Training Stations

Training stations for cooperative education placements require careful selection of cooperating businesses, careful placement of students in jobs that help them reach their career goals, and frequent and timely coordination visits by the teacher-coordinator. Effective cooperative education should enable students to:

- Apply academic and career knowledge and skills to a job situation.
- Receive instruction.
- Gain experience in their chosen career objective.

For the student, the training station becomes a laboratory setting. Each teacher-coordinator is responsible for locating and developing educationally sound training stations. Both the teacher-coordinator and the employer must understand that the job forms an integral part of each student’s educational process and the school is not simply acting as a placement service for students desiring part-time work.
The teacher-coordinator should ensure training stations provide an appropriate atmosphere for on-the-job training. She/he should make certain the training station meets the requirements for providing an appropriate placement. To avoid potential conflicts of interest, it is recommended that students not be employed by a family business or be evaluated by a family member at a training station. When the teacher-coordinator is trying to locate potential training stations, she/he should:

- Utilize the Internet to learn about businesses in the community.
- Consult with the program area advisory committee.
- Contact established training stations.
- Contact new businesses in the community.
- Consult the yellow pages of phone directory.
- Consult want ads in the local paper.
- Contact trade associations, professional organizations, civic organizations, and the Chamber of Commerce.
- Consult school administrators and counselors.
- Contact local employment security commission offices.
- Develop a database for appropriate training stations, using the Cooperative Education Contact Record found in the Helpful Forms section of this manual and/or other information sources.

Criteria for Selecting Training Stations

The teacher-coordinator should ensure that businesses interested in becoming training stations meet the following criteria:

- The business must conform to the moral and ethical standards of the school and community.
- The business should be involved in appropriate activities related to the class offering the cooperative education experience.
- The business should enjoy a reputation for integrity and progressiveness in the community.
- The training supervisor should understand the related workforce development education course and the part his/her business plays in the student’s education.
- The business will, under normal circumstances, be able to provide employment for the student during the entire school term.
- The business will offer the type of work and equipment adequate to provide training for the student’s career objective.
- The training supervisor will work with the teacher-coordinator in planning varied on-the-job learning experiences leading to the student’s career objective. For example, a student should rotate through several roles within the business to attain the related course competencies.
- The business must conform to all local, state, and federal laws and regulations governing the workplace.
- The business will have a sincere interest in providing educational opportunities for young people and should be able to work effectively with youth.
Placing Students with Training Stations

A teacher-coordinator makes initial visits to businesses to assess their potential as training stations. The teacher should use a calling card as an introduction. Either on the initial or a subsequent visit, the benefits of the cooperative method of instruction should be presented. The coordinator should stress both employer and student benefits. If the business is willing, the teacher-coordinator can arrange for student interviews. Once a student has been interviewed, a follow-up visit or call must be made to determine how the student did and whether he/she will be a trainee. If employed, the training plan should be developed.

Teacher-coordinators should interview all students to determine individual career objectives before placing them with a training station. Ideally, teacher-coordinators should send several qualified students to be interviewed by employers at each potential training station. Employers will generally be more enthusiastic about the program when they are given the opportunity of selecting from more than one student applicant. When this is not possible, teacher-coordinators should explain this situation to employers.

**115C.154.1. Approval of local vocational and technical education plans or applications.**

Local programs using the cooperative workforce development education (vocational and technical educational) method will be approved subject to students enrolled being placed in employment commensurate with the respective program criteria.

Training Agreements

The training agreement is a written statement of commitment from the training supervisor, school, student trainee, and parents. The training agreement must be signed by each party, with a copy kept by each. A comprehensive cooperative education training agreement is provided in the *Helpful Forms* section of this manual.

Training Plans

The purpose of the training plan is to support classroom learning with the cooperative method of instruction and to serve as an evaluation tool. Training plans should be prepared jointly by the teacher-coordinator and the employer after reviewing the course blueprint or competency list. Ideally, on-the-job instruction will enhance classroom instruction. The training plan will include learning experiences and competency mastery necessary to meet each student’s chosen career objective. The completion of a training plan is the most vital step in placing a student on the job.
Training plans should be designed to meet the needs of individual learners enrolled in the cooperative method of instruction or class. It is suggested that training plans incorporate a rubric describing the expectations of each student participating in the cooperative education component and how the student’s grade will be determined. Student Training Portfolios, with connecting activities, can create dynamic training plans, allowing students to see documentation and proof of their competency mastery in a hands-on learning environment.

