

Escambia County Board of Education

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Director of
Career and Technical Education
Workforce Development

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To file a complaint of discrimination write the Escambia County School System, Human Resources Department, Cheryl Jones, (George Brown 504, Title IX) 301 Belleville Ave. Brewton, Alabama 36426 or call (251) 867-6251. Escambia County Schools is an equal opportunity provider and employer.

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FOREWORD

This publication has been prepared by the Career and Technical Education Division to provide information on Career and Technical Education Programs.

The Escambia County Career and Technical Education program is administered by the Escambia County Board of Education to comply with the state plan developed in compliance with policies, state and federal laws, and to achieve quality in Career and Technical Education programs.

Escambia County School System's Career and Technical Education Division provides leadership for program administration and development at the secondary level.

Local Career and Technical Education administrators/supervisors are assigned by the system as needed. It is the responsibility of the division to monitor for compliance and evaluate the effectiveness of all programs.

The policies in this publication were developed to ensure compliance and quality in Career and Technical Education programs in the Escambia County School System.



State Department of Education

Refer to the website for contact information: <https://www.alabamaachieves.org/>

Click "Divisions & Offices"

Click "Career & Technical Education/Workforce Development"

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MISSION STATEMENT

Career and Technical Education

The mission of Escambia County Schools is to provide a safe, rigorous, and engaging learning environment that promotes healthy, respectful, resourceful, and responsible life-long learners who will collaborate, lead by example, set goals to strive for excellence, and graduate as college or career ready.

We Are One!



INTRODUCTION

Career and Technical Education is competency based, applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, life skills, work attitudes, employability skills, and occupation-specific skills through organized educational programs of sequenced courses. These courses are based upon the State Board of Education approved Career and Technical Education courses of study and provide technical skills and academic knowledge necessary for success in current or emerging employment sectors and preparation for further education.

Alabama's Career and Technical Education program is designed to keep abreast of the rapid changes in business and industry by offering students a rigorous array of coursework to help prepare them for advanced learning and a wide range of career opportunities. Rigor in the course of study is derived from two primary sources—academic and industry-specific workplace knowledge and skills. Rigor in the workplace is evidenced by the knowledge and skills required for students to achieve, maintain, and advance in employment in a particular pathway. The level of academic and workplace rigor is a function of the degree to which each career and technical education program prepares students for high-skill, high-wage, or high-demand careers. For select career opportunities, credentials and certifications have been established that validate the rigor of the curriculum to parents, students, and business and industry. In addition, articulation agreements in partnership with postsecondary institutions have been developed to allow for a seamless transition for students pursuing opportunities for continued education.

Alabama's growing economy has created the demand for an increased number of quality employees. The Career and Technical Education program of studies, through the implementation of this course of study, equips students with the life skills and knowledge necessary to meet this and other demands by preparing them for lifelong learning.

The content of Career and Technical Education is based on the sixteen career clusters identified by the United States Department of Education for providing a framework for arranging curriculum and instruction around groups of similar occupations. Within the clusters, separate content standards have been developed for 79 career pathways. The sixteen career clusters are listed below:

1. Agriculture, Food, and Natural Resources
2. Architecture and Construction
3. Arts, A/V Technology, and Communications
4. Business, Management, and Administration
5. Education and Training
6. Finance
7. Government and Public Administration/JROTC
8. Health Science
9. Hospitality and Tourism
10. Human Services
11. Information Technology
12. Law, Public Safety, Corrections, and Security
13. Manufacturing
14. Marketing, Sales, and Services
15. Science, Technology, Engineering, and Mathematics
16. Transportation, Distribution, and Logistics

PURPOSE

The purpose of Career and Technical Education is to prepare citizens for optimum quality of individual and family life and to be more competitive in the today's economy. These goals are to be achieved through effective integration of Career and Technical Education and academic skills necessary to succeed in a diverse, global, and technological society.

DELIVERY

The goals of Career and Technical Education shall be achieved through the following delivery systems:

1. School-based learning is conducted in area Career and Technical Education Centers, middle schools, and high schools. These courses provide competency-based instruction and knowledge, skills and attitudes necessary to manage the challenges of living and working in a diverse, global society; prepare for employment; and continue further educational preparation.
2. Work-Based Learning provides students with opportunities to be career ready, build career awareness, explore career options, and develops critical thinking skills. Work-Based learning encompasses the following: Clinical Experiences; Cooperative Education; Education and Training Internship (Paid or Unpaid); Entrepreneurship; Industry Tours or Job Fairs; Job Shadowing/Mentoring; Youth Apprenticeship; School-Based Enterprises; and Supervised Agricultural Experiences.
3. Career and Technical Education student organization (CTSO) activities are an integral part of each instructional program.

These delivery systems enable students to:

- Make informed career choices
- Develop attitudes, habits and values needed to succeed in the home and work place
- Apply generalized job skills associated with a broad range of related occupations
- Apply academic training in practical problems and projects related to the home and work place
- Transfer to further education or training and
- Apply knowledge and skills necessary for optimum quality of life for individuals in personal, home and community living

Implementing Equal Access to CTE Programs

The purpose of the Perkins Act is to develop more fully the academic knowledge and technical and employability skills of secondary and postsecondary education students who elect to enroll in career and technical education programs and program of study by various approaches, for populations who are chronically unemployed or underemployed including students in various population groups; in short, making progress on implementation of equal access for all students. Addressing equity – treating students fairly; providing what they need to be successful; acknowledging and addressing historic or current barriers – is a strategy to achieving equal access.

Regarding access, there are several components for districts, institutions and collaboratives to consider:

- Access conversations start with data. In the **Comprehensive Local Needs Assessment**, districts disaggregate enrollment and performance for population groups and examine this for progress toward implementing equal access, in consultation with stakeholders. This may lead to strategies to overcome access and performance barriers. *Perkins Sections 134.*
- **Information concerning career/vocational technical education programs** is provided to students and to their parents/guardians. Such information shall include admission requirements for career/vocational technical programs; specific programs/courses that are available; employment and/or further education and registered apprenticeship opportunities. *Perkins Section 134, Vocational Technical Education Regulations 603 CMR 4.03(4) (6).*
- All individuals **including those who are members of special populations** are provided with equal access to career/vocational technical education programs, services and activities and are not discriminated against on the basis of their status as members of special populations or race, color, sex, national origin, disability, religion, sexual orientation, gender identity, English language proficiency, disability, sexual orientation, or homelessness. *Perkins Sections 122, 133 & 134, Vocational Technical Education Regulations 603 CMR 4.03(4) (6) (7), M.G.L.c.76, Section 5.*
- Chapter 74-approved programs are required to use a state-approved application for **admission**. Perkins programs are required to have a **written policy** (including a waitlist process) although this does not need to be state-approved. *Vocational Technical Education Regulations 603 CMR 4.03(6). M.G.L. c. 76, Section 5.*
- **Efforts to reintroduce a student to the CTE classroom who has previously dropped out or is at risk of dropping out, is home insecure, or is otherwise underprivileged, underserved, “at-risk,” or in receipt of special education services should be deliberate, unencumbered, and executed without undue delay.**
- Students may not be unilaterally removed from CTE instruction for more than 10 days without due process.

References:

Carl D. Perkins Strengthening Career and Technical Education in the 21st Century Act (Perkins V)

https://cte.careertech.org/sites/default/files/PerkinsV_September2018.pdf

Massachusetts Perkins V Manual <http://www.doe.mass.edu/cte/cvte/perkins-v/>

Massachusetts Comprehensive Local Needs Assessment Guide and Worksheet (Part VI)

<http://www.doe.mass.edu/cte/cvte/perkins-v/>

Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Handicap in Vocational Education Programs (34 CFR, Part 100, Appendix B)

<http://www.doe.mass.edu/cte/cvte/admissions/>

Chapter 74 Selected Sections & 603 CMR 4.00 Vocational Technical Education Regulations and Guidelines

<http://www.doe.mass.edu/cte/cvte/laws.html>

Chapter 74 Manual for Vocational Technical Education Admission Policies

<http://www.doe.mass.edu/cte/cvte/admissions/>

Massachusetts General Law Chapter 76, Section 5 <http://www.mass.gov/legis/laws/mgl/gl-pt1-toc.htm>

Massachusetts Access to Equal Educational Opportunity Regulations 603 CMR 26.00

<http://www.doe.mass.edu/lawsregs/603cmr26.html>

Instructions for School Districts in Reporting Student-Level Data for Career/Vocational Technical Education

<http://www.doe.mass.edu/cte/cvte/data/>

SECTION I — STUDENTS

A. PROGRAM ENROLLMENT

1. No student will be denied access to Career and Technical Education programs or services on the basis of race, color, religion, age, sex, national origin, limited English speaking ability, disability, or economic condition.
2. The Escambia County School System will provide to all students, including those who are members of special populations and parents of such students, information concerning the following: opportunities available in Career and Technical Education; requirements or eligibility for enrollment in Career and Technical programs; specific courses available; and employment opportunities.

The local system will provide information described above, beginning at the middle school level, to any individual when appropriate, and assist in the preparation of applications relating to such admission.

3. Assessment instruments listed below and other guidance activities will be used to assist each student in identifying his/her career interests, aptitudes, and abilities in selecting appropriate career preparation programs prior to enrollment.
 - ACPS Kuder Interest Assessments
 - Group Activities
 - Individual Student Conference
 - ASVAB

B. REQUIREMENTS FOR ENROLLMENT

1. Career and Technical Education programs designed to develop skills and prepare students for employment or additional training will be made available to students in grades 9 through 12.
2. Family Studies and Community Services, and Business, Management and Administration courses are designed to assist students in improving personal, family and community living, and providing experiences on which to make sound decisions regarding career preparation may be offered to students in grades 5, 6, 7, and 8.
3. Students 15 years of age and placed below grade level may be enrolled in career preparation programs.

C. ENROLLMENT/CLASS SIZE

1. Career and Technical Education programs should have a minimum class size of **12** students **but will not exceed the capacity and safety of the facilities and equipment.**
2. Work-Based Learning programs will have **20-60** students employed in appropriate training stations per teacher.

D. SPECIAL POPULATIONS

1. Schools serving disadvantaged students in Career and Technical Education shall have on file documentation describing the following:
 - Specific grade level criteria identifying academic disadvantage; and
 - Criteria used for identifying economic disadvantage.
2. When identified disadvantaged students are enrolled and require special assistance through the use of set-aside funds, the teacher will complete and have on file an individualized plan for each student.

E. SERVICES TO STUDENTS WITH DISABILITIES

1. Each student with disabilities as defined by IDEA, will have a Career and Technical Education assessment prior to placement into a Career and Technical Education program. An exploratory program may be considered part of the Career and Technical Education assessment process. Assessment data resulting from the Career and Technical Educational assessment will be reflected in the CTIP for placement into a career preparation program.
2. The Career and Technical Education program teachers or their representatives will participate in all IEP meetings where students are to be placed for the following school year.
3. A Career and Technical Education Implementation Plan will be developed as part of the IEP process **prior** to the student entering the program if modifications are required. The plan will remain in the file with the Career and Technical Education teacher while the student is enrolled in the program. Each plan will be evaluated annually using student performance objective criteria as prescribed in the plan. (see CTE IEP form in appendix)

F. CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSO)

1. All students enrolled in Career and Technical Education programs will have the opportunity and will be encouraged to become members of the Career and Technical Education student organization (CTSO) relating to the instructional program in which they are enrolled and to participate in activities sponsored by the state and national organizations. Student organization activities will be implemented as an integral part of each respective CTE instructional program, and the activities will be incorporated into the school schedule so as to allow students to participate.
2. **Each Career and Technical Education program is required to be affiliated with the appropriate CTSO and all CTE teachers are required to serve as an advisor or co-advisor for the CTSO related to the program area in which the teacher is employed. Teachers are required to equally share in the planning and implementing of all activities. Each affiliated chapter must meet membership requirements set by the Alabama State Department of Education.**

3. Local CTSO sponsors and students are required to participate in CTSO conferences and competitive events in accordance with current compliance guidelines.
4. **CTSO travel funding:**
 - All CTSO travel is contingent upon current budgetary **guidelines and constraints**.
 - District funds will not be used for individual program field trips.
 - Transportation and registration costs will be paid for up to four officers from each CTSO chapter to attend JLDC.
 - Transportation costs for all **qualifying competitors** scheduled to compete in a “live event or live work” category at Local, District, Regional, State, and National competitions will be paid the CTE office. These are for Alabama recognized, sanctioned, sequential events, only.

Note: Students must qualify at the lower level to move to the next level. In the event of a chapter winning recognition, the officers or substitutes will represent the chapter at the next level of competition.

5. All required documentation related to CTSO activities should be completed according to state and national guidelines. CTSO documentation should be included in the current compliance binder. Refer to current compliance document for complete details.

CTSO dues should not exceed \$40 per year. Dues include: local, state, national membership, and could include CTSO T-shirt, funds for community service projects, etc.

G. SAFETY POLICY

Safety cannot be stressed enough. Safety in the classroom, lab, and on field trips is the responsibility of the teacher with support from the administration. Safety rules and procedures are at the discretion of each local board of education and all personnel must follow local policy. The Career and Technical administrator will review and approve each Career and Technical program’s written safety policies. The approval should be as required by compliance guidelines.

- Safety instruction will be given prior to laboratory work, work-based learning, and at other times as needed.
- Programs will be operated in compliance with federal, state and local health and safety requirements.
- Adequate supervision will be provided by the Career and Technical Education teacher whenever the Career and Technical Education facilities are being utilized.
- Supplies and equipment will be stored in a systematic and safe manner.
- Safety rules will be posted in each lab.
- All students will pass a program specific safety test prior to using equipment. (Passing = 100%)
- Teachers and students will adhere to all safety practices at all times.

1. Safety: Classroom and Lab

School systems are required to provide a safe environment for all students, whether in the traditional and comparatively safe setting of regular classrooms or the high-risk areas such as lab settings. **Career and Technical administrators will conduct facilities evaluations as part of annual program compliance.** During this evaluation, the classroom and lab are assessed for safety and maintenance concerns. At a minimum, the following procedures should be implemented in each classroom and lab.

 - a. Students currently enrolled in a Career and Technical Education program must be given instruction in safety and complete a safety assessment with 100% accuracy according to current COMPLIANCE document.
 - b. Post safety reminders in immediate proximity to any equipment with possible safety concerns.
 - c. Provide adequate pre-instruction in a high-risk situation.
 - d. Report faulty or damaged equipment and discontinue use until repairs are made.
 - e. Provide a safe arrangement of classroom furniture and equipment.
 - f. Ensure that all electrical connections, wiring, and equipment are safe.
 - g. Ensure that all equipment guards are in place.
 - h. Mark safety zones around hazardous equipment.

