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**A Manual for
Planning and
Implementation
of Cooperative
Education Programs**

STEPS MANUAL

Revised May, 2012

A Planning and Implementation Guide for
Policymakers, Educators, Employers,
Parents and Students

DISCLAIMER

The intent of this manual is to serve as a general guide for Florida's Cooperative Education Programs. If any portions of the document are in conflict with any federal, state or local laws; these laws shall prevail over the contents of this document.

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INTRODUCTION

A high school cooperative (co-op) education program is an academic program that combines a comprehensive classroom curriculum with work experience in the business community. Co-op education gives the student a wonderful opportunity to gain professional job experience related to a career goal. The Florida Department of Education has provided a way for schools to offer students a variety of exciting and encompassing business-based On-the-Job Training (OJT) and co-op programs in:

Agriculture, Food & Natural Resources

Architecture & Construction

Arts, A/V Technology & Communication

Business, Management & Administration

Education & Training

Energy

Engineering & Technology Education

Finance

Government & Public Administration

Health Science

Hospitality & Tourism

Human Services

Information Technology

Law, Public Safety & Security

Manufacturing

Marketing, Sales & Service

Science, Technology, Engineering & Mathematics (STEM)

Transportation, Distribution & Logistics

Diversified Education

Diversified Career Technology (DCT) was created in 1933 in Jacksonville as Cooperative Vocational Education (CVE) by Robert D. Dolley. As the director of Vocational Education for Duval County, Dolley was interested in developing a program that balanced vocational guidance, practical work experience, and general academic class work. Only those students with good grades, good moral and civic reputations, and who were dependable, honest, and willing to work were accepted into CVE. In 1937, Dolley became Florida's supervisor for trade and industrial education and took the program to the state level, renaming it Diversified Cooperative Training. In 1997 the name was changed to Diversified Career Technology. Almost 80 years later, DCT is still going strong with over 10,000 students throughout the state of Florida.

An Exciting Partnership

Cooperative Education The cooperative education program links the high school, the student, the parent, the employer, and the teacher in a dynamic support partnership. Students are scheduled for classroom instruction and On-the-Job Training (OJT). The cooperative education program's teacher/coordinator and the OJT supervisor share instruction and supervision. They create a strong partnership that is beneficial for the student, school, and the business community.

BENEFITS OF COOPERATIVE EDUCATION PROGRAMS

For the student:

- Students have an opportunity to learn useful career technology skills in the classroom and on the job.
- Students develop an appreciation and respect for work.
- Students are assisted in obtaining gainful employment leading to enhanced career opportunities and economic responsibility.
- Students have the opportunity to develop useful leadership skills.

For the school:

- The skills, knowledge, equipment, and facilities of business enterprises are utilized in the training of students.
- The relevancy of the program encourages many students to accomplish their educational goals by connecting what the student is learning with real world situations.
- Advisory committees may assist in curricular improvements and in determining types of career opportunities available in the community.
- Parent/guardian involvement lends support to the school and to the cooperative education program.
- Business partnerships provide information and resources to the school.

For employers:

- Employers are able to obtain better-qualified trainees.
- The relationship between the community and the school is expanded and strengthened.
- The employer's expectations are reinforced--classroom and on-the-job instruction are joined.

For the parent/guardian:

- Students are encouraged to have good attendance.
- Parents participate in the school's activities promoting the co-op education program.
- Parents are considered part of the support team.

PROGRAM DESCRIPTION

Cooperative Education Model

The cooperative education program model consists of the following components:

- School administrative support
- Guidance counselor support
- A certified teacher/coordinator
- Eligible student learners
- Related classroom instruction
- Supervised on-the-job training (OJT)
- Quality training sites
- Coordination of school-based and work-based learning
- Evaluation and feedback of student's work progress
- An advisory committee
- Involvement of parent/guardian

The teacher/coordinator is the key to a successful cooperative education program. The role of this person is complex and involves not only the usual competencies of a standard classroom teacher, but also requires the insight important to career guidance and the capability for bringing the business community into cooperative alliance with the school.

The cooperative education program model can be a flexible program with regard to the type of student enrolled. Because of the diversified nature of placement in an approved training site, as well as a well-organized business curriculum, students with varied interests may enter this dynamic program and succeed. Whether the student plans to attend a four-year university, a career and technical education center, two-year community college, or progress directly into the world of work, the cooperative education program provides the necessary business education that will equip any student with important survival skills for the business world.

The Quality On-the-Job Training (OJT) Station

Quality On-the-Job Training stations include the following components:

- Adequate safety instruction
- A challenging job for the student's ability and purpose
- Work that is related to the student's career and occupational choice
- Job duties and tasks which develop responsibility
- A sequential order of job mastery skills
- A salary that is paid in conformity with federal and state laws

RESPONSIBILITIES

Each participant in the cooperative partnership has a responsibility to ensure a unique learning environment for the student involved in Cooperative Education. The responsibilities of each participant are:

Employer

- Together with the teacher/coordinator completes a training plan.
- Outlines specific expectations on student dress code, hours of work, etc.
- Provides a meaningful learning experience for the student.
- Provides evaluation of the student as agreed upon with the teacher/coordinator.
- Provides a safe and hazard-free environment which includes safety training for the student.
- Contacts the school if there is an accident.
- Abides by all Federal & State employment regulations including Workman's Compensation Laws.
 - Adheres to the Child Labor Law as specified by Federal and State law.
 - Responsible for drug/alcohol testing according to their business policies and procedures.
 - Communicates with the teacher/coordinator regarding progress, problems, etc.
 - Helps the student to become an integral part of the work team.

Teacher

- Conducts an orientation (or interview) for students prior to participation in the course to ensure that the student is suitable for the program, fully understands the program, and can meet the responsibilities expected of the program.
- Meets with the employer supervisor in order to develop a Training Plan that will ensure relevance of work experience.
- Coordinates placement of student at the appropriate job site.
- Provides evaluation procedures for the supervisor.
- Visits each student on a regular basis.
- Evaluates the student and assigns the grade for credit purposes.

Student

- Sign and abide by the required agreements and forms (Student/Parent Agreement, Employer's Agreement, time card, insurance and emergency information).
- Maintain accurate records of hours worked and earnings.
- Demonstrate the employability skills essential for success on the job.
- Follow all safety rules and instructions.
- Demonstrate an understanding of the Child Labor Laws.
- Discuss any problem that occurs with the teacher/coordinator.
- Be a positive representative of the school and community.

The Student's Guide for Cooperative Education Programs

Who can enroll in a cooperative education program?

Students seeking enrollment in a cooperative education program generally fall into the following categories:

- Students who have specific career objectives and desire a “work experience” in that field
- Students who want to gain experience in a specific field but who remain undecided regarding a career choice. There are OJT options available for each career cluster.
- Students who have a need for financial assistance

What are the responsibilities of the student?

- Signing and abiding by required agreements and forms (training agreement, training plan, insurance and emergency information, etc.)
- Maintaining accurate records of hours worked and earnings
- Demonstrating the employability skills essential for success on the job
- Following safety rules and instructions
- Demonstrating an understanding of the Child Labor Laws
- Discussing any employment-related problem that occurs with the teacher/coordinator
- Being a positive representative of the school, the community, and the *career and technical student organization (CTSO) when provided.

The Teacher's Guide for Cooperative Education Programs

The cooperative OJT program's curriculum frameworks serve as a general teacher's guide and can be obtained by downloading the frameworks from the Florida Department of Education's web site <http://www.fldoe.org/workforce/dwdframe/>. There is an OJT framework for each of the 17 career clusters.

The following is a sample job description for a Cooperative Education Teacher.

Facilitate classroom learning activities for students

- Teach the necessary competencies/skills outlined in the Standards and Benchmarks listed in the Curriculum Frameworks from FLDOE. <http://www.fldoe.org/workforce/dwdframe/>.
- Assist students in the development of training plans that correlate with their OJT activities.
- Oversee the completion of a **JOB TRAINING ATTENDANCE RECORD** and verify that the student has worked the required amount of hours.
- Maintain all required documents for the student including such documents as time cards, attendance, and wage information.
- Determine individual student performance.
- Develop a list of outside stakeholders who could become guest speakers as well as potential job placements for students.
- Develop a CTSO for your program.
- Engage students in CTSO leadership activities.
- Make fund-raising an integral part of CTSO training.
- Assist students in preparing for CTSO competitive events.
- Prepare students for job-site interviews (mock interviews).

Coordinate on-the-job training activities

- Assist students in obtaining employment prospective training and job placements.
- Secure signatures on required documentation (Training Agreement, Training Plan, Job Training Attendance Card, and Employee Evaluation).
- Obtain suggestions from training sites for class/lab activities.
- Determine achievement of program/career objectives by students.
- Correlate student performance standards with training site activities.
- Evaluate student progress and on-the-job performance at least once each grading period.
- Identify and recommend members to serve on advisory committees.
- Attend district and/or state workshops, meetings, and seminars.
- Provide information about the program, students, and training procedures to the work-site supervisors.
- Provide communication between the school and the community.
- Monitor student-learner on-the-job training activities.

The Employer's Guide for Cooperative Education Programs

Cooperative education programs permit the student to be released from the school campus to work part-time for an employer. The student will report to the assigned job site, which is referred to as the student's Training Station. The student/employee represents the school district at all times and is expected to demonstrate professional qualities of responsibility, dependability, ethical behavior, and maturity while performing tasks for the employer.

The purpose of cooperative education programs is to provide the student with competencies developed through paid, supervised on-the-job training related to an occupational goal.

Statistics show that the cooperative education students 16–18 years of age across the state of Florida will work an average of 18 to 25 hours per week.