Reminder: All students participating in the cooperative method of instruction must have a signed training agreement on file at the school and the place of employment. Training plans must also be filed documenting each student’s on-the-job training experience and progress.

Orienting Training Supervisors

A key responsibility of the teacher-coordinator is to prepare training supervisors for their roles. In many cases, working with students will be a new experience for them. They will be much more effective when they are given special help by the teacher-coordinator on how to train students. A luncheon, breakfast, or other type of meeting is an effective way to explain the roles and responsibilities of training supervisors. Encouraging successful training supervisors from past years to explain the role they have performed in this partnership is one way to prepare new supervisors. Program area advisory committees can assist in developing the agenda for an orientation meeting.

Coordination Visits

Effective coordination is essential for successful on-the-job training. Coordination may be defined as those activities that bring on-the-job training and classroom instruction together in a harmonious relationship for the welfare and progress of the learner and the benefit of the employer. A record should be kept of all discussions during coordination visits and telephone calls.

A regular visitation plan calling for at least one or two visits per grading period should be developed with the employer. More frequent visits may be required to monitor students experiencing problems.

Additional observations of students that do not necessarily require conferring with the employer may be made while visiting the business. A teacher-coordinator, for example, may pose as a customer and buy directly from a student in order to evaluate a student’s competence, attitude, and performance level. In addition, the number and frequency of visits may be dictated by such factors as the seasons of the year, type of business, location, and the number of students working in a particular business.
One key purpose of coordination visits is to complete an evaluation on each cooperative education student based upon his/her training plan. The teacher-coordinator should take the training plan and the evaluation instrument to the training supervisor at least once every grading period in order to evaluate the student’s performance on the job. The teacher-coordinator should then confer with the student-trainee to discuss his/her evaluation. The evaluation should include a review of the student’s training plan, identification of competencies, and an evaluation of work traits.

**Student Conferences**

Student/teacher conferences are essential for identifying instructional needs, sharing concerns and solving problems. Conferences can be scheduled with students:

- In the morning before classes.
- During school lunch.
- When they are not scheduled to work.
- When they are working on projects in class.

Conferences should be held throughout the grading period to discuss student progress and update training plans to provide positive feedback to students and create plans for improvement in areas of need.

**Advisory Committees**

A program area advisory committee should be consulted to interpret the needs of businesses and to develop programs providing on-the-job training. This committee can provide valuable input for the teacher-coordinator. Typically, the advisory committee assists in:

- Locating new training stations.
- Planning relevant classroom instruction.
- Planning and conducting field trips.
- Reviewing training plans.
- Advising the teacher-coordinator on appropriate employer appreciation events.
- Promoting public relations.

**Public Relations**

During the school year, each workforce development education class should be prepared to educate the public as to the nature of their educational program. Each vocational student organization should develop a public relations program to be used throughout the school year to assist in the recruitment of new students and training stations.
**Vocational Student Organizations**

Vocational student organizations (VSOs) are instructional tools to be used as an integral part of each cooperative education course. When properly planned and conducted, student organization activities can strengthen classroom, laboratory, and training station instruction. They allow students the opportunity to:

◆ Build upon academic skills, such as communication skills, computational skills, and critical thinking skills.
◆ Follow established procedures for group participation.
◆ Develop and enhance team building skills and interpersonal skills among various groups.
◆ Develop group processing skills as small groups of students plan, organize and implement activities for the benefit of a chapter and the community.
◆ Learn and demonstrate specific skills/competencies essential for their present and/or future jobs.
◆ Develop social skills that help students learn to engage appropriately in social interactions.
◆ Develop leadership skills.
◆ Build character and gain an understanding of the responsibilities of citizenship.
◆ Demonstrate competence in occupational knowledge through a wide variety of competency based competitive events.
Two important tasks of the teacher-coordinator are recruiting and enrolling students. As the teacher-coordinator begins the task of recruiting students, she/he must publicize and interpret cooperative education goals and objectives to properly enroll those students whose career goals can be enhanced by the program offering the cooperative method of instruction. Students and parents should be made aware of the advantages of cooperative education in combination with classroom instruction.