2. Safety: Field Trip(s) or CTSO Conference(s)

The Escambia County Board of Education and/or the local school administration **must grant necessary permission for a field trip or CTSO conference.** LEA's policies and procedures for requesting permission for a field trip or CTSO conference must be followed.

 - a. Know what dangers the particular trip might present and how to avoid them.
 - b. Inform students in advance concerning rules and regulations to be observed.
 - c. Provide for greater supervision than that which would be considered adequate on the school premises. Use certified school personnel as chaperones, with their numbers to be determined by the number of students, the students' ages and physical and mental abilities and the hazards they are likely to encounter. Male chaperones are required for one or more male students; female chaperones are required for one or more female students.
 - d. Be sure that tours through establishments such as factories are under the direct supervision of a qualified employee of the company.
 - e. Use school or public transportation (**follow ESCO travel and field trip policies**) when travel is necessary.
 - f. Use parental permission slips as a safety device, but don't be deceived—they do not absolve the LEA's legal responsibility.
 - g. Avoid water activities.
 - h. Be prepared at all times to answer the court's question: ***What positive steps did you take to prevent this accident from occurring?***
 - i. Field trip forms for out-of-county should be submitted to the office of the Director of Career and Technical Education.

SECTION II — CURRICULUM AND INSTRUCTION

A. PROGRAM PLAN

The Career and Technical Education Division of the Escambia County School System receives the authority to spend state and federal funds via the approved local application process. Developed concurrently with the State Plan for Career and Technical Education, the local application plan also serves as a program improvement plan.

1. Program changes must be submitted with appropriate justifications to the Director of Career and Technical Education.
2. New programs should be based upon Workforce Development Region 7 data and justified by a local needs assessment which includes employment data, student interest, and involvement of the local advisory council/committee.
3. Complete the designated application for Escambia County Schools (LEA) – “New Career and Technical Education Instructional Program” to add or expand a program. (The appropriate LEA form will be completed in conjunction with the local administrator.)
4. Complete the designated “Program Termination or Conversion”, LEA Form, if you are closing a program or a program is being converted to another program or service. (The appropriate LEA form will be completed by the LEA administrator.)

B. COURSE OFFERINGS

Each Career and Technical Education course must be aligned with the respective state-approved course of study (COS). The Career and Technical Education Division of the Escambia County School System publishes a listing and description of the Career and Technical Education courses offered. Additionally, course descriptions are published annually through the Educational Planning Guide for High School Students. (Career Pathways for mapping career options can be found as a part of Guidance Services.)

C. CURRICULUM

Based on the current compliance document, each teacher will have a current syllabus, course outline, course goals, course description and lesson plans based on the course of study.

1. Course Syllabus for each course listed on each teacher’s Daily Schedule (**compliance**): Syllabi are to include all components required by the latest **compliance** document.
2. **Based on current compliance document**, Lesson Plans covering all COS content standards in each course listed on each teacher’s Daily Schedule for the full instructional year unless this is a new course offering. New course offerings require lesson plans to current date plus an additional two weeks. Lesson plans are to include all components required by the latest **compliance** document.

3. Evaluation of the curriculum plan should be done **annually**.
 - Classroom assessment procedures for determining student attainment of outcomes may include:
 - student career portfolios
 - end of program tests
 - training plans and agreements (Cooperative Education—Work-Based Learning)
4. Instruction
 - a. Instruction will include an environment, equipment, textbooks, and instructional materials which, insofar as possible, replicate the workplace or home.
 - b. Students will be involved in hands-on, applied learning experiences.
 - c. Students will be evaluated for achievement and job readiness.

Note: Upon successful completion of recommended course of study, students may be eligible to obtain a Career Readiness Indicator (CRI).

5. Work-Based Learning Experiences
 - a. Supervised Agriscience Experience. SAE is a program for students which consists of all learning experiences related to instruction which requires development beyond and, in some instances, during the normal school day. Systematic instruction and supervision are provided by teacher, parent, employers, etc. Work experience programs may be conducted on a farm, in a home, in a business, or at school-owned facilities.
 - b. Health Science (HS)
Health Science Clinical Internship standards are identified in the Alabama Course of Study and are a structured component of the Career and Technical Education Health Science curriculum
 - c. Work-Based Learning Programs Guidelines (Cooperative Education)
Work-Based Learning guidelines are identified in the Alabama Course of Study and are a structured component of the Career and Technical Education curriculum.

SECTION III — PROGRAM CERTIFICATION

Annual program compliance review will be conducted by local CTE staff to ensure that all compliance guidelines are being implemented throughout the school year. All components of the compliance guidelines should be kept up-to-date in the Program compliance binder.

IT IS THE RESPONSIBILITY OF THE TEACHER TO BE AWARE OF ALL COMPLIANCE REQUIREMENTS.

SECTION IV — UTILIZATION OF COMMUNITY RESOURCES

A. ADVISORY COMMITTEE

1. The Career and Technical Education program can be more effectively organized and conducted with the advice and counsel of voluntary business representatives. These representatives offer an important public relations potential and external support of educational policies. Each Career and Technical program within the school is **required** to have an advisory committee. (There is also a system-wide Career and Technical Education Advisory Council.) (**compliance**)
2. Committees will meet as often as necessary to keep the program current, holding a **minimum of two** meetings per year. It is expected that one meeting per semester be held.
 - Written guidelines for the operation of the advisory committee have been developed.
 - Membership consists of a minimum of five broadly based members from business and industry persons related to the specific CTE program being reviewed. All representatives will sign in and a copy of participant signatures attached to the minutes.
 - A roster of members should be on file in the compliance binder. The roster should include business address, phone number, fax number, etc.
 - Two meetings were held during the past 12 months with written minutes of each meeting on file in the compliance binder. **CTE administrators MUST be invited to attend advisory committee meetings.**
 - Advisory committee recommendations for student credentialing should be documented in minutes from one of the past two meetings.
 - Fifty-one percent or more of the membership were present for each meeting.
 - Committee approved Program of Work on file in the compliance binder. Program of Work includes (1) time lines, (2) activities, (3) objectives, and (4) committee member responsibilities, (5) alignment of program/course offerings with Workforce Development data
 - Program of Work was implemented

B. COMMUNITY INVOLVEMENT

1. Career and Technical Education personnel will establish and maintain cooperative working relations with leaders in related industries, business, organizations, and agencies.
2. Purposes, policies, and program information for Career and Technical Education will be made available to students, parents, faculty, and other citizens of the community.

SECTION V — PROFESSIONAL PERSONNEL

A. QUALIFICATIONS

1. Personnel employed to teach Career and Technical Education subjects who have not had previous teaching experience or student teaching will follow the Career and Technical Education Teacher Certification Program (TCP) guidelines provided by the State Department of Education. (Refer to the Teacher Certification contact at the State Department of Education.)
2. Career and Technical Education personnel will meet Alabama certification requirements for their respective Career and Technical Education assignment.
3. Personnel are required to obtain a minimum of 50 clock hours of professional development (10 clock hours equal 1 CEU) or 5 (CEUs) over a five year period of time to renew their teaching certificate.
4. Individuals holding an administrative/instructional leader certification must earn Professional Learning Units (PLUs) rather than Continuous Education Units (CEUs) professional development clock hours regardless of his/her position (principal, assistant principal, supervisor, teacher).
5. Career and Technical teachers must annually obtain Business/Industry Technical Update awareness hours based on the following: (1) eight hours for each program teacher who has a nine month contract (2) sixteen hours for each program teacher who has an extended contract. (3) New program content knowledge gained by teacher to be taught to students is identified in the documentation. (4) Documentation has authorized signature. **(compliance)**

B. EXTENDED CONTRACTS (10/12 month employees only)

Career and Technical Education personnel employed on extended contracts beyond nine months will develop a written program of work containing goals and objectives for the extended period, specific duties and responsibilities, and must be signed by the school administrator. This report should be submitted by May 20 of the current school year.

C. TEACHER CREDENTIALING/PROGRAM CERTIFICATION

With each career cluster, there are multiple industry credentials available. Based on the skills set taught, all of the CTE courses are aligned with business and industry standards. It is recommended that teachers obtain a credential(s) that corresponds to their area of CTE. Teachers that have credentials are better equipped to prepare students for credentialing.

SECTION VI – FINANCIAL SUPPORT

A. INSTRUCTIONAL-RELATED EXPENSES

1. Career and Technical Education programs will be provided financial support for instructional supplies, materials, equipment, professional development, and approved travel.
2. All Career and Technical Education programs will be provided local financial support for maintenance (Maintenance of effort) in an amount of not less than \$300 per teacher, plus \$3.00 per student based upon enrollment from the previous scholastic year. These funds will be in addition to the amounts otherwise allocated by the state legislature. All Career and Technical Education funds should be spent as soon as possible upon notification of amount to be received. Teachers should keep up with their individual expenditures and balances. All monies from CTE should be spent by the published deadline. Maintenance of Effort at the 1995 level is required for the State Foundation Program.
3. Each teacher is required to develop an annual written budget for instructional supplies, materials, and equipment—including: teacher allocation, maintenance of effort money, additional revenues, CTSOs and expenses. The budget should be combined for multi-teacher programs. The budget must include the principal's signature. **(compliance)**

Note: CTE expenditures are contingent upon current budgetary constraints.

B. USE OF FUNDS FOR NON-CAREER AND TECHNICAL PURPOSES

Federal Career and Technical Education funds will not be used to support non-career and technical personnel, non-Career and Technical activities, non-career and technical administrative activities, or other non-Career and Technical purposes. (Career and Technical Education personnel will participate in routine, non-teaching duties and special projects expected of all other professional personnel).

C. TRAVEL FUNDS

1. When available, travel expenses may be provided for in-service education programs, professional meetings and related activities required of Career and Technical Education personnel and not required for all teachers.
2. Travel must be approved by the Career and Technical Division **before** travel arrangements are made.

3. **CTSO travel funding:**
 - District funds will not be used for individual program field trips.
 - CTE will pay for transportation and registration for up to four officers from each CTSO chapter to attend JLDC.
 - CTE will pay transportation costs for all qualifying competitors scheduled to compete in a “live event or live work” category at Local, District, Regional, State and National competitions. These are only Alabama recognized, sanctioned, sequential events.
4. Travel expenses cannot be provided for rented cars/vans.
5. To receive reimbursement, travel paperwork must be submitted with original receipts, within 10 days of return from approved activity.
6. Work-Based Learning coordinators and Health Science Internship teachers in-county travel should be submitted by the 25th of each month. (**Travel cannot be held from month to month.**)
 - In-county travel—calculate mileage from assigned worksite to destination (not from home)
 - In-county travel must be submitted to the appropriate supervisor for approval.
7. Career and Technical Education instructors should consult the local travel policy for additional guidelines on travel.

SECTION VII — REPORTS, RECORDS, AND FILES

A. REPORTS

All reports required by the State Department of Education, Escambia County Schools and the Career and Technical Division (approved by the state and local superintendent, to meet state and federal regulations) must be submitted on schedule to the designated office. **INCLUDING BUT NOT LIMITED TO:**

- R1 (WBL only)
- Placement Data App (Follow up)
- Equipment/Computer Inventory
- Needs request
- End-of-semester/end-of-year credential/CRI report
- Extended contract Program of Work
- Copy of Student Malpractice Liability Insurance (Health Science only)

B. RECORDS (STUDENT AND PROGRAM)

1. A file will be maintained for each Career and Technical student which will contain:
 - Planned coursework to complete student secondary path in Career Tech (4-year Education Plan/ Kuder Portfolio)
 - Completed interest inventory—Kuder
 - Safety assessment addressing the unique needs of the program
 - Indication of 100% proficiency on safety assessment
 - Students that receive accommodations/modifications have a Career Tech Implementation Plan
 - Records are secured and confidential
 - As applicable: records of the career objective;
 - Supervised Agriscience Experience
 - Work-Based Learning reports
 - Health Science Memorandum of Understanding (MOU)
 - Health Science Student Confidentiality agreement
 - Health Science CPR card (current copy)
 - Health Science Skill Performance competency evaluation form
 - Health Science student immunization record
 - Student organization activities
 - Forms related to any legal requirements
 - Completed course work
 - A copy of the competency profile for articulated courses
 - And any other pertinent information as required by the local administrator or state Career and Technical Education staff. (**compliance**)
2. **The compliance binder must be maintained and updated on a continuous basis and will be reviewed by the local Career and Technical Division annually.** There should be one binder per program and it should contain the current school year's documentation except those that are specified in the compliance guidelines.

SECTION VIII – FACILITIES, EQUIPMENT, AND MATERIALS

A. FACILITIES

1. Usage of facilities.

- Facilities for Career and Technical Education programs will be designed, constructed, and equipped to provide a favorable climate for learning in a safe environment.
- Facilities for Career and Technical Education programs will be free of architectural barriers which could limit accessibility to the program by students with disabilities.
- Facilities and equipment will meet all local, state, and federal safety requirements.
- Supplies and equipment will be stored in a systematic and safe manner at all times.
- Adequate supervision will be provided by the Career and Technical teacher whenever the Career and Technical Education facilities are utilized.
- CTE labs may be used by other programs (credit recovery, EOP, etc.) but, CTE teacher cannot be displaced from their labs for such programs. CTE teachers should make contact with teachers using their labs to discuss lab upkeep and expectations.

2. Maintenance of facilities.

- Facilities for Career and Technical Education programs will be clean, attractive and organized in a manner that is favorable for learning at all times.
- Facilities for Career and Technical Education programs will be operable and ready for teaching and learning at all times.
- Repair requests should be completed at the local school. Requests not done by local custodial staff should be sent to the system's central maintenance department following system-wide established procedures.
- Facilities should be maintained **continually** and will be reviewed **annually** by CTE staff

B. EQUIPMENT

Career and Technical Education (CTE) will update, replace, and discard tools, equipment, and computers, on a rotating schedule as allowed by funding. The overall purpose of the procedure is to ensure that Career and Technical equipment used in the classroom meets business and industry standards. The goals are to:

- Ensure that appropriate equipment is available for each classroom as listed on the Alabama State Department of Education CTE equipment list;
- Ensure that all teachers have access to computers of sufficient capability to support basic computing needs in fulfillment of their work responsibilities;
- Establish a budget which provides basic equipment and technology resources for CTE teachers;
- When necessary, acquire and distribute new equipment and redistribute or dispose of old equipment.