Benefits of cooperative education programs for the employer

- Supplemental workforce
- Companies can hire productive, enthusiastic employees
- Reduce the cost of recruiting students
- Experienced high school graduates
- Enhanced community relationships by increasing a company's visibility on campus and in the community

When can the student/employee work?

The employer will set the student/employee's work schedule according to the student's school class schedule and according to their need for workers. Students will be assigned to a school "cooperative education program" for elective credit(s). For example, a student may be released towards the end of the school day, such as for school periods 5 and 6, for a cooperative education job experience. Some school districts may schedule students for cooperative education job experiences in the morning hours; for example, releasing the student for cooperative education job experiences for periods 1, 2, and 3 during morning work hours. Each school district may use different strategies for scheduling students for cooperative education job experiences.

What about transportation of the student/employee to and from the job?

Many cooperative education programs and school districts have students and parents sign an agreement or contract stating that they are responsible for their own transportation and are permitted to travel to and from the Training Station. **The employer is not responsible for the student traveling to and from work.**

Does the student/employee have to be paid?

Students must be compensated for the work that they do. The purpose of cooperative education programs is to provide the student with competencies developed through, supervised on-the-job training. The employer is required to follow all state and federal laws that apply to payroll, Social Security, and federal income tax rules and procedures.

Department of Business and Professional Regulation, Child Labor Program

<http://www.myfloridalicense.com/dbpr/reg/childlabor/index.html>

If the student is under 18 years of age, Child Labor Laws must be followed. *Florida Child Labor Law Chapter 450, Part I, Florida Statutes*

Division of Regulation
1940 N Monroe Street
Tallahassee, FL 32399-2212
Phone: 850.488.6603
Fax: 850.921.2124

How does the student/employee keep a record of work hours for the school?

The student will complete a time card document for the school, listing the hours, days, and weekly/monthly totals for the job. U.S. Department of Labor laws must be followed. The time card is the official audit record for the school and is an important document needed for attendance.

This time card must be completed each month by the student (usually on a school district form). It must be signed by the employer or current supervisor at the Training Station. The teacher/coordinator must place it in the school audit folder for the student by the end of each month.

Why is the school's record of attendance for the student/employee so important?

The student attendance for OJT experience is counted as enrollment for Florida school attendance payments. Attendance is a very important record for every school, and cooperative education job experience attendance must be kept accurately and meticulously by the teacher/coordinator. Audits may occur yearly for these records, and all student time cards must be kept by the school district for five years. Even though the student is not in the formal classroom, the student is reporting to his/her Training Station, which is the classroom for on-the-job training and cooperative education program purposes.

Some school districts may require that a copy of the student's pay voucher be attached to each time card to verify actual employment of the student. This also lists the student's employee number, Social Security number, earnings record, and federal tax records for school attendance and official audit reports

What documents does the teacher/coordinator need to have on file for each cooperative education program student/employee?

- ✓ A copy of Florida driver's license or picture id.
- ✓ Copy of job description/duties, job title, name of supervisor(s), job site address/location, skills to be learned (Student Training Plan)
- ✓ Time card (a time card document must be completed by the student for attendance and school audit reports)
- ✓ Training Agreement document signed by the student, parent, employer, school and teacher/coordinator

Some schools may require an individual school contract that denotes specific policies of the school district

What is a Training Agreement?

A Training Agreement is a standard form/document used for cooperative education program purposes. It must be signed by the student, parent, employer, and teacher/coordinator. A copy is filed with the school, a copy is kept by the employer at the job site, and the parent may receive a copy. This contract designates the general expectations of the student/employee, and the responsibilities of the school, the cooperative education teacher/coordinator, and the employer. **However, it does not confer any rights, expressed or implied, to remain as an employee. Employment is at will and is not for any specific time. Employment may be terminated at will, with or without prior notice by the employer. The student/employee may resign for any reason at any time.** Some school districts also require that the worker's compensation insurance carrier's name and telephone number be listed on this training agreement. A new training agreement must be completed each time a student/employee is hired.

Supervised on-the-job training, with a training agreement and an individualized training plan signed by the student, teacher/coordinator, employer, and parent/guardian, is required for a cooperative education program student.

What rights does the student/employee have in a cooperative education program?

The employer may place a student/employee in a particular job description that is within the scope of his/her technical and academic training. The Training Plan is the document that will detail the student's duties, job tasks, skills to be learned, training, and the expected timeline to be completed. This training plan is completed by the cooperative education teacher/coordinator in collaboration with the employer for each student. The student will be asked to review it and to sign it. The student is an employee for the company and is covered by all state and federal laws; all policies regarding hiring, firing, and termination; and other procedures in place as any other employee that the employer would hire.

The student/employee's Training Plan is to include instructional objectives and a list of on-the-job and in-school learning experiences.

How does the student/employee receive a grade?

The teacher/coordinator should visit each Training Station at least once during each grading period. This visit will be to evaluate the student's progress and to discuss with the supervisor how the student is meeting the goals listed in the Training Plan. Many teacher/coordinators will be able to visit the job site of each student/employee two or more times each grading period. School districts may place varying numbers of cooperative education program students in cooperative education classes, so the actual class sizes of students may be greater for some teacher/coordinators. The class size and district/school policies will affect the teacher/coordinator's ability to visit each job site multiple times during each grading period.

The teacher/coordinator should visit the job site at least once during each grading period. The cooperative education program student is evaluated each grading period on: overall job performance; employability skills; mastery and competency of job skills and duties.

How can a school district or the Department of Education be contacted?

The Florida Department of Education Internet web site has statistics, information about standards, testing, accountability, program guidelines and frameworks, teacher certification, scholarships, and legislative changes.

By using the keyword search at the top of the Florida Department of Education home page, virtually any topic or subject involving Florida School Districts can be found. <http://www.fldoe.org/>

CHILD LABOR LAWS

What Parents and Teens should know about child labor laws – visit the website below for information.

<http://www.myfloridalicense.com/dbpr/reg/childlabor/ChildLaborParent.html>

WORK PERMITS

"Work Permits" and/or "Working Papers" are not required in Florida and are not issued by either schools or a governmental agency in Florida. Unfortunately, many popular teen employers use applications with the request "If you are under 18, can you supply a Work Permit?" These applications are being used for businesses that have operations in other states that do require Work Permits. The question is not applicable in Florida.

HOOR LIMITATIONS

There are both state and federal child labor laws regulating the hour limitations of minors. Employers must observe the stricter provisions when the laws are different. The application of the stricter portion of both federal and state law is provided below.

Minors 14 and 15:

When public school is in session, minors may work a maximum of 3 hours per day on school days and up to 8 hours per day on Saturday, 8 hours on Sunday and 8 hours on non-school days, when a school day does not follow. Remember these daily times are options as this age group is able to work only 15 hours per week (seven day period). They may work between the hours of 7 a.m. and 7 p.m. but may not work during public school hours.

When school is not in session, 14 and 15 year old minors may work up to 8 hours each day and 40 hours per week between the hours of 7 a.m. and 9 p.m.

Minors 16 and 17:

When public school is in session, minors 16 & 17 may not work before 6:30 a.m. or after 11 p.m. or for more than 8 hours per day, when school is scheduled the following day, nor during the hours that school is in session. These hour limitations do not apply on non-school days when a school day does not follow, during non-school weeks, and during summer vacation.

When school does not follow the next day, such as Friday, Saturday, and other days that precede a holiday, minors 16 and 17 may work until their shift is completed. Example: A minor begins work on Saturday at 6:00 p.m. and the shift ends at 1:00 a.m. Sunday morning. This is not considered a violation of the regulation that minors may not work before 6:30 a.m. when school is scheduled the following day, because the minor is completing his Saturday shift, and not beginning a work shift before 6:30 a.m. on Sunday.

These teens may work no more than 30 hours per week when school is in session. However, during the summer vacation and non-school weeks they may work unlimited hours.

Minors are NOT permitted to work during normal school hours unless they are enrolled in a school-to-work experience program, career education or other program declared exempt by the state, or have received a partial waiver.

BREAKS

Minors are not permitted to work more than four hours without a 30-minute, uninterrupted meal break. This applies throughout the year.

DAYS

Minors are not permitted to work more than six consecutive days in one week. This applies throughout the year.

EXEMPTIONS

Minors are exempt from the hour limitations of the Child Labor Law if they have been married, graduated from an accredited high school or hold a high school equivalency diploma, served in the military, have been authorized by a court order, or been issued a partial waiver by the public school or the Child Labor Program.

TEEN JOBS AND TRAINING

Department of Economic Opportunity and their listing of One-Stop Centers provide employment and training services in your community. The site offers tips on preparing for a job, locating a job and interviewing.

<http://www.floridajobs.org/onestop/onestopdir/>

TIPS FOR PARENTS

- Take an active role in the employment decisions of your teens.
- Discuss the types of work involved, as well as the training and supervision provided by the employer.

TIPS FOR TEENS

- Know your rights to a safe and healthful workplace.
- Learn to recognize hazards at work and speak up when you see them.
- Participate in training programs at work or request training if none is offered.
- Use safe work practices.
- Learn where you can get information about child labor laws, health and safety, and your rights.

PROHIBITED OCCUPATIONS

The Florida Child Labor Law, the Florida Rule, and the Federal Fair Labor Standards Act (FLSA) identify many jobs as dangerous to the health and safety of minors. Minors are not permitted to work in these occupations. No minor under 18 years of age, whether such person's disabilities of non-age have been removed, shall be employed or permitted to work in the hazardous occupations listed below.