The recruitment and enrollment process ideally begins from seven to ten months before students begin instruction and training. Although school systems may operate under different schedules, the following steps should be undertaken during the recruitment and enrollment period.

✓ Publicize the cooperative education component available in the related program. Publicity should include purposes, career opportunities, and enrollment procedures.

✓ Distribute application forms to homeroom teachers, counselors, and students.

✓ Review applications, using a committee of cooperative education coordinator(s) and others. Follow established local admission policies. Priority is given to those students who meet the following criteria:

  ☑ Completion of prerequisites identified for the course.
  ☑ Present career objectives in an occupation related to the identified workforce development education program area.

✓ Interview students to discuss practices and procedures.
✓ Hold follow-up conferences with those entering the cooperative education component or class.
✓ Notify those students not accepted. Local school systems must develop non-discriminatory policies for determining admission or rejection.
✓ Hold orientation meetings and/or workshops in the spring with students accepted. Encourage parents to attend.

✓ Encourage students to affiliate with the appropriate vocational student organization, explaining why such an organization forms an integral part of the total training experience.
✓ Make certain that both the student and parent(s) sign the student’s training agreement and understand the need to comply with all school and company policies.
Legal Concerns

The teacher-coordinator of workforce development cooperative education courses should be familiar with applicable federal and state laws. Several important areas in which to focus are child labor laws, workers’ compensation, hazardous occupations, apprenticeship, equal opportunity, privacy rights, and employee benefits.

Each year, it is good practice to request the newest information concerning these areas of law. You can get current information via Internet by accessing the North Carolina Department of Labor at www.dol.state.nc.us or calling 1-800-LABOR-NC. Keep a copy of current labor laws in this manual behind the tab marked Current Labor Laws.

The best rule of thumb is to always ask the question if you do not know the answer!

The following legislation directly affects cooperative education.

- Fair Labor Standards Act
  - Hazardous Occupations and Occupational Limitations
  - Youth Employment Certificates
- North Carolina Wage and Hour Act
- Equal Opportunity Employment Laws
Appendix
Benefits and Rationale of Cooperative Education

The basic purpose of the cooperative education experience is to prepare students for meaningful employment in a career area of their choice. It is recognized that cooperative education can make a substantial contribution toward meeting full-time, entry-level employment needs as well as giving all students valuable experience for the eventual transition to work.

Cooperative Education allows STUDENTS to have the opportunity to:

- Learn both in the class and on the job, through significant experiences.
- Develop a greater sense of responsibility and dependability.
- Obtain an understanding of employment opportunities and responsibilities through direct on-the-job experience.
- Acquire attitudes, skills and knowledge necessary for success in their chosen career.
- Develop employability skills which cannot be taught in the classroom setting.
- Develop work habits necessary for individual maturity and job competence.
- Obtain on-the-job training, which can lead to full-time employment for students after graduation from high school or any post-secondary institution.
- Engage in exploratory activities which contribute to the adjustment to the workplace.
- Develop positive attitudes toward work and co-workers and improve interpersonal skills as a result of on-the-job training with experienced workers.
- Develop self-motivation for education and training.
- Learn useful employment skills on real jobs under actual working conditions.
- Increase interest in classroom instruction by the application of academic and job-related learning.
- Develop understanding, appreciation, and respect for work and co-workers.
- Demonstrate the ability to get and maintain a job in order to develop a mature and realistic concept of self.
SCHOOLS benefit because the cooperative method of instruction:

- Extends educational opportunities beyond the school’s physical and financial resources.
- Allows students and teachers to build upon the skills and knowledge of outstanding individuals outside the school involved in the training of young people.
- Provides a living demonstration of the concept that education is indeed a community-wide responsibility.
- Allows utilization of community resources to expand the curriculum and provides more individualized instruction.
- Enriches the curriculum by providing on-the-job training experiences needed in the effective preparation of specific career goals.
- Provides a means of evaluating the efficiency and success of the curriculum.
- Increases the support provided by the school by helping students clarify career goals and providing a practical means of reaching them.
- Provides school personnel the opportunity to keep abreast of changes in the workplace, as technology continues to change the way we work and live.
- Uses the facilities of cooperating employers in the community as a laboratory for practical training.
- Enables a stronger transition system to be developed by combining the efforts of employers and school personnel in job training.
- Fosters and maintains a close partnership between school and community.
- Furnishes the school with an excellent method of giving students a better understanding of the elements of good human relations in the work environment.