1. A current state list of minimum equipment requirements by program area can be found on the State Department of Education website. (**compliance**)
2. Instructional equipment purchased by the Career and Technical Education Division may not be used at any time in which it will prevent Career and Technical students from using said equipment.
3. A complete inventory of equipment and furnishings will be made annually and a copy submitted to the CTE director by the established deadline. Inventory is to be amended as equipment is purchased or removed and a new, updated copy should be submitted to the Career and Technical office.
4. In the event of stolen or damaged equipment requiring an insurance claim, teachers will notify the building level principal, the CTE director; and follow system guidelines for reporting claims.
5. Damaged, destroyed or disabled equipment needing to be removed from a program will be added to the appropriate Fixed Asset Removal form (Furniture and Equipment transfer) and forwarded to the CTE director in the Career Technical Education office. The school administration is responsible for scheduling pick up of equipment being removed from a school.
6. Equipment for repair should be tagged appropriately and locked-down (for large equipment) and not in use for safety concerns.

C. ACQUISITION OF EQUIPMENT

All equipment and computers purchased by a teacher or department in Career and Technical Education is the property of CTE unless purchased using local funds. Each year, CTE will distribute a needs assessment to all CTE teachers to assess equipment and computer needs. Once the needs assessment forms are received, CTE administrators will review the forms to identify the equipment and computer needs of teachers. Equipment and computer needs will be prioritized for purchase. A review will then be made as to which items are to be purchased consistent with sources of funding available to teachers. The CTE administrator will compare the needs request to the minimum state requirement. The most recent equipment lists are available at <https://www.alabamaachievers.org/>

All new equipment purchased with CTE funds should be labeled (with a permanent marker, paint pen, etc.) in a conspicuous place with the following information.

- "CTE" or "PERKINS," as applicable
- Year of purchase

D. REPLACEMENT AND REDISTRIBUTION OF COMMERCE & INFORMATION TECHNOLOGY (CIT) COMPUTERS

Computers purchased or replaced using federal or local school funds are the property of Escambia County Public School System, not the individual teacher. Commerce and Information Technology (CIT) teachers will surrender a computer for each computer

replaced. This includes monitors, keyboards, and CPUs that were purchased as a part of the original purchase.

E. INSURANCE CLAIMS

When a teacher has an incident that involves an insurance claim, it must be reported to Mr. Shawn Goolsby in the Department of Facilities and Operations, (251) 867-6251.

F. EQUIPMENT MAINTENANCE AND REPAIR

If equipment is still under warranty, the teacher (or principal's designee) will contact the company responsible for repairs.

For equipment issues not covered under warranty, the teacher will, as needed, submit maintenance or repair requests online on the school district's work order website. If the item is to be repaired, an estimate of cost for parts and service, if known, should be forwarded to the CTE director. The Career and Technical administrator will determine who will make the repairs and the teacher will proceed to get the repairs completed.

Each teacher will develop a periodic maintenance performance schedule for cleaning, greasing and oiling equipment, changing filters, draining water from air compressors, etc. and follow it. (**compliance**)

Equipment for repair should be tagged appropriately and locked-down (for large equipment) and not in use for safety concerns.

The CTE administrator will periodically inspect labs and classrooms to determine if tools and supplies are properly stored, equipment is kept in good repair and properly used, safety requirements met, etc. It is the responsibility of the CTE administrator and each teacher to work to see that facilities, equipment, and instructional materials are kept in good working order and in a safe, operable condition.

G. FIVE YEAR PROPOSED PLAN FOR COMPUTER REPLACEMENT

The five year proposed replacement schedule of the Career and Technical Education Division is thoroughly thought-out and structured in its assumptions. The plan assumes an average life span of five years per computer. A contingency factor for unforeseen problems, emergencies or failures is not included or factored. Having this five year replacement schedule gives teachers information essential to long term budget planning.

H. BID AND PURCHASING PROCESS

The local administrative office has on file written procedures adopted by the local board of education which provides for the bidding and purchasing of materials, equipment, and supplies.

SECTION IX –WORK BASED LEARNING—COOPERATIVE EDUCATION

A. GENERAL INFORMATION

1. Definition

Cooperative education is a structured component of the Career and Technical Education (CTE) curriculum that integrates classroom instruction with productive, progressive, supervised, and paid work-based experiences in fields related to students' career objectives. Content is planned for students through a cooperative arrangement between the school and employer as a component of work-based learning.

Cooperative Education Seminar is a component of the Cooperative Education work-based experience. Students enrolled in Cooperative Education programs are required to participate in the seminar one class period per week to earn a minimum of one credit. Cooperative education is supervised by a teacher who holds a Class B or higher certificate in CTE, has taken the *Functions of the Coordinator* or *Principles of Coordination* coursework, and who completes one hours of Child Labor Law training annually.

2. Purpose/Objective

The purpose of cooperative education is to provide paid work-based experiences in licensed enterprises that typically cannot be obtained in the classroom.

3. Prerequisites

It is recommended that a student obtain concentrator status, (two courses within a CTE program), prior to enrollment in cooperative education. Students who have not obtained concentrator status must have successfully completed a minimum of one CTE credit within a program and be taking the second course required for concentrator status. This course must be taken concurrently with the Cooperative Education Seminar. In both instances the courses must be related to the student's career objective. **A student who has not obtained concentrator or completer status must have otherwise credentialed prior to entering Cooperative Education** (ACT/Work Keys benchmark, Youth Apprenticeship, AP/IB participant, dual enrollment credit, industry (CTE) credential, military enlistment).

4. Related Instruction

Students participating in Cooperative Education work-based experiences are required to participate in Cooperative Education Seminar equivalent to one full class period per week. This one-credit course provides students with the opportunity to discuss workplace issues, submit required reports, and create/maintain a career portfolio. Students will develop additional skills in employability, ethics, personal finance, leadership, teamwork, and technical foundations in preparation for future employment or continuing education.

5. State Department of Education Requirements

The following are essential components of cooperative education that must be in place in order for the work-based learning experiences to be recognized by the State Department of Education (herein referred to as the Department):

- Administrative support that ensures that instructional activities promote a quality, work-based learning experience.
- Qualified, certified Cooperative Education Teacher-Coordinator (herein referred to as the Coordinator) who manages work-based learning experiences in compliance with the *Alabama Administrative Code, Career and Technical Education Methods of Administration Manual, the General Business/Industry Certification Standard, and all federal and state Child Labor Laws*.
- Student-learners that meet student selection criteria.
- Cooperative Education course offering.
- Selected training stations/agencies in fields related to students' career objectives.
- Training agreements that stipulate the essential responsibilities and conditions of student employment.
- Training plans that list processes, knowledge, and skills that the student is expected to learn in the work-based experience.
- Supervised, work-based experience performed in a licensed enterprise under the supervision of a work-place mentor and the Coordinator.
- Student evaluations by the Coordinator and employer/mentor.
- Advisory committee that operates consistently with guidelines established by the Department and local boards.
- Monthly training station contacts for each student.
- School-based and work-based learning that is coordinated.

6. Local Education Agency (LEA) Responsibilities

It is the role of the LEA administration to ensure that instructional activities support and promote quality, work-based learning experiences. Positive administrative support is vital to the success of cooperative education and should be demonstrated in the following ways:

- Develop written policies regarding cooperative education at least every three years in cooperation with the Coordinator to be adopted by the local board of education for use in decision-making situations and to provide guidance in achieving program goals.
- Assure compliance with written state and local boards of education policies.
- Provide facilities and up-to-date equipment to meet Business/Industry Certification standards.
- Facilitate the procurement of instructional materials.
- Ensure that the school schedule includes Cooperative Education Seminar as an essential component of work-based learning. Students enrolled in Cooperative Education are required to participate in the Cooperative Education Seminar.

- Schedule students into a regular school schedule until they are placed in work-based experiences.
- Provide opportunities for recruitment of students through assembly programs, meetings, school visits, and other venues to create awareness of cooperative education.
- Ensure the review of student transcripts to verify eligibility for participation in cooperative education.
- Cooperate with the Coordinator and/or career and technical education teachers in the selection of prospective students and in making school records available.
- Require orientation for students and parents.
- Visit training stations with the Coordinator (recommended).
- Attend the employer-mentor orientation (recommended).
- Review student and teacher files for required forms: *Training Agreement, Training Plan, Application for Enrollment, Teacher Recommendations, Weekly Wage and Hour Sheet, Training Station/Agency Visit Coordinator Summary and Student Evaluations.*
- Require and facilitate a monthly meeting of all personnel who supervise cooperative education to discuss programs, placements, successes, and problems.
- Ensure that the student selection is equitable and addresses the needs of each student.
- Ensure that students accepted shall have met the application/selection criteria for cooperative education and shall have been approved for participation by the Coordinator.
- Provide the following financial support in order to support cooperative education:
 - Facilities, classroom space, furniture, and equipment required for Business/Industry Certification.
 - Local Maintenance Funds based on state standards (not less than \$300 per teacher, plus not less than \$3 per student based on enrollment.)
 - Travel funds for the Coordinator's work-based training supervision.
 - Other funds as designated by the state legislature.

B. ROLES AND RESPONSIBILITIES

1. Cooperative education requires time, commitment, and collaboration of the following partners:

- **Students** must meet with the Coordinator one class period per week (Cooperative Education Seminar) to maintain all required documentation and coursework and to accommodate student and/or employer needs based on individual circumstances. They must adhere to all policies of the program and training station/agency. Students must maintain transportation to continue with this work-based experience.
- **Parents/Guardians** should provide ongoing support to the student. They should support the goals and policies of cooperative education and assume responsibility for the conduct of the student. Parents/Guardians should attend the required orientation and must sign all required forms.

- **Business and community partners** agree to serve as training stations/agencies providing placements for students to complete work-based learning experiences related to the student's career objective. Training mentors are responsible for evaluating student performance, ensuring that students are scheduled to meet the minimum work hours as defined in the Training Agreement, and for providing rigorous and progressive employment experiences.
- **Coordinators** will provide ongoing supervision to the student and integrate the student's work-site experience with learning at school. They will manage all requirements of cooperative education and teach Cooperative Education Seminar. This includes but is not limited to: Collaboration with partners, selection of students, selection of training stations, placement of students, coordination of cooperative education components, documentation and submitting required reports.

2. Coordination of Cooperative Education Components

Coordination is the process of aligning administrative, organizational, and instructional activities to accomplish the objectives of cooperative education which requires time released from school as detailed in this manual. The Coordinator must be constantly aware of the student's performance on the job and instructional activities for optimum results. The Coordinator ensures that normal progression takes place and that a complete series of manipulative skills is acquired. These skills are supplemented by technical and general information that will make the student a competent and well-rounded employee.

During the coordination period(s), the Coordinator performs the necessary out-of-school activities including visiting training stations, observing students at work, and consulting business individuals responsible for training the student.

Coordination functions ensure that certain essential objectives are attained:

- Prevent any possible exploitation of students.
- Determine progress of students' performance on the job and in instructional activities.
- Help resolve problems that occur on the job.
- Increase the Coordinator's understanding of the employer's viewpoint.
- Check on student's work performance, progress, habits, and attitudes.
- Evaluate the employer's and the employee's satisfaction with the job placement.
- Promote enforcement of the school's policies and procedures by the employer.
- Collaborate with the employer to determine the student's job performance.
- Make school instruction relevant to the student.

3. Coordinator Responsibilities

The Coordinator will:

- Create a *Training Plan* for each cooperative education participant. The Career and Technical Education Consortium of States (CTECS) is provided for electronic management of this plan.

- Complete training agreement with required signatures. It is through this training agreement that the essential functions are outlined and agreed to by the training mentor, student, coordinator, parent, and school administrator.
- Explain to the employer prior to the first written evaluation, the *Work-Based Experience Evaluation Report*, that rates the student on personal qualities and job tasks as defined in the *Training Plan*. Then secure a minimum contact at least once per grading period, at the end of the semester/term, and at other times deemed appropriate.
- Prepare students for work-based learning expectations.
- Make all students aware of the cooperative education opportunity.
- Conduct an annual follow-up with employers.
- Conduct an annual self-evaluation to facilitate continuous improvement.
- Validate that all students complete all components of the coursework required for the Cooperative Education Seminar, have averaged 15 hours per week and completed a minimum of 140 hours of work-based experience per credit awarded. A majority of these hours must be worked Monday through Friday. (Cooperative education students may earn one credit for the completion of a minimum of 270 hours of work-based experience in conjunction with the Cooperative Education Seminar in the summer, if they are enrolled in a formal summer school program provided the Coordinator is on a 12-month contract. Hours earned during the summer may not count toward hours in any other term.)
- Complete and submit reports as required by the Department and LEA.

The Coordinator needs adequate time prior to the opening of school to make business/community contacts in order to facilitate the implementation of work-based learning experiences. Making contacts in the community is critical to the success of the work-based learning experience. The Coordinator will:

- Visit the business and industry leaders in the community to explain the opportunities available as well as benefits of the work-based learning experiences to the employer.
- Conduct community surveys to determine appropriate types of work-based learning sites.
- Develop a work-based learning brochure/handbook to distribute to business, industry, the school community and other stake holders.
- Promote work-based learning experiences within the school utilizing technology, brochures, displays, and articles in the school newspaper.
- Develop a communication plan to keep the community informed regularly of work-based learning experiences. Suggested forms of media include, but are not limited to, presentations, articles, television programs, billboards, radio spots, etc.
- Conduct a business/community survey to begin the development of partnerships. The optimal delivery of the survey is through person-to-person contact. The completed survey should be kept on file by the LEA. The business/community survey results serve the following useful purposes:
 - Identify employment potential in the community.
 - Locate suitable training stations for work-based learning students.

- Identify the knowledge and skills needed by the responding business/industry.
- Plan an employer/employee event with students during the school year to honor employers who offered work-based learning experiences for students.
- Secure employment for participating students.