The rules governing hazardous equipment are divided into two groups: one for minors aged 14 and 15 and another for all minors. For an extensive survey of these occupations, you may review the Florida Child Labor Law, Section 450.061, Florida Statutes, and the Florida Child Labor Rule 61L-2, Florida Administrative Code. You may also access the Federal Child Labor Hazards listings through the federal web site links. The hazardous occupations are listed below:

OCCUPATIONS PROHIBITED FOR ALL MINORS

- Working in occupations involving explosives or radioactive materials
- Manufacturing brick, tile and like products
- Logging or sawmilling
- Slaughtering, meat packing, processing or rendering of meat
- Mining occupations
- Working on any scaffolding, roofs or ladders above six feet
- Operating power-driven bakery, metal-forming, woodworking, paper product or hoisting machines
- Wrecking, demolition or excavation
- Operating power-driven meat and vegetable slicing machines
- Operating motor vehicles as drivers or delivery drivers, and serving as outside helpers
- Operating circular saws, band saws and guillotine shears
- **Working with electrical apparatus and wiring
- **Working with compressed gases: minors are not allowed to dispense, transport, service, modify, or alter tanks, cylinders, or other equipment used for storing any inert or compound gas, including air, which has been compressed to a pressure that exceeds 40 pounds per square inch (p.s.i.), except that minors who are sixteen (16) years of age or older may fill balloons, and bicycle or car tires (but not truck or heavy Equipment), if given proper instruction and the tank or cylinder containing the compressed gas is fixed and secure
- **Working in occupations involving toxic substances or corrosives, including pesticides or herbicides, unless proper field entry time allowances have been followed.
- **Firefighting
- **Operating or assisting to operate tractors over 20 PTO horsepower, forklifts, earthmoving equipment, and harvesting, planting, or plowing machinery or any moving machinery
- (**) annotates Florida law only

ADDITIONAL OCCUPATIONS PROHIBITED FOR MINORS AGED 14 AND 15

- Operating or assisting to operate power-driven machinery, including all power mowers and cutters
- Maintaining or repairing an establishment, machinery or equipment
- Working in freezers or meat coolers
- Operating power driven meat or vegetable slicing machines
- Operating motor vehicles, except for scooters, and in some cases, farm tractors

- Manufacturing, mining, or processing occupations, including occupations requiring duties to be performed in workrooms or workplaces where goods are manufactured, mined or processed
- Cooking (some exceptions apply) and baking, to include bakery machinery
- Working in all occupations in transportation, warehousing and storage, communications, construction (except clerical), boiler or engine rooms
- Loading and unloading trucks, railroad cars or conveyors
- Working for public messenger services
- Occupations which involve operating, setting up, adjusting, cleaning, oiling, or repairing power-driven food slicing machines and grinders, food choppers and cutters, and bakery-type mixers
- **Handling certain dangerous animals
- **Spray painting
- **Conducting door-to-door sales, except for some non-profit organizations such as the Boy Scouts or Girl Scouts, and under close supervision by an adult

WAIVERS OF THE LAW

The Florida Child Labor Law is designed to serve and protect minors and to encourage them to remain in school. At times, however, some minors feel that the law conflicts with their best interest or that their life circumstances are such that they need to work. Minors have the right to request that the Child Labor Office exempt them from parts of the Child Labor Law. Minors not working in the entertainment industry may apply for waivers through two methods, as described below.

STUDENTS ENROLLED IN PUBLIC SCHOOLS (K-12)

When minors are enrolled in the public high school system (K-12), either the minor's public school superintendent or his/her designee has responsibility for issuing partial waivers. Schools can waive the Florida Child Labor Laws only when it is in the best interest of the child, however schools cannot waive federal law. Quite often the responsibility of issuing waivers is delegated to either the school counselor or a teacher who assists students with work site learning programs. These are good contacts to find out about obtaining a waiver.

ALL OTHER MINORS

Minors not enrolled in (K-12) public schools, dropouts, students who are home schooled, in private school, enrolled in an alternative education program (GED), or have been expelled may apply for a partial waiver from the Child Labor Program. Partial waivers are approved on a case by case basis when in the best interest of the minor. At the end of this section, you can download a partial waiver application form.

Minors must meet certain criteria to be considered for a partial waiver. The following supporting documentation must be submitted, based on the reason they are applying for the waiver:

COURT ORDER

Documentation includes a copy of the court order that states that the minor must work and/or pay restitution. If working full time is a condition of probation and not written in a court order, a letter on letterhead from the parole officer must be submitted.

FINANCIAL HARDSHIP

This requires that a notarized letter written by an adult family member or adult friend explaining the financial hardship or proof of current receipt of public assistance must be submitted. A minor must also submit a withdrawal from school which may be a letter, school withdrawal form, or a computer printout confirming the minor's name, withdrawal code, and withdrawal date.

OTHER HARDSHIP

The supporting documentation must include a letter on letterhead from a doctor, pastor, school counselor, or other professional familiar with the minor's hardship, or a notarized statement from an adult explaining the circumstances or situation. This category is defined as a life circumstance other than a financial or medical hardship that would place a hardship on the minor if a waiver was not granted. The minor must also submit a withdrawal from school which may be a letter, school withdrawal form, or a computer printout confirming the minor's name, withdrawal code, and withdrawal date.

SCHOOL STATUS: This category refers to minors not in the public school system. The supporting documentation is as follows:

Private School requires a letter on school letterhead which states that the minor is enrolled and attending school, and that working additional hours will not jeopardize school progress.

Home School must include a withdrawal from school which may be a letter, school withdrawal form, computer printout showing name, withdrawal code, and withdrawal date, or an acknowledgement from the school system acknowledging your intent to establish a home school program. Additionally, the documentation must contain a notarized statement from the parent or guardian as to the days and hours the minor receives home school instruction.

Adult Education or GED Prep Classes waiver requests require a withdrawal from school which may be a letter on school letterhead, a school withdrawal form, or computer printout showing name, withdrawal code and withdrawal date. An authorization from the public school system permitting the minor to obtain education through alternative means is also acceptable. The minor must also submit a letter on letterhead from the adult education school that states the minor is enrolled, attending, and the hours of attendance. (Example: Monday through Friday, 6:00 p.m. to 9:00 p.m.)

Expulsion requirements for minors who are expelled from school include a copy of the expulsion letter from the school. The waiver will be for no more than the period of the expulsion, or one year, whichever occurs first.

MEDICAL HARDSHIP

Supporting documents include a letter on letterhead from a doctor, pastor, school counselor, or other professional familiar with the minor's medical hardship, or a notarized statement from an adult explaining the circumstances or situation. A minor must also submit a withdrawal from school, which may be a letter, school withdrawal form, or a computer printout showing the minor's name, withdrawal code and withdrawal date.

Minors who have dropped out of school must qualify based on a financial, medical or other hardship waiver.

Where can an employer find Internet information regarding Florida's Child Labor Laws?

The Child Labor Section enforces the provisions of the Florida Child Labor Laws. The purpose of the law is to protect the health and welfare of minors in the workplace and safeguard their education.

A website for Child Labor Laws may be found at:

<http://www.myfloridalicense.com/dbpr/reg/childlabor/index.html>

This site provides access to the following components:

[Employers](#) If you employ minors between the ages of 14 and 17, this section contains required documents, posters, breaks, and work hour limitations.

[Educators](#) Teachers and Administrators can view their responsibilities under the Child Labor Law.

[Parents & Teens](#) Information about work permits, hour limitations, breaks, and waivers of the law.

[Entertainment Industry](#) There are special limitations for minors employed in the Entertainment Industry.

[Prohibited Occupations](#) There are both state and federal laws prohibiting minors from employment in certain occupations.

[Safety Information](#) The workplace can be a dangerous environment for teens. Site contains information on teen safety and tips for employers.

[Enforcement](#) Contacts if you wish to report an alleged violation of the Child Labor Law.

[Child Labor Presentations and Training](#) If your business or school would like a member of our team to train you on the Child Labor Law.

[Child Labor Laws Poster](#) Employers who hire minors 14-17 years of age are required to post the Florida Child Labor Law Poster.

[Additional Links for Child Labor Information](#) Learn about various federal agency sites which cover teen safety and health, and hour and hazardous limitations.

What are *waivers* of the Florida Child Labor Law?

"Waivers of the Florida Child Labor Law" is tucked away in the Child Labor Rule, Chapter 61L-2.007, FAC

While the Florida Child Labor Law is designed to serve and protect minors and to encourage them to remain in the K-12 programs, some minors feel that either the law conflicts with their best interest or that their life circumstances are such that they need to work. Minors have the right to request they be exempt from parts of the Child Labor Law.

Minors in the entertainment industry are covered separately under different rules enforced by the Department of Business and Professional Regulation, Child Labor Program

How are *waivers* of the Florida Child Labor Law granted?

Partial waivers are granted on a case-by-case basis, which means that each application is judged on its own merits. Only when it clearly appears to be in the best interest of the minor will the waiver be approved.

How may minors apply for *waivers*?

Minors may apply for waivers through two methods:

Minors enrolled in high school (K-12)

When minors are enrolled in the public high school system (K-12), either the minor's public school superintendent or his/her designee has responsibility for issuing partial waivers.

Schools have the authority to waive Florida Child Labor Laws only when in the best interest of the minors, but do not have authority to waive Federal law.

Remember too, that employers are required to provide "**waivers**" of the law to Child Labor enforcement staff during routine investigations to justify the minor working outside the normal work hour limitations.

The waiver itself may take several suggested formats:

The district "Work-site Agreement" is the most popular. It should outline the hours the minor will be at the work site, total hours of work, and other work stipulations. It should be specific enough to clearly define the Child Labor Laws that are being waived; i.e., working during normal school hours (minor works from 1:00 p.m. until 5:00 p.m.), more than 30 hours per week (minor approved to work up to a 40-hour work week), working past 11 p.m. (minor may work until 11:30 p.m.) etc.

Note: All students in an approved work-site relationship, where work-based learning is conducted at an employer's work-site, should have a "Work-Site Agreement."