EMPLOYERS have an opportunity to:

- Receive the benefits of the school’s testing and guidance services.
- Give student-learners a more thorough understanding of job-related theory and knowledge.
- Reduce training costs by facilitating student transition from school life to the world of work.
- Obtain a highly motivated part-time worker who is receptive to instruction.
- Participate in a community endeavor to prepare young people for occupational life and adult citizenship.
- Receive assistance in selecting qualified personnel.
- Benefit from better communication between educator and employers.
- Improve the public image of the business.
- Participate in planning the training for the student/trainee.
- Provide the private sector with a means to take an active part in a community service.
The COMMUNITY benefits because cooperative education:

😊 Develops a continuing pattern of school-community relationships.
😊 Improves the community’s pattern of job stability by giving local students job skills and civic competence.
😊 Introduces local employment opportunities to students.
😊 Helps reduce the number of unemployed students at the conclusion of their instructional program.
😊 Encourages students to stay in the community when they have already found their places in community life.
😊 Provides constant labor resources.
😊 Provides a means for developing better community-school relations.
Roles and Responsibilities

A number of people are involved in the operation of successful cooperative education. The roles and responsibilities of the teacher-coordinator, student, parents and employer/training supervisor are outlined on the following pages.

Responsibilities of the Teacher-Coordinator

Guidance

- Work with guidance counselors to facilitate the proper placement of students in the related course.
- Interview prospective students for entry into the program.
- Assist students in making other course selections related to career goals.
- Assist in determining appropriate placements.
- Facilitate the learning of successful job seeking skills.
- Maintain good communication with students concerning progress in class and on the job.

Classroom Instruction

- Organize classroom/lab for instructional activities.
- Explain course goals and purposes to students.
- Use program area competencies and curriculum materials as a basis for planning instruction.
- Apply instructional strategies to meet individual training needs.
- Continually evaluate classroom instruction and on-the-job training for their related learning experience.
- Select and/or develop appropriate materials for related instruction.
- Provide the opportunity for students to participate in the appropriate vocational student organization.
- Encourage and facilitate the use of technology in educational experiences of students.

Coordination

- Visit businesses to select appropriate training stations.
- Orient new training supervisors.
- Develop training plans.
- Visit training stations to observe students.
- Visit training stations to confer with training supervisors concerning student performance and progress.
- Hold conferences with students, employers, and parents.
- Resolve any problems that arise between the student and the training supervisor.
- Arrange for needed adjustment of any misplaced students.
- Ensure that the training supervisor provides consistent, effective guidance and supervision in accordance with the student’s training plan.
Operation and Administration

- Ensure that students electing job placement are employed in a job directly related to course competencies and tentative career objective.
- Provide parent orientation.
- Review and complete training agreement and training plan with each student, training supervisor, and parent.
- Assure that all legal requirements have been met.
- Document coordination visits and conferences with training supervisors and students.
- Maintain accurate and current coordination records.
- Maintain accurate and current student files with required signatures.
- Use appropriate evaluation instruments to measure student achievement of competencies on the job.
- Continually evaluate the job market to secure additional training stations.
- File itinerary with school administration.
- Submit a list of cooperative education students’ names, career objectives, places of employment, and job titles to your principal and workforce development education administrator(s) as requested.