4. Required Documentation

Each step in the cooperative education process has documentation that must be completed. This documentation must be kept on file a minimum of three years (five years preferred) or as directed by LEA Policy. Required documents must be on file in the Coordinator's office and must include the following:

- Individual Student Record:
 - *Application for Enrollment*
 - Resume (recommended)
 - *Interview Evaluation* form
 - *Training Plan*
 - *Training Agreement*
 - *Work-based Learning Evaluation Reports* (one per grading period)
 - *Training Station/Agency Visit Coordinator Summary*
 - *Wage and Hour Reports*
 - *School Regulations and Policies* (signed)
 - *Teacher Recommendation* forms (3) including a recommendation from the cluster course teacher related to the student's career objective
 - Interest/Aptitude Inventory (recommended)
 - Safety Training Documentation
 - *Emergency Contact Form*
 - *Potential Training Station Evaluation* (recommended)
 - *Student Evaluation of Training Station/Agency* (at conclusion of work-based experience)
 - Alabama Career Readiness Certificate or Work-Based Readiness Credential (if applicable)
 - Other forms as required by the LEA or training station
- Other documents:
 - *Business/Community Survey*
 - Travel Reports
 - Record of Business Contacts
 - Sequenced Lesson Plans, Course Outline, Course Syllabus
 - Follow-up Records
 - Equipment Inventory
 - Extended Contract Program of Work (if applicable)

All coordination contacts/visits must be documented. Each coordination visit must include documentation of a discussion with the supervisor to ensure implementation of the *Training Plan* and *Training Agreement*. When making the monthly coordination contact/visit, the Coordinator's records must document:

- Duties and tasks relative to the *Training Plan*.

- Student's performance on assigned responsibilities and work habits including dress, grooming, and general appearance.
- Quality and quantity of work expected and performed.
- Student's attitude toward the job, employer, co-workers, etc.
- Student's reaction to rewards, criticism, and disciplinary action.
- Safety conditions.
- Validation of the student's work hours including punctuality and regularity of attendance.
- Student's rotation through different job experiences, ensuring that they are diverse, rigorous, and progressive.
- Student's preparation for position/job change or advancement.
- Additional opportunities for involvement in work-based learning experiences.
- Additional opportunities for partnering with Career and Technical Education; e.g., competition judge, resource speakers.

5. Extended Contract Responsibilities

It is recommended that the Coordinator should be on an extended contract that provides the time to plan and carry out required activities needed to manage the experience. Listed below are a number of activities that must be completed in preparation for the next school year if the student and community needs are to be met:

- Schedule meetings with parents.
- Coordinate summer work-based learning experience.
- Conduct business community surveys.
- Locate and secure prospective training stations.
- Conduct training for workplace supervisors/mentors.
- Provide summer coordination.
- Plan the instructional program.
- Assess and counsel students.
- Participate in professional development.

6. Supervision of the extended-contract period is the responsibility of the LEA. The minimum standards for an extended contract for the Coordinator beyond the regular school term require the submission for LEA approval of a written Program of Work for the extended time period. The LEA shall have on file documentation of appropriate CTE activities with measurable goals and objectives and timelines for each teacher with an extended contract. The Coordinator must file a weekly itinerary in advance with the local CTE administrator or principal to account for time both on and off campus.

C. SELECTION OF STUDENTS

1. The student is the most important component in work-based learning. In all cases, the Coordinator must ensure that the student has a clearly defined career objective in the cluster for which employment is being considered. Students must have the ability, aptitude, and attitude for successful employment.

2. **In situations where students have an IEP** and are pursuing the Essentials Pathway for graduation, it is required that the Coordinator participate in the development of the Individual Education Program (IEP) prior to placement in work-based learning experiences. It is also strongly recommended that a CTE teacher representing the cluster related to the student's occupational objective also be included in the IEP development process.

3. **Determination of Student Eligibility**

The Coordinator will ensure that all requirements for cooperative education are met.

The Coordinator ensures that the student:

- Has a clearly defined career objective in the career cluster for which employment is being considered.
- Possesses the knowledge, skills, behavioral qualities, and abilities required for successful employment.
- Is at least 16 years of age.
- Is physically and mentally capable of performing the essential functions of the desired work-based experience. Essential functions are responsibilities that must be performed by the position, are fundamental to the position, and cannot be reassigned to another position.
- Has successfully completed the required prerequisite course(s).
- Is classified as an 11th or 12th grader.
- Is on track for graduation.
- Has an acceptable attendance, grade and discipline record as validated by the Coordinator.
- Has completed an *Application for Enrollment*.
- Has provided the names of a minimum of three educators who know and are not related to the student who will complete recommendation forms including the teacher of the career cluster course.
- Has participated in a student interview to review information on the application, discuss parental/guardian support of participation, and discuss possible training stations.
- Has the ability to provide transportation to and from the training station.

4. **The steps for selection are:**

- Recruiting

A planned recruitment campaign is appropriate and necessary. Support is needed from teachers, counselors, administrators, parents, and students.

Activities should be planned well in advance to articulate with overall school calendars and to have adequate time to visit feeder schools. Publicity should include purposes, career opportunities, and enrollment procedures. Designate a specific time frame for recruitment activities. The following are suggested recruitment activities:

- Classroom Visits
- Posters/Flyers/Brochures
- Awareness Presentations

- CTSO Presentations
- Assembly Programs
- Advisory Committee Presentations
- Distribution of Enrollment Information and Applications
- Personal and Parental Contact
- Applying

To be considered for acceptance in cooperative education, the student must submit a completed application. The application provides information relative to the student's interests, abilities, and adaptability in relation to the chosen career objective.
- Recommending

A minimum of three completed recommendation forms must be submitted to the Coordinator. These forms must be submitted by the cluster course teachers related to the student's career objective. Additional forms may be submitted by other teachers, counselors, or administrators.

The Coordinator will review the:

 - Completed application.
 - Prerequisite courses.
 - Completed recommendation forms.
 - Attendance record.
 - Discipline record.
 - Academic record.
 - Eligibility criteria.
 - Results of career interests, aptitudes, and skills test.
- Interviewing

The Coordinator and applicant will:

 - Review the information on the application.
 - Discuss parental/guardian support of work-based learning participation.
 - Discuss possible training stations.
- Evaluating

The Coordinator will accept or reject an application based on:

 - Coordinator documentation and record review.
 - Student interview.
 - Career objective related to a specific career cluster.
 - Interest in learning the skills for the career.
 - Completed recommendation forms.
 - Final selection subject to review of host principal, and Director of CTE

D. PLACEMENT OF STUDENTS

1. The Coordinator will ensure that all placements relate to the student's career objective and adhere to all state and federal Child Labor Laws. All placements must be made with consideration to business/community needs, have continued employment that provides progressive employment experiences, and have expansion of skills on the job.

The Coordinator should place all students participating in Cooperative Education Seminar in a work-based experience prior to the LEA drop/add deadline. The Coordinator must have each unplaced student register for and begin a full academic or career and technical education schedule. Students placed in a training station at a later time may be scheduled into the appropriate work-based learning schedule.

Students may not be employed at businesses or industries where immediate family members will be acting as their supervisor or in any hazardous occupation as defined by Federal and Alabama Child Labor Laws. No student will be placed in a job that displaces other workers.

The Coordinator should send the training mentor more than one applicant or trainee, if appropriate. If an employer wants to train a specific student, they must agree to abide by the work-based learning policies; the student's career objective should align with the training placement; and it must be approved by the Coordinator.

2. Selection of Training Stations

Appropriate training stations meet the following criteria:

- Complies with Office for Civil Rights regulations.
- Provides worker compensation insurance when applicable.
- Provides high-skills, high-wage, and high-demand career opportunities.
- Understands the goals and objectives of work-based learning.
- Collaborates with the Coordinator to identify the student's additional training and teaching needs.
- Provides rigorous and progressive occupational training and educational opportunities in keeping with the student's career objective.
- Participates in the development of the student's training plan. The following are components of a minimum training plan:
 - A list of the processes, knowledge, and skills the student is expected to learn.
 - A charting of student progress.
 - A description of duties and responsibilities of tasks for the student.
 - An employer's rating of the student's tasks, duties, and responsibilities.
- Allocates time to work with the Coordinator to monitor the implementation of the training plan and evaluate the progress of the student in meeting the goals and objectives of the work-based experiences.
- Provides the required hours of work experience.
- Provides compensation information.
- Provides adequate equipment for training.
- Ensures a safe work environment and complies with local, state, and federal labor regulations related to minors.
- Assigns a mentor who is willing and able to:
 - Assist the student in establishing goals relative to career development.
 - Provide training to develop skills for the immediate task and future opportunities.
 - Reinforce the value and relevance of academic skills.

- Advise the student in terms of job performance, growth opportunities, and networking.
- Coach the student on specific job skills.
- Reinforce the health and safety requirements in the workplace.
- Conducts a formal orientation with the student before they are placed for training. Orientation should include specific information regarding the training placement, including policies, rules, and regulations.
- Exemplifies high ethical standards.
- Meets geographic requirements as defined by the LEA.

E. STUDENT INFORMATION AND REPORTING

1. Student Grading

The Coordinator must set high standards for students and expect high-quality work. A complete record of all grades earned must be maintained. Grades for work based experiences are determined by the Coordinator through a compilation of classroom assessments and employment performance. Written employment evaluations are given at least once per grading period, at the end of the semester/term, and at other times deemed appropriate. It is the responsibility of the Coordinator to secure ratings from the employer on the student's personal qualities and job performance and incorporate this information into the final grades for each student. Evaluations must be reflective of progress on skills, knowledge, and processes identified in the *Training Plan*. Reports are to be included in the student's career portfolio as outlined in the Cooperative Education Seminar course in the *Alabama Course of Study: Career and Technical Education*.

2. Student Attendance

The Coordinator keeps a daily record of the student's attendance at school and on the job. Students who are absent from school are not allowed to work on the same day. If it is necessary for a student to be absent from the job, the employer and the Coordinator must be contacted prior to the absence to provide notification and/or secure permission.

3. Weekly Wage and Hour Report

Compliance with all state and federal child labor and minimum wage laws is required. Students may not work in a training station that would pay a lower training wage for hours worked. Each student must keep a record of hours worked each day and wages earned. These records are checked weekly by the Coordinator and verified with the training station.

APPENDIX

DEFINITIONS

1. **Advisory Committees**. A committee of 5 or more broadly-based, skilled, and knowledgeable individuals from related business or industry sector at the local system level organized to advise on current job needs and relevance of Career and Technical Education program offerings in meeting these needs and to provide consultative services in the development and approval of local applications for state and federal funding.
2. **Annual Program Compliance**. Annual Program Compliance of Career and Technical programs promotes quality instruction in Career and Technical Education. The ALSDE will determine the appropriate certification for all programs. Any program for which a nationally recognized business/industry credentialing process is available will follow that credentialing process as approved by the ALSDE. Any program for which national business/industry credentialing is not available will follow the credentialing process as described in ALSDE compliance guidelines. Once a program is awarded certification, it will remain a “certified program” as determined by the national agency--providing that the program continues to maintain the standards by which it was certified. Re-certification to industry standards will be required on the schedule set by the national certification agency or according to ALSDE requirements.
3. **Apprenticeship**. Program designed to place students in business or industry environments in order for them to gain skills that prepare them to enter the workforce either at the apprenticeship site or in a related area. (Work-Based Learning - Paid work experience.)
4. **Area Career and Technical Center/School**. A Board approved specialized school serving more than one high school with five or more occupational programs to be used exclusively or principally in serving persons for study in preparation for entering the labor market or preparing for further education. Escambia Career Readiness Center is the current example.
5. **Articulation**. The process of arranging instructional programs so that an efficient plan is developed between middle school and high school programs, high school and Career and Technical center programs, and secondary and postsecondary programs.
6. **Business/Industry Awareness hours**. Hours obtained annually of new knowledge related to program area content, skill proficiency, and/or equipment. CTE employees are required to complete 8 hours and 10/12 month teachers are required to complete 16 hours.
7. **Career Pathway**. A path individual students select in planning his/her sequential plan of study for high school that leads to postsecondary study and/or career entry.
8. **Career Clusters**. Groups of several career majors generally viewed as having a common set of foundation knowledge skills, and attitudes related in practice. (e.g. Human Services, Information Technology, Architecture and Construction, Business, Management, and Administration, etc.)
9. **Career Objective**. A written identification by occupation and appropriate career cluster chosen by a student of the type of work in which he/she wishes to engage.
10. **Career and Technical Education Funds**. Federal funds or foundation program funds provided for Career and Technical Education in grades 5-12 (O&M, Perkins).
11. **Career and Technical Implementation Plan**. A component of the Individualized Education Plan (IEP) for the Career and Technical Education student with a disability who needs modification and/or accommodation in the Career and Technical Education program.

12. Career and Technical Education Student Organizations (CTSO). An organization that functions as an integral part of the Career and Technical Education instructional program with state and national affiliation that provide instructional support.
13. Clinical Experience. Assignment to a specific work unit in a hospital, long-term care facility, clinic, or community health agency as part of an approved Healthcare Science Technology program.
14. Competency-Based Instruction. Instruction designed to develop and measure student achievement and proficiency against predetermined standards that encompass skills, knowledge, and attitudes.
15. Concentrator. A student who completes a planned sequence of 2 courses designed to meet a Career and Technical Education State Course of Study for that student's career objective. (Students completing 3 or more CTE courses in a CTE program are considered a **program completer**.)
16. Cooperative Education. (Work-Based Learning) An organized method of instruction in a Career and Technical Education program wherein classroom instruction is coordinated with a planned series of work-based learning experiences related to student's career objective. (140 hours of work based learning)
17. Cooperative Teacher-Coordinator. (Work-Based Learning) An individual certified in Career and Technical Education Cooperative Education – Work-Based Learning, that coordinates a program of study and practice that provides legal employment for students, with organized work-based training, and correlated school instruction.
18. Course of Study. The Board approved minimum required content for Career and Technical Education and/or specific Career and Technical Education programs including general topics and content standards, to be utilized by LEA's for instructional planning and implementation.
19. CRI. Career Readiness Indicator. CRIs are part of a school's accountability measure as determined by the ALSDE.
20. Credential. A local, recognized certification.
21. CTSO. Career Tech Student Organization.
22. Disadvantaged. A person (other than students with disabilities) with academic or economic deficiencies and requires special services, assistance or other programs in order to succeed in CTE programs. An "academic disadvantaged" person is one who lacks reading, writing, or mathematical skills, or performs below grade level. An "economic disadvantaged" person is one whose family income is at or below the national poverty level, or whose parent(s) is receiving public assistance, or who himself/herself is institutionalized or under state guardianship.
23. Goal Specific. Specialized training at a local health care facility in the student's area of interest and based on the student's interest assessment results.
24. Health Science Clinical Internship Student Eligibility Criteria. A form identifying specific guidelines necessary for student eligibility and participation in the Health Science Program.
25. Health Science Clinical Internship Student Participation and Method Of Transportation Agreement. A form providing permission for students to participate in the Clinical Internship class and identifies mode of transportation to and from clinical site.