A letter from a school official on school letterhead that clearly defines those Florida Child Labor Laws that are being waived; i.e., working during normal school hours (minor works from 1:00

p.m. until 5:00 p.m.), more than 30 hours per week (minor approved to work up to a 40-hour work week), working past 11 p.m. (minor may work until 11:30 p.m.) etc.

Note: This is most often used for students who are NOT ENROLLED in work-site learning experiences. It is recommended that schools establish criteria for approval that would include student grades, attendance, financial hardship, medical hardship, or court orders.

Example: A senior student, who has only two classes in the morning and is released from school at 10:30 a.m., wants to begin work at 11:00 a.m. Based on the criteria above, the minor may be issued a waiver.

Districts may create their own standardized form (Waiver Application) using established criteria as outlined in the Rule 61L-2.007(3): School Status; Financial Hardship; Medical Hardship; Other Hardship; Court Order. These forms should clearly define those Florida Child Labor Laws that are being waived; i.e., working during normal school hours (minor works from 1:00 p.m. until 5:00 p.m.), more than 30 hours per week (minor approved to work as many as 40 hours per week), working past 11 p.m. (minor may work until 11:30 p.m.) etc., and be in the best interest of the minor.

Note: In lieu of a letter, school districts may develop a standardized form that depicts the criteria used for approval and clearly defines the law to be waived.

Minors not-enrolled in high school (K-12)

Minors who are no longer enrolled in the public high school system of K-12 programs are required to submit an "Application for Waiver of the Florida Child Labor Law," Form FCL 1002, and supporting documentation to the Child Labor Section for approval. Minors who fall under this category include minors enrolled in home school, attending Adult Education or GED classes, private school, expelled students, and drop outs who have a financial, medical, or other hardship.

Additional information on obtaining a waiver and/or forms may be obtained through the Child Labor web site at: <http://www.myfloridalicense.com/dbpr/reg/childlabor/index.html>

Click on either the "Employers or Parents & Teens section. The explanation of how to apply for a waiver is explained.

Partial waivers are granted on a case-by-case basis, which means that each application is judged on its own merits. In order to qualify for a waiver, applicants must demonstrate that sections of the Child Labor Law need to be waived because of financial hardship, medical reasons, school status, or a court order. A waiver will be approved only if it is clear that it is in the best interest of the minor.

What are student learner exemptions for hazardous occupations?

In 1996, Senate Bill 2262 amended the Child Labor Statutes by providing "student learner exemptions" for eight specific hazardous occupations which are prohibited. The State legislation was very similar to federal changes enacted the same year. Below is the section of the law that applies to student learner exemptions:

Chapter 450.161 of the Child Labor Law specifically addresses career education of children and says:

. . . Nothing in this chapter shall prevent minors of any age from receiving career [and technical] education furnished by the United States, this state, or any county or other political subdivision of this state and duly approved by the Department of Education or other duly constituted authority, nor any apprentice indentured under a plan approved by the Division of Jobs and Benefits, or prevent the employment of any minor 14 years of age or older when such employment is authorized as an integral part of, or supplement to, such a course in career [and technical] education and is authorized by regulations of the district school board of the district in which such minor is employed, provided the employment is in compliance with the provisions of ss. 450.021(4) and 450.061. Exemptions for the employment of student learners 16 to 18 years of age are provided in s. 450.061.

Such an exemption shall apply when:

- The student learner is enrolled in a youth vocational [career and technical] training program under a recognized state or local educational authority.
- Such student learner is employed under a written agreement, which provides:
- That the work of the student learner in the occupation declared particularly hazardous shall be incidental to the training
- 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
- That safety instructions shall be given by the school and correlated by the employer with On-the-Job Training
- 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, the teacher/coordinator, the principal, and the parent or legal guardian of the student. Copies of each agreement shall be kept on file by both the school and the employer.

This exemption for the employment of student learners may be revoked in any individual situation when it is found that reasonable precautions have not been observed for the safety of minors employed there under.

A high school graduate may be employed in an occupation in which he or she has completed training as a student learner, as provided in this section, even though he or she is not yet 18 years of age.

FREQUENTLY ASKED QUESTIONS - (FAQS)

What is a cooperative education program?

A cooperative education program is a program with elective classes that permits a student to be released from the high school campus to work part-time in a job. It is truly **“cooperative”** because four contractual parties are responsible for the success of the program and must sign an agreement: the school and the teacher/coordinator, the employer, the parent/guardian, and the student. The student must be compensated for work performed while in a cooperative education program.

What are the benefits of cooperative education programs?

The benefits of cooperative education programs are: elective high school credit(s), valuable experience in the workplace which gives students a head start on their career, employee training provided by the employer, financial earnings, and freedom and flexibility in the school day with release time from campus.

Why is the school responsible for students while they are off campus in cooperative education programs?

Students in a cooperative education program represent their school at all times, even though they are not on the school campus. Students are expected to demonstrate professional qualities of responsibility, dependability, ethical behavior, and maturity when they are at their job site.

What is a "Training Station"?

When a student is placed in a cooperative education job experience they are employed in a part-time job. A "Training Station" is what the job site is called because new skills and job tasks are learned each day the student is at the part-time job. The job site becomes the “classroom” where valuable information and skills are learned daily.

What is OJT?

On-the-Job Training (OJT) is a common term that is used for the student’s release time from the school campus—when a student is authorized to leave school early and report to his/her job site. It is a component of a cooperative education program that enables students to apply classroom instruction to actual job experiences. Some schools may require that students have ID cards to leave campus early each day.

When can the student work?

When the student is hired, the employer will set the work schedule according to the hours the student is needed at that job site. The student will sign in at the job site as the employer requires. However, the student must also complete a separate time card for the school listing the hours, days, weekly totals, and/or monthly totals that were worked. This time card is the official audit record for the "student grade" at the school. No grade can be given if this time card

record is not completed and on file in the school audit file. The teacher/coordinator will have information and requirements for the student regarding the completion of this critical document.

At what age can a student participate in cooperative education programs?

A student may be enrolled in a cooperative education program while attending a secondary school. Contact the school Guidance Department to see what cooperative education programs are offered and what the requirements are for the program. In all school programs, the student, the teacher/coordinator, and the employer will be required to follow the policies and guidelines of Child Labor Laws. (See pages 17-25).

FLORIDA'S CHILD LABOR PROGRAM. The Child Labor Program enforces the provisions of the Florida Child Labor Law. The purpose of the law is to protect the health and welfare of minors in the workplace and safeguard their education.

<http://www.career-connection.org/pdf/work-based/CLL-FAQ.pdf>

What documents must be completed to be in a cooperative education program?

The student may be required to provide proof of their Florida Driver's License and *Social Security Card. Additionally, the student is required to have a student data sheet or resume, a copy of their class schedule, a job description, an employer training agreement, and a cooperative education program student training plan. Some schools also may require that the student sign a "school contract," listing the policies and requirements for participating in a cooperative education program. A new employer training agreement must be completed for each new job that the student begins while in a cooperative education program. The teacher/coordinator will have information and specific requirements regarding the completion of these documents.

Protect Your Social Security Number And Records

Your Social Security number is used to keep a record of your earning. Here are some things you can do to protect your earnings record and to make sure that it is accurate:

- Keep your number and card in a safe place to prevent theft.
- Show your card to your employer voluntarily when you start a job so that your records are correct. Don't rely on your memory.
- Check your name, address, and Social Security number on your pay stub and W-2 Form to make sure this information is correct.
- Notify the Social Security Administration when you have a name change.
- For further questions you may have about Social Security, call the toll free number at 1-800-772-1213 or visit their website at www.ssa.gov.

Giving Your Social Security Number To Others

If a business or other enterprise asks you for your Social Security number, you may refuse to give it to them. However, that may mean doing without the purchase or service for which your Social Security number was requested.

Employers are required by law to obtain your Social Security number in order for you to be employed. Giving your number is voluntary, even when you are asked for the number directly. If requested, you should ask:

- why your number is needed,
- how your number will be used,
- what happens if you refuse, and
- what law requires you to give your number.

The answer to these questions can help you decide if you want to give your Social Security number. The decision is yours. The primary message is this – be careful with your Social Security number and your card to prevent misuse. If you think someone is misusing your number, notify the Social Security Administration at the toll free number 1-800-772-1213. Or contact them thru their website: <http://www.ssa.gov/>

What is a “Training Plan”?

The “training plan” is an individual plan for each student’s job--and needs to include instructional objectives and a list of on-the-job and in-school learning experiences. The workstation should reflect equipment, skills, and tasks relevant to the occupation the student has chosen as a career goal.

What should be done to change jobs?

Check with the teacher/coordinator regarding specific requirements for changing jobs while in a cooperative education program. However, the general rule is that if the student changes jobs, they should give a minimum of one week's notice in writing to their supervisor at their job, with a copy to their teacher/coordinator for the student's audit file. A new employer training agreement will need to be completed for each new job that the student begins while in a cooperative education program.

Why must the student attend classes while in a cooperative education program?

When the student enrolls in a cooperative education program, the guidance counselor will provide them with the information regarding classroom requirements. The student will be assigned a teacher/coordinator for the cooperative education program. Each teacher/coordinator will have informational handouts that will list requirements for classroom attendance for success in the program. The general rule is that the student receives one hour of classroom credit for each hour of work . Some counties use between 135 to 150 hours = one credit.

What opportunities are there to join a CTSO?

See the section on CTSO'S pages 55-59

In the state of Florida, career and technical programs suggest that students participate in a "career and technical student organization" (CTSO) which allows them to learn new skills and provides them with leadership opportunities. Each teacher/coordinator will have informational handouts about the *career and technical student organization(s) available.

***"A career and technical student organization is appropriate for providing leadership training and for reinforcing specific career and technical skills. Career and technical student organizations, when provided, shall be an integral part of the career and technical instructional program, and the activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065 (8), FAC."*

How do students apply for a cooperative education program with an OJT component?