Public Relations

😊 Visit employers to encourage their cooperation in establishing/maintaining the cooperative education component.
😊 Participate in community and civic activities.
😊 Promote workforce development education through vocational student organization activities and community projects.
😊 Plan an employer/employee function with students during the school year to honor employers who have provided training stations for training students.
😊 Participate in community surveys to determine appropriate types of training stations.
😊 Develop brochure on vocational program(s) to distribute to the business community.
😊 Promote within the school using technology, brochures, displays, and articles in the school newspaper.
Responsibilities of the Student

✔ Maintain a good attendance record, not only at school but also on the job.
✔ Complete and sign appropriate forms.
✔ Complete all requirements of the training plan.
✔ Participate in the vocational student organization.
✔ Maintain up-to-date wage and hour reports.
✔ Cooperate with teacher-coordinator in securing an appropriate on-the-job placement.
✔ Conform to the rules and regulations of training station.
✔ Notify the teacher-coordinator and employer if unable to work, according to school guidelines and the policies of the training station.
✔ Dress appropriately; conduct self in a businesslike manner; be prompt, courteous, and groomed according to the training supervisor’s requirements.
✔ Have transportation to and from the training station.
✔ Participate in employer recognition activities.

Responsibilities of the Parent(s)

Π Provide guidance in career selection.
Π Approve the student’s involvement in the cooperative education component.
Π Support the policies of the program.
Π Sign appropriate forms for student to enroll in cooperative on-the-job training.
Π Provide support and encouragement for student success in school and on the job.
Π Work cooperatively with teacher-coordinator and student in solving school, work, and home problems.

Responsibilities of the Training Supervisor/Employer

➢ Be aware of the objectives of the vocational program.
➢ Interview and select student(s) for employment without regard to sex, race, color, national origin, creed, or handicapping condition.
➢ Provide early and thorough orientation of the student to job duties and responsibilities.
➢ Work with the teacher-coordinator and student in developing a training plan.
➢ Provide feedback to the teacher-coordinator on job performance through telephone calls and/or on-site visits of the teacher-coordinator.
➢ Provide adequate supervision on the job.
➢ Complete a written evaluation jointly with the teacher-coordinator each grading period.
Glossary of Terms

**Connecting Activities:** Activities assigned to the learner to reinforce competencies attained both in the classroom and on the job.

**Cooperative Education:** Cooperative education is a method of instruction where workforce development education instruction is combined with paid employment directly related to classroom instruction. The two experiences must be planned and supervised by both the school and the employer so that each contributes to the education and employability of the student. Written cooperative arrangements, showing the instruction to be provided, are jointly developed by the school and the employer/training supervisor. Credit is earned for both the classroom and the on-the-job training components.

**Employer:** Public and private employers who provide approved on-the-job training opportunities for students.

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

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

**Post-Secondary Education Institutions:** Institutions of higher learning which allow students to continue their education in specific areas of study.

**SCANS:** Secretary’s Commission on Achieving Necessary Skills (Commission of the U.S. Department of Labor)

**Teacher-Coordinator:** A licensed member of the school staff responsible for the delivery of classroom instruction and administration of the cooperative education component in an approved program area. This individual acts as the liaison between the school and training stations involved in the cooperative method of instruction for students.

**Training Agreement:** A written contract between the student learner, the parents of the student, the school, and the training station, stipulating the conditions of employment and participation in the cooperative education method of instruction.

**Training Plan:** A plan, which includes a rubric, designed to establish learning outcomes and measures for a student participating in the cooperative education component. Curriculum-based connecting activities can be developed to serve as the student’s training plan, creating a portfolio documenting the achievement/mastery of expected outcomes.
Training Supervisor: The individual working with an authorized training station assisting cooperative education students with on-the-job training.

Training Station: A community business that cooperates with the school to provide students with quality, on-the-job training.

Vocational Student Organization (VSO): Vocational student organizations are for individuals enrolled in vocational education programs. These organizations engage in activities as an integral part of the instructional program and utilize the business community to provide authentic assessment through competency-based competitive events. Such organizations must have state and national units aggregating the work and purposes of instruction in Workforce Development Education at the local level.

Workforce Development Education: A public education program that provides educational experiences that enhance the vocational development processes of exploring and establishing oneself in worker, family member and citizen roles. Its unique contribution is the development of occupational competency.

Work-Based Learning: An exposure or training activity which takes place in a business or industrial environment to allow students to gain a greater knowledge of areas related to their career interests.
Resources


Programs of Study and Support Services Guide. Workforce Development Education, Division of Instructional Services, North Carolina Department of Public Instruction, Raleigh, NC, 1997.


Ralph Mason and Peter Haines, Cooperative Occupational Education and Work, 1999.