26. Health Science Skill Performance Competency Evaluation Form. A form identifying specific areas of mastery to complete the Clinical Internship class and apply for credentialing.
27. Health Science Student Confidentiality Agreement. A form that provides students with an understanding regarding confidential information in a health care setting.
28. Internship. Program designed to place students in business or industry environments in order for them to gain skills that prepare them to enter the workforce either at the apprenticeship site or in a related area. (Work-Based Learning – Paid or unpaid work experience.)
29. LEA. Local Education Agency.
30. Live Work. Work done by students as part of their training program without pay and under direct supervision of the program instructor. Such work can be done in school or on a job location and includes service, repair or production jobs of all kinds related to the objectives of the CTE course.
31. Non-traditional. A program selected by one gender in which 25% or fewer of the students are of the same gender.
32. Participant. A student who has earned only one Carnegie unit in a specialized Career and Technical Education program.
33. Positive Placement. Placement of program completers in employment in the field for which trained or related field; continuing education; or military service.
34. Program. A grouping of occupations having a common core of knowledge, skills, and attitudes among required tasks. (Agriscience, Health Science, Business, Management, & Administration)
35. Program of Work. (1) An organized list of tasks to be performed by teachers on extended contracts. (2) An organized list of tasks to be performed by the Program Advisory Committee. (3) The annual activities of each local chapter (CTSO) including objectives and strategies.
36. Special Populations. The term includes individuals with disabilities, educationally and economically disadvantaged individuals (including foster children), individuals of limited English proficiency, individuals who participate in programs designed to eliminate sex bias, and individuals in correctional institutions.
37. Student Career Profile. A list of the career competencies accompanied by a documentation of student proficiency. (Educational Plan; including Interest Inventory)
38. Training Agreement. A written agreement delineating responsibilities of student, parents or guardians, employers, and school related to Cooperative and Health Science education.
39. Training Plan. A written plan for each cooperative education student delineating the learning experiences and job tasks to be performed at the job site and in the classroom.
40. Work-Based (Community-Based) Learning. Placement of CTE students in paid or unpaid work experience in local work sites as a component of instruction which is planned through coordinated efforts of educators and employers integrating both academic and CTE. Work-based students are generally paid for employment whereas, Community-based students are unpaid.

LIVE WORK POLICY

“Live Work” is work performed by students as part of their training in Career and Technical Education. This work must be done in the school facilities and includes service, repair, or production jobs of any kind excluding work performed by students in the Career and Technical Education Work-Based Learning program.

Live work must be related to the training program and must provide a learning experience for the student. Live work should not compete with private enterprise. Instructors are responsible for following all regulations which detail the appropriateness, scheduling, costs, collection of fees for charges, and release of school liability.

A. **Definition**

Live work is work done by students as part of their training program. Such work must be done in school and includes service, repair or production jobs of any and all kinds, excluding work performed by students enrolled in the Career and Technical Education Work-Based Learning program. Live work activities are to be supervised by the program specific teacher.

B. **Relationship to Training**

Live work will be conducted when, in the opinion of the instructor, the training program requires such projects for students to acquire occupational skills leading to employment. Live work will be assigned to individual students by the instructor(s) as part of the student’s training program and will conform to standards established by the State Board of Education. Live work will be scheduled for an individual or groups of students to correlate with the instructional unit with which the live work is associated. Live work will be accepted in terms of its appropriateness and need in the training program rather than for production and/or accommodation.

C. **Administration**

Administration and control of live work in accordance with local board of education polices are the responsibility of the Career and Technical Supervisor, coordinator, or school principal. All live work performed must be approved by the Career and Technical Supervisor, coordinator, school principal or designee, and conducted in accordance with these and other policies issued by the Board of Education as the need arises. The instructor will be responsible for the determination and collection of all charges and maintenance of appropriate records, which must be deposited in the school account.

D. **Live Work Projects**

Live work will be performed in specific projects for specific individuals and/or organizations. The scope and extent of each project will be well-defined and documented before acceptance. Live work projects can be conducted for the following:

- tax supported programs and institutions;
- public employees;
- students in the Area Career and Technical Centers;
- charitable organizations, which are supported by donations; and

- individuals and organizations
 - Such live work is not designed for competition with private enterprise.
 - The circumstances involved are unusual and justify the acceptance of the live work project.
 - Written justification why the live work is necessary for the training program and files a signed copy with the Principal/ Administrator or representative.

E. Release of School Liability

The person, program, institution, or organization for which live work is done will:

1. Assume all responsibility for the results of the work being done by the students.
2. Bear all actual cost of materials and parts involved.
3. Pay a service charge according to the schedule as prescribed by section F on service charges and established by the Principal/Administrator of the school to cover indirect expenses.
4. Sign a form agreeing to the above conditions and specifically stipulating the work to be performed.

F. Service Charges for Live Work Projects

The total charges (cost plus a service charge) for live work will be as follows:

1. Actual cost of parts and/or materials, plus 20% for services charges with a minimum of \$5.00 is recommended.
2. All funds received as a result of live work will be deposited in the program school account to assist with future program needs.

In exceptional cases such as the construction of a public building, a reduced charge for the indirect expense of live work projects may be used provided the Principal/Administrator or a representative of the Principal/Administrator concurs in writing. The school must recover all costs.

G. Construction Projects

In order to protect the public, all construction projects of public buildings must be approved by the Deputy Superintendent of Operations, the Career and Technical Administrator and/or Principal.

H. Licensed Training Program

When a licensed training program such as cosmetology or barbering is operated, services may be provided to the public when a schedule of charges is established by the Principal/ Administrator of the school.

I. Restrictions on Live Work

Live work will not be conducted to compete with private enterprise; and, as such, neither the school system nor school employees will receive economic profit from live work. Live work is restricted as follows:

1. Live work may be performed only when tasks are directly related to the skills currently being taught in the classroom as part of a sequenced course of study. Tasks should not be taught out of sequence in order to accommodate live work. Cost must be reasonable and will be determined by the instructor.

Note: School administration approved fund raisers are tasks that can be performed at any time and may not be directly related to the current topic.

2. No person shall use Career and Technical Education facilities, equipment or any live work for personal gain or profit.
3. Live work conducted for student experiences must be conducted during actual class periods.

Advisory Committee

A program advisory committee consists of a minimum membership of 5 broadly-based, skilled, and knowable members from business and industry related to the specific CTE program being reviewed. Committees are to convene at least 2 times a year and are to provide counsel, assistance, and information from the community served by the Career and Technical Education Program.

Advisory Committee Required Documentation

- Minutes from 2 meetings held within the last 12 months—meeting deadlines—April 15, of the current year. **CTE administrators are to be invited to advisory committee meetings.**
- Advisory committee recommendations for student credentialing and CTSO should be documented in the minutes from one of the past two meetings.
- 51% or more of the membership must be present for each meeting
- Current year's approved program of work
 - Timeline showing dates of implementation
 - Activities
 - Objectives
 - Committee member responsibilities
 - Alignment of program/course offerings with Workforce Development data
- Roster of members including each person's name, business address, and occupation/job title. **Roster to be submitted to CTE program area administrator.**
- Operation guidelines (sample in Advisory Committee Handbook on state dept website CTE section)

Sample

School Name
Advisory Committee Program of Work
20__-20__

Example: Refer to current BIC document for program specific guidelines.

Teachers	Industry Leaders

Objectives	Activities	Member Responsibilities	Time line
Review the goals and objectives of the program and serve as a communication link between the high school and the community.	<ol style="list-style-type: none"> 1. Review annual goals and CTE plans 2. Discuss Future of Career Tech—developing activities to improve community awareness for the program 3. Discuss changes and trends in local and global workforce 	<ol style="list-style-type: none"> 1. Identify community resources that will help support or contribute to the success of the career/technical education program 2. Provide guest lecturers and opportunities for field trips. 3. Review the facility and equipment list utilized for the career/technical education program. 4. Identify new technology and developments that should be used in the career/technical education program. 5. Recommend equipment needs for the career/technical education program. 	Meeting 1 Date: _____
Review and make recommendations concerning facility and/or equipment improvements	<ol style="list-style-type: none"> 1. Review equipment currently used in the CTE department 2. Discuss technology trends and the effect on CTE 3. Help identify resources for obtaining technology and equipment. 		Meeting 2 Date: _____
Discuss credentials recognized by program specific industry.	<ol style="list-style-type: none"> 1. Pole committee on Industry Credentials recognized in their specific industry. 2. Note advice given on credentials students need to work towards. 		
Assist with recruiting and job placement.	<ol style="list-style-type: none"> 1. Discuss ways to encourage students to continue taking Career Tech courses—after the first required course 2. Conduct committee meetings to keep abreast of changes taking place in local industry and the skills necessary for entry level jobs and/or continuation of education 		

COMMITTEE MEMBER SIGNATURES

CTSO

Student organizations are an integral part of Career and Technical Education programs and will be affiliated with the respective State and National organizations.

CTSO Required Documentation

(Found in the compliance document)

- Member Roster
- Copy of check proving payment of dues to State and National organizations
- Program of Work (must include the following)
 - Timelines
 - Co-curricular activities for current instructional year
 - Responsibilities for each program area teacher
- CTSO Minutes of at least 4 meetings during previous 12 months
- CTSO Officer List
- Documentation of CTSO activities
 - Competitive Events
 - Community Service
 - Local/Region/District/State/National CTSO meetings

CTSO PROGRAM OF WORK GUIDELINES

PURPOSE

A Program of Work enables a chapter to plan and implement well-rounded and diversified activities that will accomplish the goals of the chapter. Developing a Program of Work is a learning activity that involves all chapter members.

HOW TO DEVELOP A PROGRAM OF WORK

1. **Develop the Plan.** Decide on the chapter's goals for the year. There are many methods to determine the goals. Some chapters have the officers develop the goals, which are then presented to the membership for input and approval. Another method is to have all of the members develop the goals. This can be accomplished by having small groups of members decide on two or three goals and then have the groups present these to the other members, having each member suggest goals in writing or orally. Whatever method is used should guarantee that each chapter member has the opportunity to present his/her ideas to the chapter.

2. **Set the Goals.** Decide on the activities to reach the goals. One method to determine appropriate activities to achieve the goals is to create committees for each goal. Each chapter member should be on a committee. The committees meet and then present to the entire chapter, for approval, several activities for each goal.
3. **Implement the Activities.** After the activities are decided upon, the committees write the description of each activity. The description should include the following information:
 - Name of activity
 - Purpose of activity
 - Details of activity
 - Publicity and promotion
 - Planned Budget
 - Planned Evaluation procedures

Be sure to include the steps to be followed in conducting the activity, which is responsible for each step, and the time framework for completing each step of the activity.

The worksheets should be presented to the entire chapter for approval, and then finalized plan is posted so all members can follow the activity.

4. **Evaluate the Plan.** Evaluation is an ongoing process. Often, timelines and other requirements have to be revised. At the completion of the activity it is critical that the chapter members, in order to discover what works and what does not, evaluate each specific activity.

HEALTH SCIENCE HOSA PROGRAM OF WORK School Year

PROGRAM TEACHER RESPONSIBILITIES	MEMBER RESPONSIBILITY	CO-CURRICULAR ACTIVITIES	TIME-LINE
<p>As the HOSA Chapter Advisor, my goal is to serve as a guide, mentor, and resource to assist HOSA officers/members to relate chapter activities to our Health Science curriculum and future health care occupations by doing the following:</p> <ul style="list-style-type: none"> ▪ Promote student leadership: implement student led HOSA chapter ...activities, etc. ▪ Ensure that all chapter members actively involved and participating in a variety of HOSA led activities ▪ Encourage chapter members to apply for HOSA and other collegiate scholarships 	<ul style="list-style-type: none"> ▪ Attend/participate in various leadership development activities ▪ Attend/participate in a variety of HOSA social activities ▪ Implement a variety of Community Service activities to include blood drive, career fair, etc. ▪ Attend/participate various career preparation activities ▪ Identify applicable fund raising activities 	<p>Throughout the year, HOSA experiences may include assignments so that all students are given leadership responsibilities.</p> <p>As the Health Science teacher and HOSA Advisor, my goal is to integrate the activities and principles of HOSA into the everyday classroom and laboratory experiences. This approach will enable students to see the relationship between HOSA and academic achievement.</p> <p>Co-curricular activities include</p> <ul style="list-style-type: none"> ▪ HOSA bulletin board ▪ Community Service Activities ▪ Invite other HOSA Chapter Advisor as guest speaker 	<p>August</p> <ul style="list-style-type: none"> ▪ Meeting ▪ Collect fees/pay HOSA ▪ Elect Officers ▪ Install Officers ▪ Chapter Officer Training <p>September</p> <ul style="list-style-type: none"> ▪ National Service Project <p>October</p> <ul style="list-style-type: none"> ▪ Meeting to begin preparation for SLC preparations and identify competitive events. <p>November</p> <ul style="list-style-type: none"> ▪ National HOSA Week <p>December</p> <ul style="list-style-type: none"> ▪ Community Service Toys for Tots <p>January</p> <ul style="list-style-type: none"> ▪ Apply for HOSA Scholarship <p>February</p> <ul style="list-style-type: none"> ▪ CTE Month Community Service Project <p>March</p> <ul style="list-style-type: none"> ▪ Field Trip: College Tour <p>April</p> <ul style="list-style-type: none"> ▪ Program recruitment <p>May</p> <ul style="list-style-type: none"> ▪ National Nurses Week

Sample

CTSO PROGRAM OF WORK _____

PROGRAM TEACHER RESPONSIBILITIES	MEMBER RESPONSIBILITY	CO-CURRICULAR ACTIVITIES	TIME-LINE

CTE Safety and Facilities Check

School: _____

Teacher: _____

Program: _____

Date: _____

Room number: _____

Program complies
with UC high quality indicator

ITEM	YES	NO	N/A	Comments
Organization				
Evacuation procedure posted by M door				
Electrical rtt tic s				
Equipment in working order				
Adequate Space/student enrollment				
Space available for seatwork				
Available space/teacher workspace				
Adequate ventilation				
Windows/work in order/secured				
Doors/work in order/secured				
Heat in /Cooling /Ventilation				
Secured Storage/Filing cabinet				
Restroom/sink area convenient to lab				
Handicapped Access				
Plumbing/Lighting operational				
First Aid Kit (highly visible)				
Eye Wash solution (easily visible)				
Hazardous areas identified				
Safety signs (highly visible)				
Safety zone clearly identified				
Safety Data Sheet - must include: Name of substance, chemical formula, physical and chemical properties, hazards, first aid, fire, spill, reactivity, disposal, and other relevant information				
Emergency current interruption				
Waste collection system (if applicable)				

Instructor

Local Administrator

Date signed

Work-Based Learning/ Cooperative Education Forms

Work-Based Learning Evaluation Report (SAMPLE)

Trainee _____ Supervisor/Mentor _____

Job Title _____ Agency _____

Directions: Evaluate the personal qualities below for your trainee. Rate the student's performance by using the numerical key below to mark the appropriate space. List the specific job tasks that are performed by the student each grading period. Your report will be used in determining a grade and for counseling the trainee. Careful attention should be given so as to present a true picture of your trainee's work and progress each grading period.