Students should contact their guidance counselor, the administrator at the school, or the cooperative education program teacher/coordinator for information about cooperative education programs. There may be an application process involved, depending upon local school district policies.

Does the student need a certain GPA to get into a cooperative education program? In most cooperative education programs, there is no minimum GPA requirement. However, some districts use a 2.0 GPA since that is what is needed for graduation. It is best to ask the guidance counselor or the teacher/coordinator at the school about this.

Are there any other requirements?

Requirements will vary depending upon local school district and/or school board policies. Ask your guidance counselor, administrator, or teacher/coordinator at the school about additional requirements.

Does a student get school credit for OJT experiences?

Yes.

How many credits can be earned?

The number of credits depends upon the number of periods the student enrolls in for the OJT experience(s).

How early can the student leave the school?

The number of credits the student takes will determine the leave time. The ability to leave at a specified time will be determined by the guidance counselor and the teacher/coordinator after they review the student's scheduling needs for the year.

Do students have to find their own jobs?

Ideally, the purpose of a cooperative education program is to encourage the student to work in a career goal environment (which includes job searches). Job sites that are approved by the cooperative education program teacher/coordinator and the parent, are acceptable for the student.

Will the cooperative education program teacher/coordinator help the student find a job related to their career goals?

Yes. However, there is no guarantee that there will be a successful match based on local job opportunities.

Do students need to have a car?

It would be helpful. Cooperative education program students should leave campus promptly and have the ability to get to work on time, without having to rely upon rides from friends or family.

How are students graded for OJT credits?

The cooperative education program teacher/coordinator will visit the student at the job site and will request an employer evaluation. Students will also record the hours they work on a time card, which must be signed by the employer. Specific grading policies will differ from program to program. Students should check with their teacher/coordinator for precise grading procedures.

What if a student gets “fired” or “terminated” from their job?

There is a difference between being “fired” and being “terminated” because the employer’s business is experiencing a period of decline. In most cases, if the student is “fired” from their job and the teacher/coordinator agrees with this action, they would possibly fail all the OJT credits related to that job. If the student is “terminated” due to a slow period, they must seek employment immediately at another job site. School policies may differ so it is best to ask the cooperative education program teacher/coordinator at the school for exact guidelines and requirements.

How many hours do students have to work to earn one credit?

Although hour requirements differ from school district to school district, most cooperative education programs require students to work a minimum number of hours for each credit of work-site experience. School policies may differ so it is best to ask the cooperative education program teacher/coordinator at the school for exact guidelines and requirements. **An example would be:** Marion County Schools uses 135 hours of work = 1 credit. Manatee county uses 150 hours of work = 1 credit.

Can students work over 30 hours per week?

If the student is under 18 years of age and attends high school, they may NOT work over 30 hours (CHILD LABOR LAWS). If the student is over 18 years of age, and is attending high school, it is highly recommended that they NOT work over 30 hours per week because of the academic demands on their schedule.

Do students have to get "dressed up" for work?

The manner of dress depends upon the specific type of environment. Each job has its own dress code requirements. Each student is expected to abide by the policies of the employer.

Does attendance count?

Attendance policies will vary from school district to school district. In most cooperative education programs, good attendance will help the student's grade. In some school districts, if classroom attendance is poor, the student might be removed from all work site experiences. If attendance is poor at work, the employer's grade for the student will be reflected automatically. Check with the cooperative education program teacher/coordinator regarding attendance policies and any related district guidelines.

What leadership activities are offered?

Cooperative education program students are encouraged to join a career and technical student organization (CTSO) when provided. CTOS offer numerous types of leadership activities along with community service projects, fund raising events, and competitive business events.

Is a cooperative education program a worthwhile learning experience?

Yes. One of the main objectives of the cooperative education program is to develop caring, responsible, life-long learners who can demonstrate technical competence, leadership, and problem-solving skills.

Can students be classified as an "academic college-bound" student and take co-op?

Yes. In fact, some programs/careers now advise and encourage students to volunteer or work in the field before graduation to gain entry-level skills and experience in the college program.

What about scholarship opportunities with the Florida Bright Futures Scholarship Program?

Yes. The Diversified Education program, like other career and technical education programs, is eligible for state sponsored scholarships. The courses under this program, excluding the OJT courses, have been recorded with the Office of Student Financial Assistance and are included in their on-line databank for scholarship eligibility. Successful completion of 3 credits in diversified education courses will satisfy one of the eligibility requirements. For complete details about

scholarship eligibility, a visit should be planned to discuss this with the student's school guidance counselor.

What are the accurate number of weekly work hours that are required of students to avoid a deficiency when OJT audits are conducted?

The number of work hours during the survey week (the seven days ending on Friday, date certain for the survey) must cover the number of Class Minutes, Weekly that is funded for the student. It will, therefore, vary based on the school's bell schedule, the number of periods reported for OJT, and the number of other on-site courses taken by the student, as these must be funded before any OJT.

STUDENTS WITH SPECIAL NEEDS

Teachers, counselors, and support staff are responsible for serving all students and for helping each student reach his or her goals based on individual interests, preferences, and aptitudes. All students benefit from quality cooperative education program experiences that provide the opportunity to develop and practice skills that students need to successfully transition to adult life as productive citizens. However, some students need accommodations, modifications, special assistance and/or support services to actively participate in and to benefit from cooperative education programs.

It is important for career and technical education teacher/coordinators to take steps to:

- Connect with special needs personnel to ensure that students' needs are met, leading to success in the program
- Define roles and responsibilities clearly so that each staff member can contribute to the program effectiveness based on his or her strengths and experiences
- Ensure that accommodations and special services are provided

Strategies for ensuring that students with special needs succeed in cooperative education programs include the following:

School district and local school policies/procedures describe how these programs will include ALL students

Career and technical education teacher/coordinators work closely with partners serving students with special needs

A variety of instructional materials and adaptive resources are used to meet the needs of students of varying reading levels, learning styles and native languages

Instructional materials include examples of individuals employed in nontraditional careers and are diverse in terms of gender, ethnicity, and disability

Staff use appropriate "person-first" language in verbal and written communication/instructional materials (i.e., "student with specific learning disabilities" instead of "a learning disabled student")

On-campus and off-campus activities include role models representative of different ethnic groups and disabilities

Fully accessible facilities/work-sites are used for all activities

Accommodations are provided to ensure that students are full participants in cooperative education program activities (including sign language interpreters, and assistive technology)

Different teaching styles are used to match students' diverse learning styles

Computer aided instruction is used to match students' learning styles

Activities and instruction lead students to their career goals based on their interests, aptitudes, and preferences

Relevant information and training are provided to appropriate staff (teacher/coordinators, counselors, etc.)

Strategies for ensuring students with special needs master cooperative education program competencies include:

Using a multi-sensory approach in all activities to promote active learning

Providing accommodations (including specially prepared materials, interpreters, and assistive technology) based on individual student needs

Providing positive feedback for effort and accomplishments

Using real-life examples that are relevant to students

Providing opportunities for small group activities

Using peer tutors (peer mentors or the buddy system)

Using cooperative learning techniques

Providing opportunities for practicing new skills in different situations

Helping students feel comfortable asking others for assistance when needed

Using strategies to build each student's confidence and self-esteem

Using a variety of instructional strategies, techniques, and materials

Providing professional development opportunities to staff who work with students with special needs

Students with Disabilities

Career and technical education teachers are important members of the instructional team for students with disabilities. There are two populations of students with disabilities. One population is students with disabilities served through exceptional student education (ESE) under the requirements of the Individuals with Disabilities Education Act (IDEA). Students served in ESE are also protected under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA). The other population is students with disabilities protected under Section 504 and ADA but not qualified under IDEA.

Students with disabilities in exceptional student education must have an Individual Educational Plan (IEP), developed and revised annually. The IEP documents the student's present level of educational performance, goals and objectives or benchmarks, special education and related services and supplementary aids and services that are needed for the individual student. Beginning at age 14, certain transition components, such as the diploma decision and course of study, are addressed in IEPs for students with disabilities. Additional transition services requirements must be addressed beginning at age 16, which includes determining what services are needed to assist the student in reaching his or her - measurable postsecondary goals in the areas of education/training, employment, and independent living, if appropriate.

A 504 or Accommodations Plan is developed for students with disabilities who are protected under Section 504 (but are not eligible under IDEA). The Accommodations Plan describes accommodations or services the student needs to succeed.

Supported Competitive Employment

Supported Competitive Employment for Students with Disabilities includes intensive individual time limited training with a job coach or employment specialist (Phase I) followed by ongoing support services (Phase II). Supported competitive employment is designed for persons with significant disabilities who require extended, ongoing support services in order to maintain employment in the community.

Students from Diverse Cultural Backgrounds

Career and technical education teachers have increasingly important roles in working with special needs students including students from diverse cultural backgrounds. Cultural diversities are important factors deserving increased awareness and understanding on the part of all school personnel. Career and technical education teachers should take action to assure students of culturally diverse backgrounds access to appropriate services and cooperative education program opportunities that promote maximum development. It is important for career and technical education teachers to implement strategies to ensure a climate that respects diversity and supports student success.