Personal Qualities/Job Tasks Key: Excellent (9-10) Good (6-8) Fair (3-5) Poor (1-2) Unacceptable (0)

Rating of Trainee for Year _____ - _____						
Personal Qualities	Grading Period					
	1	2	3	4	5	6
Attendance: Present and on time						
Begins work promptly						
Appearance: Clean, neat appearance, poise, orderly						
Dependability: Able to work with little supervision, follows instructions, consistent						
Leadership: Aggressive, eager to learn, resourceful, good judgment, able to inspire others						
Thoroughness: Accurate, careful, completes work						
Ability To Get Along With Others: Tactful, friendly, cooperative						
Social Habits: Good attitude, self-control, honesty						
Willingness to Work: Works overtime, performs extras						
Progressive Job Tasks <i>(List specific job tasks performed from Training Plan.)</i>	Grading Period					
	1	2	3	4	5	6
TOTAL (Personal Qualities + Job Tasks)						
Average: Total ÷ Total Possible Points						

Evaluator's Signature: _____ Date: _____

(SAMPLE)
TEACHER RECOMMENDATION FORM

_____ has applied for enrollment in the _____
 (Activity Name) Work-Based Learning program. Students in this program receive classroom instruction in workplace practices and procedures, and are placed in training stations where they develop skills and obtain valuable experience under supervision. The cooperation of business and industry will continue only if the students they employ have the proper attitude and interest to profit from on-the-job training toward a career objective/pathway. Using your knowledge of the student, please rate the student on the characteristics indicated.

Rate qualities by checking the proper right-hand column.	Poor	Below Average	Average	Above Average	Superior
Dependability: Able to work with little supervision, prompt, sincere, consistent, truthful, follows instruction					
Cultural Refinement: Courteous, considerate, good manners, appreciative					
Leadership: Aggressive, resourceful, able to inspire others					
Industriousness: Persistent, good work habits, makes wise use of time					
Thoroughness: Accurate, completes work carefully					
Appearance and Grooming: Clean, neat appearance, orderly, poised					
Ability to Get Along With People: Adaptable, friendly, tactfully, cooperative, respectable					
Social Habits: Good attitude, self-control, honesty, not inclined to argue or complain					
Attendance: Present and on time, begins work at once without delay					
Mental Alertness: Attentive, interested, observing, eager to learn					
Academic Performance: Completes assignments, follows instructions, meets deadlines, masters content					

Employability

If you were an employer or job supervisor, would you want this student working for you? () Yes () No

Would you be willing for this student to represent the school on the job? () Yes () No

Signature _____

(Evaluating Teacher)

Date _____



(SAMPLE- enter school name and contact information)

Emergency Contact Form

Emergency Contact Information

Please provide the name, address, and telephone number of two persons who may be contacted in the event of an emergency:

Name and Relationship: _____

Street Address: _____

Phone: _____ Cell: _____

Email: _____

Name and Relationship: _____

Street Address: _____

Phone: _____ Cell: _____

Email: _____



(SAMPLE-Enter school name and contact information)

APPLICATION FOR ENROLLMENT

PLEASE PRINT OR KEY ALL INFORMATION REQUESTED EXCEPT SIGNATURE.

Date _____			
Name			
Last	First	Middle	Maiden
Present Address			
Number	Street	City	State Zip
Telephone ()		Cell Phone ()	
Age	Date of Birth [- -]		
Do you have a driver's license? <input type="checkbox"/> Yes <input type="checkbox"/> No Do you have access to a car/other mode of transportation? <input type="checkbox"/> Yes <input type="checkbox"/> No			
Career and Technical Occupational Program Completed or Enrolled In:			
Career Objective: 1 st Choice _____ 2 nd Choice _____ 3 rd Choice _____			
Parent/Guardian Name(s)		Business or Cell Phone ()	
Parent/Guardian Address			
II.	Number	Street	City State Zip
III. Are you interested in summer employment? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Full-time <input type="checkbox"/> Part-time			
Indicate the type of business in which you prefer to work: <i>(Example: bank, dental, retail store, legal, manufacturing, insurance, automotive, medical, etc.)</i>			
First Choice _____		Second Choice _____	
Do you intend to further your formal education after high school? <input type="checkbox"/> Yes <input type="checkbox"/> No			
Are you under a doctor's care? <input type="checkbox"/> Yes <input type="checkbox"/> No Do you have any health problems that would interfere with your regular attendance on a job? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, please explain _____			

Previous Work Experience

(List most recent position first.)

Employer	Type of Work	Employment Dates

Current Class Schedule

			Point Avg.
1 st Period			
2 nd Period			
3 rd Period			
4 th Period			
5 th Period			

List as references the names of three teachers who can attest to the quality of your work. One must be your current or previous occupational teacher.

1. _____ (Career and Technical Education Teacher)
2. _____
3. _____

To the Student:

Work-Based Learning provides an opportunity to be considered for employment/training in business and industries in our area. When you enroll in Work-Based Learning, you indicate that you are sincerely interested in putting forth your best efforts to receive work-based experience. If you accept this responsibility, please sign in the space provided.

Student Signature _____ Date _____

To the Parent/Guardian:

Do you consent to your child entering Work-Based Learning, providing transportation, and agree to cooperate with the school and the training agency in making the training and education of the greatest possible benefit to your child? If so, please indicate your support and approval with your signature.

Parent/Guardian Signature: _____ Date _____

To Be Completed by the Cooperative Education Teacher-Coordinator.

Current Attendance Record: No. Absences _____ No. Tardies _____
Current Disciplinary Record: Total Reports _____ Cumulative GPA: _____

List Career and Technical Occupational Courses that determine student's eligibility for participation:

1. _____
2. _____
3. _____
4. _____

Verified By _____
Counselor/School Administrator/Cooperative Education Teacher-Coordinator

Status of Application: Pending Approved Not Approved

The (Name of Recipient/LEA) does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person(s) has been designated to handle inquiries regarding the non-discrimination policies:

Name and Title (i.e. 504 Coordinator or Title IX Coordinator)
Address
Telephone Number
E-mail Address

Name and Title (i.e. 504 Coordinator or Title IX Coordinator)
Address
Telephone Number
E-mail Address

(SAMPLE-Enter school name and contact information)

WORK-BASED LEARNING
QUESTIONS FOR STUDENT INTERVIEW
(For Student Selection)

1. What do you believe is the purpose of Work-Based Learning?
2. Why do you want to enroll in Work-Based Learning?
3. Have you ever been employed before? If so, describe your job.
4. What are your plans following high school? Have you considered additional training?
5. In what ways will Work-Based Learning help you?
6. Is there any reason why you could not work fifteen (15) to twenty (20) hours weekly next year? What are your plans to participate in activities during your final year at high school?
7. Are you currently a member of a student organization? Why? Why not?
8. What subjects do you find most enjoyable?
9. What special training would you expect to receive from your coordinated studies instruction?
10. Where did you first hear about Work-Based Learning?
11. What do you want to do to earn a living?
12. How do you learn outside of the classroom?
13. What courses do you plan to take next year?
14. What are your arrangements for transportation?
15. Would you change your appearance to become employed or be retained in employment? (cut hair, no nail color, short nails, no miniskirts, remove earring, etc.)
16. Do you have a preference of where you would like to work?

(SAMPLE)
WORK-BASED LEARNING
INTERVIEW EVALUATION FORM

Student Interviewed: _____ Career Objective/Pathway: _____

	Above Average	Average	Poor
Appearance			
Personality			
Desire to be enrolled in the program			
Concept of program's purpose			

Summary of student's interests, abilities, and adaptability relative to career objective:

Student's plans following high school: _____

Work experience: _____

Reaction when asked if he/she would change personal appearance in order to become employable or keep employment: _____

Reaction to student organization: _____

Possible Job Sites: _____

Comments: _____



(SAMPLE-Enter school name and contact information)

**WORK-BASED LEARNING
BUSINESS/COMMUNITY SURVEY**

Year _____

Business Name _____ Type of Business _____

Address _____
(Street) (City) (State) (Zip)

Telephone _____ Fax _____ Email _____

Manager/Owner _____ Contact Person _____

Work-Based Learning is a major component of Career and Technical Education which helps students prepare for a chosen career objective. It can be a mutually beneficial experience for employers, students, schools, and the community. Work-Based Learning combines real occupational experiences with classroom instruction which can lead to improved skills, higher efficiency, and a better-trained labor pool.

To be completed by possible Work-Based Learning Training Stations/Agencies:

A. Would you be willing to provide work experience opportunities for Work-Based Learning students?
() Yes () No

B. If yes, please list the part-time positions your company could offer:

C. How many Work-Based Learning students would you possibly employ? _____

D. What selection procedures and instruments do you use? (Check *all that apply*.)

- | | |
|--|--|
| _____ Application Form | _____ Minimum Age (<i>Specify</i>) |
| _____ Interview | _____ License or Certification |
| _____ Paper and Pencil Test | _____ Civil Service Employment Process |
| _____ Performance Test | _____ Teacher Recommendation |
| _____ Physical Exam or Health Check | _____ Evaluate High School Transcript |
| _____ Drug Screening | _____ Credit Screening |
| _____ Skill in a Specific Computer Program | _____ Other (<i>Specify</i>) _____ |

D. Please list the types of learning experiences and specific skills that you can provide potential Work-Based Learning employees: (Examples: telephone usage, mail procedures, sales and service, lettering and typography, electrical repair, irrigation, etc.)

(SAMPLE)
WORK-BASED LEARNING
POTENTIAL TRAINING STATION/AGENCY EVALUATION CHECK SHEET

Potential Training Station/Agency _____ Mentor _____

Address _____ Telephone _____

Date of Interview _____ Person Interviewed _____

Job Classifications Available:

Job Entrance Tests: Yes No What Types? _____

Skill Standards Required:

	Yes	No
Does the attitude of the employer seem conducive to effective cooperation with the school in the operation of work-based learning?		
Are there provisions for a range of on-the-job experiences?		
Are the equipment and facilities satisfactory?		
Is the employer willing to work with the Cooperative Education Teacher-Coordinator to develop a training plan for a specific career objective?		
Does the potential training station/agency employee morale seem conducive to satisfactory relationships for students?		
Does the instructional potential of the training station seem satisfactory?		
Is the training station satisfactorily located?		
Will the monetary compensation be adequate?		

(Over)

	Yes	No
Did the employer ask to see a transcript or to be provided with documentation of acceptable academic performance and attendance?		
Does the employer agree to cooperate with the school to train a student?		
Are the wages to be paid to students comparable to that paid to other beginning learners in the position?		
Does the employer agree to rotate the student through various job processes upon reaching the proficiency level required for satisfactory performance in the career?		
Does the employer agree to observe all applicable child labor and wage laws and be in compliance with the Office for Civil Right regulations?		
Does the employer agree that the student will not displace a full-time worker?		
Does the employer agree to work the student a minimum of fifteen (15) hours per week?		
Does the employer agree to objectively evaluate the competencies demonstrated by the student on skills identified in the training agreement?		
Does the employer agree to train the student during school release time?		
Is the training station within reasonable travel distance of the school?		
Does the training station meet other criteria as outlined in the <i>Work-Based Learning Manual</i> ?		

Comments: _____

Signed: _____

Date: _____



(SAMPLE-Enter school name and contact information)

**WORK-BASED LEARNING
JOB INTERVIEW PRACTICES**

The objective during the interview is to convince the interviewer that you are the person to hire. This can be accomplished by demonstrating maturity, self-assurance, poise, interest, and knowledge of what is expected in a business situation.

Do

1. Be prepared.
2. Arrive on time; telephone if you are unavoidably delayed.
3. Stress your qualifications and interest for the job.
4. Be businesslike and brief.
5. Provide requested information; have up-to-date credentials.
6. Let the interviewer take the lead in the conversation.
7. Talk in terms of training, rather than saying, "I'll take anything."
8. Make certain you understand what is required in the employment setting.
9. Be realistic in discussing wages.
10. Dress appropriately.
11. Act natural.
12. Listen very carefully to the interviewer.
13. Ask appropriate questions.
14. Make yourself understood.
15. Describe your potential service to the employer.
16. Know reasons for entering your profession.
17. Get telephone numbers, names, and addresses for follow-up purposes.
18. Thank the interviewer as you leave.
19. Become knowledgeable of the company.
20. Exhibit good eye contact.
21. Write a follow-up letter.

Don't

1. Play with articles of clothing during the interview.
2. Wear/use personal communication devices during the interview (cell phones, pagers, etc.)
3. Smoke or chew gum during the interview.
4. Interrupt the interviewer.
5. Criticize former employers.
6. Make salary the main theme of your conversation.
7. Mention your personal, domestic, or financial problems.
8. Freeze or become tense.
9. Be late or miss your interview.
10. Present exaggerated appearance.
11. Talk too much or too little.
12. Try to be clever or funny.
13. Make elaborate promises.
14. Become emotional.
15. Become impatient.
16. Over-emphasize rewards.
17. Prolong interview.
18. Suggest how the employer should run the business.
19. Take anyone to the interview with you.



(SAMPLE-enter school name and contact information)

**WORK-BASED LEARNING
INTRODUCTION CARD**

**(Front of Card)
INTRODUCTION**

TO: _____ at _____

This will introduce _____ who is enrolled in Work-Based Learning
at _____
(school name) (address)

This student is interested in the position of _____

Appointment Date _____ Time _____

Cooperative Education Teacher-Coordinator

Please complete the reverse side of this card and return to school in the attached envelope.

(Back of Card)

Evaluation of _____ during interview:

Appearance	Favorable <input type="checkbox"/>	Acceptable <input type="checkbox"/>	Unfavorable <input type="checkbox"/>
<i>Comments:</i>			
Poise	At Ease <input type="checkbox"/>	Composed <input type="checkbox"/>	Nervous <input type="checkbox"/>
<i>Comments:</i>			
Attitude	Cooperative <input type="checkbox"/>	Reserved <input type="checkbox"/>	Arrogant <input type="checkbox"/>
<i>Comments:</i>			
Verbal Expression	Clear/Logical <input type="checkbox"/>	Poor Grammar <input type="checkbox"/>	Unclear <input type="checkbox"/>
<i>Comments:</i>			

Will accept for employment. Summer Fall Winter

Will not accept for employment. Reason(s): _____

Signature _____ Date _____

Student can make a more favorable impression during future interview by: _____



(SAMPLE-enter school name and contact information)

**Work-Based Learning
SCHOOL REGULATIONS/POLICIES**

1. Student acknowledges that the primary purpose of Work-Based Learning is educational and, therefore, agrees to abide by the Work-Based Learning (WBL) program policies and decisions of the Cooperative Education Teacher-Cordinator, including those regarding specific job placements
2. Student acknowledges that the school, through the Cooperative Education Teacher-Cordinator, is acting as an intermediary between the training mentor and student and that the Cooperative Education Teacher-Cordinator has a legitimate right to know and a significant role in determining the outcome of any placement issues including, termination, scheduling, assignments, and all other aspects of student placement.
3. Work-Based Learning students who fail to perform satisfactorily in all subject areas during any grading period and who fail to improve during the next grading period should be asked to resign from his/her placement.
4. A student suspended from school should not be allowed to attend their WBL placement during the suspension. On the second offense he/she may be dropped from the Work-Based Learning program with a loss of all credit.
5. A student must comply with the LEA attendance policy to participate in the program.
6. A student losing his/her WBL placement due to any action deemed unacceptable by the school and Cooperative Education Teacher-Cordinator will be dropped from the program with possible loss of all credit.
7. A student whose WBL placement is terminated for any reason is to report to the Cooperative Education Teacher-Cordinator. Failure to do so may results in the student being dropped from the WBL program.
8. A student not attending regular school classes, related study, and/or the Cooperative Education Seminar classes cannot work at the WBL placement on the day(s) he/she is absent.
9. In case of absence, the student is required to call the Cooperative Education Teacher-Cordinator and his/her training mentor before class or working period.
10. Personal business handled at the WBL placement is prohibited.
11. Friends or family are not to visit the student at the WBL placement.
12. A student is to be on time at school as well as the WBL placement.
13. Parents should understand the student's responsibility to the training WBL placement and not interfere with the performance of his/her duties.
14. Business rules for dress and personal hygiene will be observed.
15. Since training is the primary objective, a student is expected to remain with the WBL placement to which he/she is assigned. Students may resign or change placements only with the express written permission of the Cooperative Education Teacher-Cordinator and

following business practices for resignation. Students who fail to follow these procedures are subject to being dropped from Work-Based Learning.

16. The student organization is an integral part of a student's Career and Technical Education program. Therefore, all students are expected to participate in and actively support the Career and Technical Education student organization that relates to their career objective.
17. When Work-Based Learning students honor their training mentors with a banquet, reception, etc., all students are expected to attend with their training mentors as their guests.
18. Students are placed to train and are under the supervisions of the Cooperative Education Teacher-Coordinator, related study instructor, and training mentor where they are placed.
19. Students must abide by all school rules and regulations for other students and consider themselves under the jurisdiction of the school while at the WBL placement.
20. Transportation to and from the WBL placement is the responsibility of the student/parent/guardian. Transportation problems do not justify absence from the WBL placement.
21. Students will leave the campus immediately following the last scheduled class. If for any reason a student needs to remain on campus, permission must be obtained from the Cooperative Education Teacher-Coordinator, School Administrator, or CTE Instructor.

*I have read the foregoing rules for Work-Based Learning students and agree to follow them.

Student Signature _____ Date _____

Parent/Guardian Signature _____ Date _____



(SAMPLE-enter school name and contact information)

**TRAINING AGREEMENT
FOR
WORK-BASED LEARNING**

Student's Name _____ Birth Date _____ Age _____
Student's Address _____
Telephone _____ Cell Phone _____ E-mail _____
Current Career Objective/Pathway _____ Job Title _____
School Name _____ System _____
Work-Based Learning Site _____ Telephone _____
WBL Site Address _____
WBL Supervisor _____ Mentor _____
Date Training Period Begins _____ Ends _____

This training agreement briefly outlines the responsibilities of the student, parents, employer, and the Cooperative Education Teacher-Coordinator. The second part of this document is entitled "Training Plan" and consists of tasks and competencies for the specific student's career objective/pathway.

Parent/Guardian

1. Approves and agrees that the student may participate in Work-Based Learning.
2. Encourages the student to effectively carry out the work experience requirements in all components of the program.
3. Assumes responsibility for the conduct of the student.
4. Provides transportation for the student to and from the Work-Based Learning site.
5. Holds school and Cooperative Education Teacher-Coordinator harmless for risks associated with transportation and indirectly monitored activities (e.g., work-based experience).

Student

1. Complies with the rules and regulations of the Work-Based Learning site.
2. Observes the same regulations that apply to other employees.
3. Adheres to all policies and regulations as set forth by school administration and the Cooperative Education Teacher-Coordinator.
4. Is an active member of the student organization related to their career objective.
5. Works an average of not less than 15 hours each week.

6. Will not pursue additional part-time employment while enrolled in Work-Based Learning.
7. Will not displace adult workers who can perform such work as assigned in the work-based experience.
8. Attends an annual employer appreciation if required by the Cooperative Education Teacher-Coordinator or instructor of the career pathway course.

Cooperative Education Teacher-Coordinator

1. Assists in securing an appropriate work-based experience based on the student's career objective/pathway.
2. Works with the supervisor/mentor in developing a training plan for the student.
3. Visits the Work-Based Learning site at least once per month to confer with the employer and student; verify that student's duties correlate with job description; observe working conditions; help develop progressive skill-building activities; observe and evaluate student progress; and resolve questions, issues, or concerns.
4. Counsels the student about his/her job progress, behavior, attitude, academics, etc.
5. Terminates employment/participation when it serves the best interest of the student as determined in collaboration with the employer.
6. Determines the student's final grade for the Work-Based Learning experience.
7. Reinforces work-based learning experiences with related classroom instruction.

Employer/Training Mentor

1. Recognizes that the student is enrolled in a Work-Based Learning experience designed to prepare for a career in _____.
2. Provides supervision and instruction in each of the applicable tasks listed on the Training Plan to assist the student in acquiring those competencies necessary for success in the career objective.
3. Evaluates and documents student progress.
4. Employs a non-discrimination policy with regard to race, color, handicap, sex, religion, national origin, creed, or age.
5. Adheres to wage and hour, child labor, and all other federal, state, and local laws pertaining to student employment.
6. Employs the student for an average of not less than 15 hours per week.
7. Completes the Work-Based Experience Evaluation and returns it to the Cooperative Education Teacher-Coordinator by the required date.

The (*Name of Recipient/LEA*) does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person(s) has been designated to handle inquiries regarding the non-discrimination policies:

<p>Name and Title (i.e. 504 Coordinator or Title IX Coordinator) Address Telephone Number E-mail Address</p>	<p>Name and Title (i.e. 504 Coordinator or Title IX Coordinator) Address Telephone Number E-mail Address</p>
---	---

_____	_____	_____
(Parent/Guardian)	(Employer/Training Mentor)	(Student)
_____	_____	_____
(Cooperative Education Teacher-Coordinator)	(School Administrator)	(Date)



(SAMPLE-enter school name and contact information)
Work-Based Learning Training Plan

Student's Name: _____ Date: _____

Career Objective/Pathway: _____ Job Title: _____

Employer's Name: _____ Supervisor/Mentor: _____

Directions: List each task (processes, knowledge, and skills) that will be performed by the student under the supervision/guidance of a work-place mentor. The student should rotate through different job experiences, ensuring that they are diverse, rigorous, and progressive. Throughout the training period, check the appropriate number in the rating column below to indicate the degree of competency for each task. The descriptions associated with each of the numbers focus on the level of student performance for each of the tasks listed below. This document will be used for discussion during monthly on-site visits and to prepare the work-based experience evaluation.

Employer's Rating Scale

- 4 - Skilled--can work independently with no supervision.
- 3 - Moderately Skilled--can perform job completely with limited supervision.
- 2 - Limited Skill--requires instruction and close supervision.
- 1 - No Exposure--no experience or knowledge in this area.

Tasks	Task Progress		Rating			
	Learning Status On-Going	Date Objective Reached	1	2	3	4



(SAMPLE-enter school name and contact information)

**WORK-BASED LEARNING
EXTENDED CONTRACT DUTIES AND RESPONSIBILITIES
FOR COOPERATIVE EDUCATION TEACHER-COORDINATOR**

1. Conduct and/or update the Business/Community Survey to ascertain number and type of employment opportunities available and/or anticipated Work-Based Learning (WBL) placements.
2. Process individual application forms for each student planning to enroll in the Work-Based Learning programs. Develop tentative training agreements and training plans. Process appropriate documents.
3. Contact new students' parents/guardians; explain the WBL program; and discuss responsibilities of school, student, parent, and training placement. Establish purpose of training agreement and training plan.
4. Plan employability skills training, leadership development, and skill enhancement as an integral part of instruction.
5. Place students in WBL sites for paid work experience to develop their career objective.
6. Conduct monthly visits to the work site to determine student progress and changes needed in Work-Based Learning programs.
7. Visit new and expanding industries and businesses to identify new skills, equipment, and materials that may be incorporated into the curriculum. Solicit materials from related industries and other agencies to be used in classroom and laboratory activities.
8. Review and revise advisory committee membership list to ensure active participation and support from persons involved in the career areas.
9. Meet with advisory committee to develop the program of work for the coming year.
10. Adapt classroom instruction to conform to the course of study and changes in business and industry.
11. Conduct safety checks of all equipment, hazardous materials, and facilities as appropriate. Facilitate the repair of equipment and classroom maintenance to ensure students' safety and maximum use of the equipment.
12. Prepare Career and Technical Education Implementation Plan for students with disabilities who have previously been identified for the program.
13. Inventory and assess equipment, facilities, materials, and supplies and initiate orders as necessary before beginning of school year.
14. Ensure that the classroom is clean and orderly. Arrange for safe storage of hazardous materials and equipment.
15. Work with counselor for the purpose of interpreting test results of pre-registered students to determine learning needs of students and appropriate placement of students.
16. Participate in appropriate in-service programs, technical conferences, and workshops/seminars to improve teaching techniques and enhance professional development. Prepare appropriate public relations materials when meeting with business, industry, and community organizations.
17. Update all files, enrollment forms, student records, etc.
18. Develop and update community resource lists of business and industry personnel who can provide assistance with Work-Based Learning programs.

HEALTH SCIENCE FORMS

The Health Science Cluster of programs provide College and Career Readiness preparation through rigorous and relevant theory, laboratory, and hands-on clinical training for students interested in a career or post-secondary education in an Allied Health field.

Certified and/or licensed health care providers are charged with fundamental tasks and responsibilities to guide student training and testing by virtue of their professional license and health care code of conduct.

For Health Science Clinical Field Experience

Clinical field experience is a structured component of the Career and Technical Education Health Science course of study. Classroom instruction is integrated with hands-on field experience at local health care facilities and may include access to both direct and indirect patient care areas related to the students' future career choice.

This training agreement will provide students enrolled in any one of the ESCO Health Science Therapeutic Services Pathways the opportunity to job-shadow in a variety of health occupational areas while identifying post-secondary and/or health career options.

In fulfilling this criteria, all parties below agree to the following responsibilities:

Parent/Guardian:

- Agrees that student may participate in the clinical field experience as part of the Health Science program while reinforcing attendance and participation at required training
- Encourages and supports student to effectively fulfill the field experience assignments/obligations
- Assumes responsibility for the conduct/behavior of the student participating in the clinical training
- Holds the school and clinical facility harmless of any/all risks associated with the training experience

Student:

- Must adhere to all training guidelines, policies and procedures set forth by ESCO, the Health Science teacher and training site in regards to attendance, participation, skill proficiency, etc.
- Should obtain CPR certification prior to clinical placement
- Should be an active member of the student organization related to the Health Science course of study
- Must comply with the rules-regulations of the health care training facility as it relates to facility orientation, confidentiality, and professional liability while demonstrating safe work habits
- Must obtain the required number of hours needed to take certification(s) exam(s).

Health Science Teacher:

- Will secure appropriate training site(s) based on the curriculum and the student's career objective/pathway
- Will reinforce and monitor compliance with all ESCO and specific program policies
- Will monitor student progress, attendance and provide supervision at the clinical site during training
- Will work with the health care facility to assign students to the appropriate training area(s)
- Will evaluate students' progress and counsel to resolve issues promptly
- Will determine the student's final grade for the clinical internship/job shadow field experience

Health Care Training Facility:

- **Will notify ESCO Health Science instructor within 24-48 hours of unsatisfactory ADPH review to ensure training at alternate long-term care facility**
- Will provide a learning environment conducive to the Health Science curriculum for a minimum of the required hours.
- Will provide facility orientation and tour prior to field experience
- Will assign students to observe or shadow with facility personnel throughout training dates
- Employs a non-discriminatory policy

Required signatures on form of all parties identified.

Definition

Health Science Clinical Internship is a structured component of the Career and Technical Education Health Science curriculum that provides a supervised training experience in an approved setting. Health Science Clinical Internship is designed to be completed in a hospital, extended/long-term care facility, rehabilitation center, medical office, dental office, or other approved setting(s). The Health Science Clinical Internship standards are identified in the Alabama Course of Study: Career and Technical Education as part of the coursework for Health Science.

Purpose/Objective and Occupational Preparation

Health Science Clinical Internship provides an opportunity for students to gain knowledge and apply previously learned theory and skills in an actual health care setting. These experiences are uniquely designed to meet students' career objectives through supervised experiences, which are coupled with related classroom instruction.

Prerequisites

Successful completion of the approved two-credits in Health Science coursework is required prior to placement of a student in the Health Science Clinical Internship or Senior Project.

Related Instruction

Students must be enrolled in the appropriate Health Science course and must participate in all classroom instruction for mastery of content standards and attainment of skills prior to placement in a clinical or training setting. The number of days for clinical and classroom instruction is coordinated by the Health Science teacher.