Resources

Accommodations, Assisting Students with Disabilities: A Guide for Educators, 1999 (Florida Department of Education, Bureau of Instructional Support and Community Services)

<http://www.fldoe.org/ese/pdf/accomm-educator.pdf>

Accommodations and Modifications for Students with Disabilities in Vocational Education and Adult General Education, 200 (brochure, Florida Department of Education, Division of Workforce Development, available at http://www.paec.org/fdlrstech/k12_05-59a.pdf

What Parents Need to Know

<http://www.fldoe.org/ese/pdf/ac-mod-parents.pdf>

Accommodations and Modifications for Students with Disabilities in Vocational Education and Adult General Education (a guide, Florida Department of Education, Division of Workforce Development, available at or <http://www.cpt.fsu.edu/ese/pdf/acmdvoc.pdf>)

District implementation guide for section 504
<http://www.fl DOE.org/ese/pdf/sect504.pdf>

Web Sites

[Program Options for Students with Disabilities Career and Technical Education](#)

[Program Options for Students with Disabilities Career and Technical Education / What Students and Families Need to Know](#)

[Simply Careers! - Helping Students with Disabilities Effectively Plan Their Futures through Comprehensive Career Development](#)

<http://www.fl DOE.org/ese/pubxhome.asp#c>

SAMPLE FORMS

Sample Cooperative Education Program On-the-Job Training Forms

What are the types of forms needed for documentation?

Each district may differ in the format of the documents, but each document suggested helps in the documentation process. Several documents are required, as stated in the curriculum frameworks, for cooperative education. These documents are:

- Time Card (monthly or weekly documentation of the student's work hours)
- Training Agreement with signatures of the employer, student, school, and parent(s)
- Training Plan (list of the student's job description with specific and general tasks)
- Evaluation Form or Employer Rating Form for the OJT component

Each district has local policies that determine which forms should be used and retained for documentation. These forms are samples that can be redesigned and/or used as appropriate for the district or program.

SAMPLE

Cooperative Education--Student Training Agreement

The School District of _____ intends to employ:

(First Name) (Middle) (Last Name)

(Address) (City) (Zip)

On this date _____ as a _____

for _____ days per week _____ hours per day, between hours of _____ a.m . _____ p.m.

Name of Company _____

Address of Company: _____

EMPLOYER RESPONSIBILITIES: The employer agrees to place the trainee in the work specified above for the purpose of providing occupational experience of instructional value. The work activity will be under the supervision of a qualified supervisor. The work will be performed under safe and hazard-free conditions. The trainee will receive the same consideration given other employees with regard to safety, health, social security, general work conditions and other policies and procedures of the firm. The employer will adhere to all State and Federal Regulations regarding employment, Child Labor Laws, and minimum wage, and will not discriminate in employment policies, educational programs or activities for reasons of race, sex, color, religion, national origin, marital status, age or handicap.

TEACHER/COORDINATOR RESPONSIBILITIES: The teacher/coordinator agrees to visit each trainee at the training station no less than one time per grading period and will continue a close working relationship with the person to whom the trainee is responsible while on the job. The teacher/coordinator shall attempt to resolve any complaints through the cooperative efforts of all parties concerned. The teacher/coordinator will meet with the trainee's parents or guardian prior to job placement and during the school year. The Training Agreement will be kept on file for three (3) years at the school center.

PARENT/GUARDIAN RESPONSIBILITIES: The parent or guardian agrees that the trainee may participate in Cooperative Education Training as provided by the public school.

STUDENT RESPONSIBILITIES: The trainee agrees to follow rules and guidelines established by the school, employer and teacher/coordinator regarding hours of work, school attendance and procedures. When absent from school without a valid excuse, the student should not be permitted to work.

WE, THE UNDERSIGNED, have read this Training Agreement and understand the conditions and provisions contained therein.

Employer

Teacher/Coordinator

Student

Parent/Guardian

SAMPLE

Cooperative Education--Student Training Agreement

Student Name: _____ Telephone: _____

Student E-mail: _____

Address: _____ City: _____ State: ____ Zip: _____

Social Security Number: _____ Date of Birth: _____

Employer Name: _____ Telephone: _____

Employer E-mail: _____

Employer Address: _____

Days per week: M T W TH F S SUN Hours per day: _____ Hours: _____ a.m./p.m.

Training/Occupation Title: _____

Release Periods: _____

Career Clusters

(Circle the one that applies)

Agriculture, Food & Natural Resources

Health Science

Architecture & Construction

Hospitality & Tourism

Arts, A/V Technology & Communication

Human Services

Business, Management & Administration

Information Technology

Education & Training

Law, Public Safety & Security

Energy

Manufacturing

Engineering & Technology Education

Marketing, Sales & Service

Finance

Science, Technology, Engineering & Mathematics (STEM)

Government & Public Administration

Transportation, Distribution & Logistics

Work-based Learning Activity
(Check all that apply)

- Clinical/Practicum Job Shadowing School Enterprise Internship
- Mentoring Youth Apprenticeship On-the-Job Training

EMPLOYER RESPONSIBILITIES: The employer agrees to place the trainee in the work specified above for the purpose of providing occupational experience of instructional value. The work activity will be under the supervision of a qualified supervisor. The work will be performed under safe and hazard free conditions. The trainee will receive the same consideration given other employees with regard to safety, health, social security, general work conditions and other policies and procedures of the firm. The employer will adhere to all state and federal regulations regarding employment, child labor laws, and minimum wage, and will not discriminate in employment policies, educational programs or activities for reasons of race, sex, color, religion, national origin, marital status, age or handicap.

TEACHER/COORDINATOR RESPONSIBILITIES: The teacher/coordinator agrees to visit each trainee at the training station and will continue a close working relationship with the person to whom the trainee is responsible while on the job. The teacher/coordinator shall attempt to resolve any complaints through the cooperative efforts of all parties concerned. The teacher/coordinator will meet with each trainee’s parent and/or guardian prior to job placement and during the school year. The local education office will keep each trainee’s Training Agreement on file for three (3) years.

PARENT/GUARDIAN RESPONSIBILITIES: The parent/guardian agrees to allow the student to participate in the program as provided by the public school.

STUDENT RESPONSIBILITIES: The trainee (student) agrees to follow rules and guidelines established by the school, employer, and teacher/coordinator with regard to hours of work, school attendance, and reporting procedures.

ALL SIGNATORIES AGREE TO COMPLY WITH THE RESPONSIBILITIES SPECIFIED IN THE TRAINING AGREEMENT.

| | | | |
|---------|------|---------------------|------|
| Student | Date | Teacher/Coordinator | Date |
|---------|------|---------------------|------|

| | | | |
|----------|------|-----------------|------|
| Employer | Date | Parent/Guardian | Date |
|----------|------|-----------------|------|

Employer’s Insurance Carrier

| | |
|--------------------------|-----------|
| Carrier’s Contact Person | Telephone |
|--------------------------|-----------|

SAMPLE
Cooperative Education--Student Training Plan Worksheet

Student Name _____ Phone No. _____ Student D.O.B. _____

Training Agreement on File? Yes No OJT Release Period _____

Job Title _____ Name of Company _____

Address _____

Name of Supervisor _____ Phone No. _____

A. Specific Tasks

List Specific Tasks for On-the-Job Employment Special Duties/Tasks to be learned:

B. General Tasks/Employability Skills Needed for Success for On-the-Job Training

- Maintain neat, attractive personal appearance with good posture
- Maintain clean, well-pressed clothes and specific clothes (if required)
- Exhibit a cheerful, positive attitude and professional manner
- Demonstrate an understanding of the company's vision and goals
- Demonstrate an understanding of the company's products and/or services
- Demonstrate interpersonal skills which enhance team productivity
- Demonstrate the ability to resolve customer, employee/employer issues
- Demonstrate legal and ethical behavior within the scope of job responsibilities
- Exhibit behavior supporting and promoting cultural and ethnic diversity
- Follow policies affecting health, safety, and well being of all workplace members
- Display acceptable level of production and quality control
- Demonstrate acceptable work habits and conduct as defined by company policy
- *Exhibit effective workplace safety practices including use of protective devices*

C. List the company's vision and goals and what the company does. List how you fit into the company's vision and goals. (i.e. Demonstrate an understanding of the company's products/services.)

Signature of Employer _____ Date _____

Signature of Student _____ Date _____

**We agree that the tasks, duties, and/or competencies identified above are to be included in the student's on-the-job training while enrolled in this program.*

The purpose of this cooperative education program is to provide the student with selected occupational skills through employment-related instruction and concurrent, paid, supervised on-the-job training. Employment-related instruction is in-school instruction, which includes competencies directly related to the occupation in which the student is employed. Supervised on-the-job training provides opportunities for selective placement based on the student's occupational choice, competency development, and evaluation through planned instructional activities in a job setting.

SAMPLE

Cooperative Education--Student Training Plan Worksheet
Career and Technical Education Department--Training Plan
_____ School District

| | |
|---------------------------------------|--------------|
| Name of Student: | |
| Date of Employment: | |
| Training Station: | |
| Address: | |
| Contact Person: | |
| Job Title and Description: | |
| Employer Commitment: | |
| Employer Signature: | Date: |
| Student Signature: | Date: |
| Teacher/Coordinator Signature: | Date: |
| Parent/Guardian Signature: | Date: |

SAMPLE

Cooperative Education Grade Sheet

Student's Name _____

Grading Period _____

Agency _____

DIRECTIONS: Please circle the description of the performance that applies to the trait.

| TRAITS | PERFORMANCE | | | |
|--------------------------------|--|--|----------------------------------|---|
| | 100-90 | 89-80 | 79-70 | 69-60 |
| Quality of Work | Superior | Very Good | Average | Poor |
| Knowledge of Work | Excellent | Good | Adequate | Insufficient |
| Work Attitude | Very enthusiastic | Shows great interest | Shows normal interest | Indifferent; uninterested |
| Attendance/Punctuality | Attends daily; always on time | Occasionally absent or late | Warned for tardiness/truancy | Frequently absent or late |
| Decision-Making Ability | Makes accurate, well-informed decisions | Needs occasional guidance from supervisor/others | Often needs help with decisions | Cannot make own decisions |
| Industry (Diligence) | Industrious; works extra | Works steadily; good effort | Persistent in efforts | Avoids work; not persistent |
| Work Initiative | Seeks additional tasks; highly motivated | Alert to opportunities; makes good suggestions | Regular work performed promptly | Needs explanation of routine work |
| Organizational Ability | Highly capable of organizing | Fairly organized | Disorganized occasionally | Disorganized often |
| Attitude Toward Others | Positive; takes active friendly interest in others | Pleasant, polite | Sometimes difficult to work with | Inclined to be quarrelsome, uncooperative |
| Acceptance of | Welcomes | Accepts willingly | Accepts under | Avoids |

| | | | | |
|-----------------------|----------------|-----------------|---------|----------------------------------|
| Responsibility | responsibility | without protest | protest | responsibility whenever possible |
|-----------------------|----------------|-----------------|---------|----------------------------------|

DIRECTIONS: Please place a check in the column that describes the specific job skill

| SPECIFIC JOB-RELATED SKILLS | EXCELLENT 100-90 | ABOVE AVERAGE 89-80 | AVERAGE 79-70 | POOR 69-60 |
|---|-----------------------------|------------------------------------|--------------------------|-----------------------|
| Follows specific safety rules | | | | |
| Wears necessary safety equipment | | | | |
| Follows policies for well-being of all employees | | | | |
| Applies knowledge of environmental, health, and safety issues | | | | |
| | | | | |

IN TERMS OF A NUMERICAL GRADE, I WOULD GIVE A _____.

100-90 = A 89-80 = B 79-70 = C 69-60 = D 59-0 = F

Supervisor's Signature

Date

SAMPLE

Cooperative Education--Student Training Plan

The purpose of this program is to provide the student with selected occupational skills through employment-related instruction and concurrent, paid, supervised on-the-job training. Employment-related instruction is in-school instruction that includes competencies directly related to the occupation in which the student is employed. Supervised on-the-job training provides opportunities for selective placement based on the student's occupational choice, competency development, and evaluation through planned instructional activities in a job setting.

General Office Clerk- 43-9061.00

Perform duties too varied and diverse to be classified in any specific office clerical occupation, requiring knowledge of office systems and procedures. Clerical duties may be assigned in accordance with the office procedures of individual establishments and may include a combination of answering telephones, bookkeeping, typing or word processing, stenography, office machine operation, and filing.

Specific Tasks

- Stocks and sorts various clerical supplies as needed
- Opens, sorts, and distributes incoming mail
- Collects, seals, and stamps outgoing mail
- Delivers oral or written messages
- Collects and distributes paperwork from one department to another
- Marks, tabulates, and files articles, documents and records
- Retrieves files with articles and records
- Prepares file folders, labels, or files for use
- May use office equipment such as sealing, binding, or stamping machine
- May deliver items to other business establishments
- May use the computer for data input, Internet searches, or other tasks
- May use the computer to prepare letters, documents, and other reports
- May answer the telephone, take messages, and disseminate information to clients

General Tasks

- Maintains neat, attractive personal appearance with good posture
- Maintains clean, neat clothing and wears specific uniform/clothes (if required)
- Exhibits a cheerful, positive attitude and businesslike manner
- Demonstrates an understanding of the company's vision and goals
- Demonstrates an understanding of the company's products and/or service
- Demonstrates interpersonal skills that enhance team productivity
- Demonstrates the ability to resolve customer, employee/employer concerns
- Demonstrates legal and ethical behavior within the scope of job responsibilities
- Exhibits behavior supporting and promoting cultural and ethnic diversity
- Follows policies affecting health, safety, and well being of all workplace members
- Displays acceptable level of production and quality control
- Demonstrates acceptable work habits and conduct as defined by company policy
- Exhibits effective workplace safety practices including use of protective devices

We agree that the task, duties, and/or competencies identified above are to be included in the student's on-the-job training while enrolled in this technical program.

Employer: _____ Date: _____

Student/Employee: _____ Date: _____

Teacher/Coordinator: _____ Date: _____

SAMPLE

Cooperative Education--Monthly Time Card

| | |
|---|--|
| _____ School District | _____ Name of School |
| _____ School Address | _____ Name of Teacher/Coordinator |
| _____ Telephone of Teacher/Coordinator | _____ E-mail of Teacher/Coordinator |

| | |
|--------------------------------|---------------------------------|
| _____ Student Name | _____ Social Security Number |
| _____ Student Date of Birth | _____ Student Age |

| | |
|--|-------------------------------------|
| _____ OJT Release Periods from School | _____ Job Placement-Company Name |
| _____ Company Address | _____ Supervisor Name |

MONTH

| Day | Arrive (Time) | Leave (Time) | Hours Worked |
|-----|---------------|--------------|--------------|
| M | | | |
| T | | | |
| W | | | |
| Th | | | |
| F | | | |
| S | | | |
| S | | | |
| M | | | |
| T | | | |
| W | | | |
| Th | | | |
| F | | | |
| S | | | |

| | | | |
|----|--|--|--|
| S | | | |
| M | | | |
| T | | | |
| W | | | |
| Th | | | |
| F | | | |
| S | | | |
| S | | | |
| M | | | |
| T | | | |
| W | | | |
| Th | | | |
| F | | | |
| S | | | |

Signature of Supervisor _____ Date _____

Signature of Student _____ Date _____

****Attach one check stub for pay period to this time card for official audit****

SAMPLE

Cooperative Education--Weekly Time Card

| |
|---|
| Public School District: |
| Name of Teacher/Coordinator: |
| Phone Number: |
| E-mail of Teacher/Coordinator: |
| Name of School: |
| Address: |
| City, State, and Zip: |
| Name of Student: |
| OJT Release Periods from School: |
| Social Security No: |
| Job Placement: |
| Name of Company: |
| Address of Company: |
| City, State, and Zip: |
| Supervisor's |
| Name: |
| Title: |
| Student's Signature: |
| Date of Birth: |
| Age of Student: |

WEEK of _____ to _____

| Day | Arrive | Leave | Hours Worked |
|-----|--------|-------|--------------|
| M | | | |
| T | | | |
| W | | | |
| Th | | | |
| F | | | |
| S | | | |
| S | | | |

Signature of Supervisor _____ Date: _____

SAMPLE

Cooperative Education—Student Rating Form
(This form is to be filled out by the Supervisor of the Student/Employee)

| | |
|------------------------------------|--------------------------|
| _____ | _____ |
| Print Supervisor Name | Title |
| _____ | |
| Place of Employment Address | |
| _____ | |
| _____ | _____ |
| Student Name | Student Job Title |

**** Attach one check stub for pay period to this time card for official audit****

RATE STUDENT/EMPLOYEE USING THE FOLLOWING SCALE:

5 -Excellent; 4 -Above Average; 3.5 -Meets Expectations; 3 -Average; 2 -Below Average; 1 -Poor

Part I - Employability

| | | | | | | | |
|---|---|---|-----|---|---|---|-----|
| 1. Uses correct language; speaks clearly; listens | 5 | 4 | 3.5 | 3 | 2 | 1 | N/A |
| 2. Works well with others; is a part of the team; uses initiative | 5 | 4 | 3.5 | 3 | 2 | 1 | N/A |
| 3. Punctual to work; has good attendance; uses good judgment | 5 | 4 | 3.5 | 3 | 2 | 1 | N/A |
| 4. Accepts responsibility; is reliable; follows up on job assignments | 5 | 4 | 3.5 | 3 | 2 | 1 | N/A |
| 5. Greets clients; is respectful; is courteous; has acceptable attitude | 5 | 4 | 3.5 | 3 | 2 | 1 | N/A |

Part II - Specific Job Skills and Work-site Requirements

| | | | | | | | |
|--|---|---|-----|---|---|---|-----|
| 6. Follows prescribed dress code and/or uniform requirements | 5 | 4 | 3.5 | 3 | 2 | 1 | N/A |
| 7. Performs duties and job assignments without being reminded | 5 | 4 | 3.5 | 3 | 2 | 1 | N/A |
| 8. Performs specific tasks efficiently and effectively | 5 | 4 | 3.5 | 3 | 2 | 1 | N/A |
| 9. Follows directions from manager and/or supervisor/team leader | 5 | 4 | 3.5 | 3 | 2 | 1 | N/A |
| 10. Follows safety, security and/or sanitation policies | 5 | 4 | 3.5 | 3 | 2 | 1 | N/A |
| 11. Performs duties in timely fashion without reminders | 5 | 4 | 3.5 | 3 | 2 | 1 | N/A |
| 12. Shows job competence and task improvement since hiring | 5 | 4 | 3.5 | 3 | 2 | 1 | N/A |

Part III - Professional Growth/Ethics

| | | | | | | | |
|---|---|---|-----|---|---|---|-----|
| 13. Demonstrates knowledge of company/unit policies/functions | 5 | 4 | 3.5 | 3 | 2 | 1 | N/A |
| 14. Shows loyalty to and has knowledge of mission statement | 5 | 4 | 3.5 | 3 | 2 | 1 | N/A |
| 15. Attends meetings when directed; follows company policies/goals | 5 | 4 | 3.5 | 3 | 2 | 1 | N/A |
| 16. Demonstrates legal and ethical behavior within the scope of job | 5 | 4 | 3.5 | 3 | 2 | 1 | N/A |
| 17. Shows initiative in learning new jobs and accepting new tasks | 5 | 4 | 3.5 | 3 | 2 | 1 | N/A |
| 18. Demonstrates professional growth and mature decision-making | 5 | 4 | 3.5 | 3 | 2 | 1 | N/A |
| 19. Performs job tasks occasionally even if not part of job description | 5 | 4 | 3.5 | 3 | 2 | 1 | N/A |
| 20. Understands need for adhering to set schedules and deadlines | 5 | 4 | 3.5 | 3 | 2 | 1 | N/A |

Supervisor: _____ Date: _____

Student: _____ Date: _____

SAMPLE
Cooperative Education--Employment Contact Form

Name of Student: _____

Program: _____

Teacher/Coordinator: _____

Dates of Employment: _____

PLEASE PRINT ALL INFORMATION BELOW

Job Information

Job Title: _____

Name of Company/Business: _____

Address: _____

Phone No.: _____

Contact person: _____

How did you learn about the opening of this job?

Action Taken:

Interview Scheduled: _____ Y or _____ N

Date: _____ Time: _____

Name of Interviewer: _____

Letter of application sent: _____ Y or _____ N

Date: _____

Phone Number: _____

Date called: _____

Outcome: _____

Follow-up action needed:

SAMPLE

Cooperative Education - Child Labor Law Hazardous Occupation Form

| | | |
|-------------------------------|---------------------------|---|
| | | |
| LAST NAME | FIRST NAME | MI |
| SOCIAL SECURITY NUMBER | | |
| DATE OF BIRTH | | |
| EMPLOYER NAME | | EMPLOYER ADDRESS |
| FOR ____ DAYS PER WEEK | ____ HOURS PER DAY | BETWEEN THE HOURS OF ____ A.M. ____ P.M. |
| SCHOOL | | TRAINING PROGRAM |

Check the hazardous occupation(s) for which the exemption applies:

- On any scaffolding, roof, superstructure, residential or nonresidential building construction, or ladder above six (6) feet
- In the operation of power-driven woodworking machines
- In the operation of power-driven metal forming, punching, or shearing machines
- Slaughtering, meat packing, processing, or rendering except as provided in 29 C.F.R. part 570.61(c) which includes meat slicing machines.
- In the operation of power-driven paper products and printing machines
- Excavation operations which include the operation of trenchers and earthmoving equipment
- Working on electric apparatus or wiring
- Operating or assisting to operate: (including starting, stopping, connecting or disconnecting, feeding, or any other activity involving physical contact associated with operating) a tractor over 20 PTO horsepower, any harvesting, planting, or plowing machinery.
- Fork Lift (Only in an agricultural setting or with non-FLSA covered employers)

Note: The USDOL does not allow an exception for student learners in Hazardous Occupation #7, which covers the operation of power-driven hoisting apparatus in non-agricultural employment. Other equipment not permitted includes derricks, hoists, and cranes. Employers may contact the USDOL at 1.866.487.2365 to verify their coverage under the FLSA (Fair Labor Standards Act). OSHA also requires all fork lift operators to have completed an OSHA approved training course prior to working.

In accordance with Section 450.061(2) F.S., the undersigned attests to the following:

- That the student learner is enrolled in a youth vocational training program under a recognized state or local educational authority.
- That the work of the student learner in the occupation declared particularly hazardous is incidental to the training received.

- That the work performed shall be intermittent and for short periods of time and under the direct and close supervision of a qualified and experienced person.
- That the safety instructions shall be given by the school and correlated by the employer with on-the-job training.
- That the student has a schedule of organized and progressive work processes to perform on the job.

Print or Type Student's Name

Student's Signature

Date

Print or Type Parent/Guardian's Name

Parent/Guardian's Signature

Date

Print or Type Employer's Name

Employer's Signature

Date

Print or Type Teacher/Coordinator's Name

Teacher/Coordinator's Signature

Date

Print or Type Principal's Name

Principal's Signature

Date

(A copy of this agreement shall be maintained by the employer and the school)

CTSO's

In the state of Florida, career and technical programs suggest that students participate in a “career and technical student organization” (CTSO) which allows them to learn new skills and provides them with leadership opportunities. Each teacher/coordinator will have informational handouts about the *career and technical student organization(s) available.

“A career and technical student organization is appropriate for providing leadership training and for reinforcing specific career and technical skills. Career and technical student organizations, when provided, shall be an integral part of the career and technical instructional program, and the activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065 (8), FAC.”



Agriculture, Food & Natural Resources

Agriculture, Food & Natural Resources includes various combinations of subject matter and learning experiences in agriculture production, agricultural supplies/services, agricultural mechanics, agricultural products processing, ornamental horticulture, agricultural (natural) resources, forestry, and planned leadership/employability skills. Opportunities for employment in agricultural and natural resources occupations are found at all levels including technical, managerial, and professional.. The purpose of this OJT course is to provide an on-the-job training component in conjunction with a job preparatory program to prepare students for employment in agricultural occupations. The OJT placement is to be directly related to the field of agriculture.

Major objectives of Career and Adult Education in Agriculture, Food & Natural Resources include:

- To develop agricultural competencies needed by individuals engaged in or preparing to engage in Agriscience and natural resources occupations.
- To develop through exploratory experiences an understanding of, and an appreciation for, occupations in Agriculture, Food & Natural Resources.
- To develop the ability to secure satisfactory placement and advance in an Agriculture, Food & Natural Resources occupation through a program of continuing education.
- To develop the abilities in human relations which are essential to success in Agriculture, Food & Natural Resources occupations.
- To develop the abilities needed to exercise and follow effective leadership in fulfilling occupational, social, and civic responsibilities.

- To reinforce basic skills in English, mathematics, and science appropriate for the job preparatory programs through vocational classroom instruction and applied laboratory procedures or practice.

National FFA is the organization available to make a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success through agriculture education.



BUSINESS TECHNOLOGY EDUCATION

Business technology education is a group of planned, specialized instructional programs structured to prepare students to enter, advance, and refine prescribed competencies for employment in a cluster of business occupations or in a specific occupation chosen as a career objective. Congruent to all programs are the identified economic concepts and leadership activities, which enable the individual to function as a consumer, voter, worker, and leader in the American business system.



DIVERSIFIED EDUCATION

Diversified Education includes courses, programs and activities designed to: (1) prepare the student for employment in selected occupations utilizing the cooperative method of instruction; (2) motivate the student to remain in school by providing a variety of supervised, occupational on-the-job experiences combined with general human relations and employability skills; and (3) reinforce the basic skills in English, mathematics and science appropriate for any job preparatory program in which the student is enrolled.

Cooperative Education Clubs of Florida (CECF)/Business Professionals of America (BPA) are the appropriate vocational student organizations to provide the student with leadership training and reinforce specific vocational skills.



FAMILY & CONSUMER SCIENCES

Family and Consumer Science (FACS) courses leading to successful programs, services and activities are designed to prepare youth for occupations in the hospitality and tourism, and education and training fields. These programs provide subject matter and practical learning experiences in the areas of food and nutrition, consumer education, family living, child development and parenting, housing, home management, including resources management, and clothing and textiles. Training provided for employment opportunities in all areas range from entry level through technical, managerial, and professional. Today's FCS professionals include early childhood, elementary and secondary teachers, chefs, and hotel and restaurant managers.

Family, Career and Community Leaders of America (FCCLA) is the student organization affiliated with Family and Consumer Sciences. It is the only national Career and Technical Student Organization with the family as its central focus. FCCLA promotes personal growth and leadership development through family and consumer sciences education. Members develop skills for life through character development, creative and critical thinking, interpersonal communications, practical knowledge, and career preparation.



HEALTH SCIENCE EDUCATION

Health Science Education comprises the body of subject matter and planned learning experiences designed to prepare individuals with competencies required to assist qualified health professionals in providing diagnostic, therapeutic, preventive, restorative, and rehabilitative services to patients in health care facilities, in the home, and in the community.

Health Occupations Students of America (HOSA) is the organization available to students to enhance the delivery of compassionate, quality health care by providing opportunities for knowledge, skill, and leadership development to all health occupation education students therefore helping students meet the needs of the health care community.

MANUFACTURING,

ARCHITECTURE & CONSTRUCTION

TRANSPORTATION, DISTRIBUTION & LOGISTICS



These Clusters provides an on-the-job training component for post-secondary students and dual enrolled high school students who are currently enrolled in job preparatory programs. Students receive a combination of technical industrial instruction in the classroom and related on-the-job training through employment in an occupational area directly related to their program of study.

SkillsUSA-is the career technical organization affiliated with these career clusters. SkillsUSA-prepares America's high performance workers. The organization provides quality education experiences for students in leadership, teamwork, citizenship, and character development. Student members have the opportunity to compete in local, state, and national competitions in which students demonstrate occupational and leadership skills.



MARKETING EDUCATION

Marketing and Diversified Education programs encompass occupational instruction in the field of distribution and marketing. The marketing education program is designed to prepare individuals to enter marketing simulation competitions. Emphasis is on the development of attitudes, skills, and understandings related to marketing, merchandising, and management. Marketing occupations are found in such areas of economic activity as retail and wholesale trade, finance, insurance, real estate services and service trade, manufacturing, transportation, utilities, and communications.

The mission of this organization is to enhance the co-curricular education of students who have an interest in marketing, management, and entrepreneurship. DECA seeks to help students develop skills and competencies for marketing careers.

ENGINEERING & TECHNOLOGY EDUCATION

SCIENCE, TECHNOLOGY,

ENGINEERING & MATH (STEM)

INFORMATION TECHNOLOGY



Information Technology and related Education is a logical link in the educational process that treats both academic and career and technical skills in a theoretical and applied way. Students are provided optimum experiences, both abstract and concrete, through the applied study of technological tools, materials, systems, and processes. Students in technology education programs learn to apply problem-solving skills to the solution of community, industry, and life problems and technological issues. These program are organized around, but not limited to, the technological categories of drafting, electronics, communications, construction, production, power, transportation, aerospace, engineering, and supporting content areas.

OJT courses in these areas teach students how to survive in a modern world and in an economy that needs, uses, and rewards an array of human talents much wider than the narrower academic and occupational skills that are traditionally taught.

Technology Student Association (TSA) is the organization available to students to enhance the development of the skills, creative abilities, positive self-concepts, and individual capabilities to use a variety of technologies. This organization promotes growth and leadership development through technical education.