Student Selection/Qualifications

A Health Science Clinical Internship student must:

- Be in good academic standing and have an acceptable discipline record as determined by the district, the school and the Health Science teacher.
- Be capable of performing the tasks of the clinical placement.
- Be classified as an eleventh or twelfth grader.
- Submit all required documentation prior to facility placement.
- Maintain a grade of "C" or better in each Health Science course.

Roles and Responsibilities

Health Science Clinical Internship requires time, commitment, collaboration of the following partners:

- **Student** must arrive at the clinical site at the appropriate time, in the appropriate dress and must comply with the rules/regulations of the school, district, and training site.
- **Parent/guardian** should provide ongoing support to the student and assume the responsibility for the conduct of the student.
- **Health Science Teacher** shall secure appropriate clinical site(s), work with the clinical site(s) to develop a training plan for the student, monitor student progress through visits and/or communication with clinical site preceptor(s), meet with the student regarding his/her progress, behavior, attitude, academics, etc. and is responsible for the student's final grade for clinical experience. The teacher is also responsible for reinforcing clinical site experiences with related classroom instruction.

- **Healthcare Clinical Facility** shall provide opportunities and placements for students to apply previously learned theory and skills in healthcare settings, as well as a safe learning environment. The Health Science instructor is responsible for the overall performance of the student and final clinical evaluation.

Applicable Placement

The Health Science Clinical Internship may provide opportunities for a student to identify their career objective and train in areas outside of their post-secondary objective in order to gain a broader perspective. Clinical placements must also meet federal and state Child Labor Laws.

Credits Earned

Credit earned will reflect the course requirements in which the clinical internship is incorporated.

Hour Requirements

Student must successfully complete minimum of required hours of training in an appropriate care facility in order to sit the program's state approved CRI. **Goal specific training may also be available.**

Supervision/Coordination Requirements

The Health Science teacher will monitor student progress through visits and/or communication with clinical site designee.

Placement Restrictions or Limitations

Student may not participate in a hazardous occupation as defined by Alabama and Federal Child Labor Law. Student may be rotated to a different clinical site/area based upon his/her area of interest at the discretion of the Health Science teacher.

Required Documentation and Forms

The following documentation or forms must be completed and placed in the student file with the Health Science teacher for each student participating in the Health Science Clinical Internship. The documents and forms must be kept on file a minimum of 5 years.

Prior to Placement of Student

- Recommended after CPR Certification (American Red Cross or American Heart Association)
- Health Science Clinical Internship Training Agreement
- Health Science Clinical Internship Evaluation of Student Performance
- Student Confidentiality Statement
- Other Forms/Documents as required by the Health Science Teacher, Local Education Agency, or Training Site

Wages

Health Science Clinical Internship is **unpaid work experiences**.

Insurance Coverage/Immunizations

All participants in Health Science Clinical Internship must provide proof of the following:

- Liability insurance coverage
- Copy of immunization record as applicable
- Other Forms/Documents as required by the Health Science Teacher, Local Education Agency, or Training Site as applicable

Health Science Pre-Clinical Placement Checklist

- Current year's Memorandum of Understanding (M.O.U.)
- Current year's Declaration of Liability Insurance for applicable programs
- Current year's Safety Assessment
- Current CPR Certification (recommended)
- Skills Performance Evaluation document current for each student
- Copy of student Immunization Record if applicable to training site
- Signed Student Participation Agreement
- Signed Confidentiality Agreement
- Signed Field Experience Authorization/Release
- Review/discuss Health Science Pre-Clinical requirements
- Schedule/discuss required clinical hours and make-up if any
- Schedule/discuss required clinical attire
- Plan/schedule C.R.I. test dates; secure test evaluator(s)
- Review Prometric/NHA Candidate Handbook and certification criteria (or equivalent)
- Identify other program criteria as required by Health Science instructor, district, or training facility

Health Science Clinical Field Experience Authorization & Release

Name of student: _____ Date: _____

I understand that my child's participation in the Health Science Clinical Field Experience(s) is a privilege and not a right. I acknowledge that I have spoken with my child regarding the need to comply with the rules and regulations established by the Health Science program/teacher and also in the ESCO Student Code of Conduct.

As the parent/guardian, of the above named student, I have read and understand the description of the Health Science Clinical Field Experience(s) and authorize my child to participate at the assigned health care facility. I understand that participation in this/these experience(s) will involve educational activities off of school property.

Name of Facility

Address

City

State

Zip Code

Telephone No.

Start Date

Time

End Date

Time

Parent/Guardian Signature

Date

Health Science Teacher Signature

Date

As a Health Science student, I understand that it is a privilege and not a right to participate in the Clinical Field Experience(s); and that business and industry professionals will be providing invaluable time/experience to assist with my training. By signing this agreement, I agree to attend all scheduled clinical experiences, complete all assignments, dress professionally, and conduct myself appropriately as required by my Health Science teacher/program. Failure to comply may result in removal from the clinical site.

Student Signature

Date

Health Science Field Experience Student Information Sheet

To ensure that students obtain the maximum benefit from the job shadowing or clinical field experience, the following areas will be introduced as part of the pre-orientation:

CONFIDENTIALITY: The nature of the health care industry and the state and federal privacy laws require all employees, volunteers, and students to maintain a high level of confidentiality with respect to all information of medical or business nature concerning patients, residents, doctors or employees. **Under no circumstances will such information be discussed with any unauthorized person(s) either outside or inside of the health care facility.** To engage in discussions of confidential information is not only a breach of confidence and a lack of concern for others, but may also involve you in legal proceedings.

INFECTION CONTROL: Proper hand washing helps to prevent the spread of infections from one person to another. Hand washing products, which contain a special antibacterial agent, are available in the rest rooms and work areas. Hands should be rinsed well using friction to remove residual soap. You may not be allowed to enter any room designated "Isolation". If there is a probability that you will have direct contact with a patient's blood or other body fluids, you **must** wear protective apparel. Please consult with your Health Science teacher or staff member for further instructions.

HAZARDOUS MATERIALS: Potentially hazardous chemicals and materials are used in certain areas as part of the daily operation of a department. Material Safety Data Sheets (MSDS) which describe the hazard and handling instructions for all chemical products are available in each department in the OSHA - Hazardous Communication Book. Please consult with your Health Science teacher or staff member for further information regarding this area.

GENERAL SAFETY:

1. Please report any unsafe conditions or injuries to the Health Science teacher.
2. The overhead paging system may announce "Code Red" if a fire is detected or "Code Blue" for a cardiac emergency; Stay Calm! Report to your Health Science teacher for instructions.
3. The overhead paging system may announce severe weather or tornado warnings. Stay Calm! Report immediately to your Health Science teacher.
4. Other codes may be announced to alert the staff of other emergencies. Stay Calm! Report to your Health Science teacher.

PIERCING(S): Body jewelry visible to patients, coworkers, and others, such as nose rings or any other jewelry in body parts other than ears, is not acceptable; visible tattoos should be covered

DRESS CODE: Appropriate professional attire is expected. Hair and make-up should be modest. Aside from small stud earrings, visible body piercing should not be worn. Shoes must have closed toes and all athletic shoes must be of a solid color. Any visible tattoo(s) should be covered at all times.

MISCELLANEOUS INFORMATION:

1. Eat or have a snack before going to field experience
2. If you are unable to report for your scheduled Job Shadow experience, please notify your Health Science teacher as soon as possible.

HEALTH REQUIREMENTS: As part of the clinical training experience, some facilities may ask for a copy of the student's Immunization Record.

Health Science Clinical Field Experience

CONFIDENTIALITY AGREEMENT

As a Health Science student, I may have access to what is referred to as “confidential patient information.”

Confidential information includes patient’s personal and medical information, employee, volunteer, and student information, financial information, and any other information relating to the healthcare agency providing services to patients/employees.

I may learn, hear of, or have access to some or all of this confidential information through my rotational/observation activities.

Confidential information is valuable and sensitive and is protected by law and by strict agency policies. The intent of a facility’s Confidentiality Laws and Policy is to ensure that confidential information will remain confidential and used only as necessary to accomplish the organization’s mission.

As a student, I am required to conduct myself in strict conformance to applicable laws and agency policies governing Confidential Information.

Student Signature

Date

Parent/Guardian Signature

Date

Health Science Teacher Signature

Date

The Escambia County Public School System does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Cheryl Jones (251) 867-6251.

To file a complaint of discrimination write the Escambia County Public School System, Human Resources Department, Cheryl Jones, (George Brown 504, Title IX) 301 Belleville Ave. Brewton, Alabama 36426 or call (251) 867-6251. Escambia County Public Schools is an equal opportunity provider and employer.

Health Science Clinical Field Experience Dress Code

The Health Science clinical internship experience provides an opportunity for students to also be considered for future employment.

Demeanor and dress must reflect the professionalism it takes to do the job and must be appropriate for the workplace.

While different medical departments within a facility may have specific policies regarding dress, there are several guidelines as a Health Science student you should know about, including the following:

1. Students must wear the approved scrub attire during the clinical rotation
2. Students having direct patient contact should refrain from using any substance emitting a fragrance as per facility protocol
3. Visible body jewelry such as nose rings, etc. should not be worn
4. Visible tattoos should be covered
5. Cosmetics and jewelry should be worn in moderation or as identified by the instructor
6. Fingernails during the clinical internship rotation should be kept short; white or clear nail polish may be acceptable or as directed by the Health Science teacher
7. Closed toe clean shoes and socks should be worn
8. Students should wear the facility issued I.D. badge and/or program name tag, monogram, etc.
9. Cell phones/usage and electronic or smart devices with camera capabilities are not permitted

Special Course Fees

Field experience is an important aspect of the Health Science learning experience. In preparation for the work-based learning opportunity, the following is a list of items that may be required for purchase by the student prior to the scheduled start date:

- Program liability insurance
- Program clinical attire
- Program name tag or monogram insignia
- CTSO membership fee
- CPR certification fee

Special Note: Individual Health Science programs/courses may incur additional class/lab fee(s) as specified by the instructor.

I have read the foregoing rules of the Health Science Clinical Internship Student Guidelines and agree to follow them to the best of my ability. I understand that if I do not comply with these guidelines, disciplinary measures will be taken by the Health Science teacher, school administrator, and termination from the program may result.

Health Science Clinical Internship

Health Science Career Readiness Indicator Permission and/or Waiver Form

As part of the Health Science curriculum, your student may be eligible but not required to take the Alabama State Department of Education Health Science Career Readiness Indicator Certification Exam upon successful completion of the approved course of study criteria while enrolled in the ESCO.

Career and Technical Education will cover the cost of the initial exam only.

Re-takes are paid for by the student/parent/guardian.

Please indicate your preference by checking the corresponding box below

_____ I give permission for my student to take the ALSDE Health Science C.R.I. Exam

_ _____ I waive the opportunity for my student to take the ALSDE Health Science C.R.I. Exam

Signature of Student

Date

Signature of Parent/Guardian

Date

Signature of Health Science Teacher

Date

This form must be completed/signed and returned. Place a copy in the student's folder and send a copy to the CTE for the current school year.

Health Science Clinical Eligibility Criteria

Health Science Internship is designed for placement in a clinical training setting. Due to the nature of work and HIPAA regulations, it is imperative that all students meet the following criteria in order to be eligible for an internship:

- 1) Student must be enrolled in the 3rd sequential Health Science course
- 2) Student must have a “C” average or better in all Health Science coursework
- 3) Student must have good school attendance; absences per semester should not exceed current ESCO attendance policy
- 4) Student must agree to follow all clinical/class rules and guidelines as provided by the instructor

Medical Requirements: Students and the parent/guardian must be aware of the potential for exposure to infections and illness during clinical rotations. Student must agree to the following:

- 1) Students with a known medical condition and who notifies the Health Science teacher of such should obtain medical clearance from personal healthcare provider prior to participating in clinical training
- 2) Students are responsible for notifying the instructor and clinical site if pregnant and must have documented medical clearance from physician.
- 3) Student cannot participate in an assigned clinical rotation, if they have an elevated temperature, vomiting, skin rash, draining or open wound, scabies, lice, flu symptoms, or other contagious illness. Student must notify instructor prior to arriving at the clinical site.

A student must continue to meet the eligibility requirements throughout their participation in the internship program. If any time a student fails to meet any one of the eligibility criteria or course requirements, the student will be dismissed from internship. Re-admission to the Health Science Internship program will not be allowed. Students and parents shall not hold liable clinical agencies, health science instructor/s, school, system, or state personnel/representatives for any act of negligence or default.

SIGNATURES REQUIRED:

Student _____ Date _____

Parent _____ Date _____

RETURN COMPLETED FORM TO HEALTH SCIENCE INSTRUCTOR

The Escambia County School System does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Cheryl Jones (251) 867-6251.

To file a complaint of discrimination write the Escambia County School System, Human Resources Department, Cheryl Jones, (George Brown 504, Title IX) 301 Belleville Ave. Brewton, Alabama 36426 or call (251) 867-6251. Escambia County Schools is an equal opportunity provider and employer.

GENERAL CTE FORMS



Escambia County Schools Career and Technical Education

301 Belleville Ave. 36426 - (251) 867-6251

Director, Shawn Butler

ESCO Career and Technical Education LIVE WORK ORDER/REQUEST FORM

A work/order request will be completed for each live work project.

Name of Customer: _____ Date: _____

Address: _____ Telephone: _____

City: _____ State: _____ Zip Code: _____

CTE Program requested to perform Live Work: _____

Description of work requested: _____

Administrator Signature: _____ Approved: _____ Denied: _____

QTY	PART NO.	DESCRIPTION	UNIT PRICE	LABOR (HOURS)

Total Charges:

Materials	
Parts	
Labor	
Amount Due:	

Signature of Customer: _____	Date: _____
Signature of CTE Instructor: _____	Date: _____

Disclaimer: All work performed by students for training purposes. No work is guaranteed.

ELECTRONIC DOCUMENTS AND REPORTS

The documents that have been referenced in this handbook can also be found at one or more of the following locations.

<https://www.alabamaachieves.org/>

- Compliance guidelines
- Equipment lists
- Advisory Committee Handbook
- CTSO information
- CTE Publications
- Courses of Study (COS)
- Plans of Instruction (POIs)

Kuder—login at www.al.kuder.com

- Career Interest Assessment
- Skills Confidence Assessment
- Work Values Assessment

EQUIPMENT/COMPUTER INVENTORY, NEEDS REQUEST FORM— Available electronically on CTE Teams site in the CTE Forms section—click “Files”

*additional forms and reports can be found on the ALSDE website - <https://www.alabamaachieves.org/>

**for teachers on extended contract only

DUE: May 20 of current year

PROGRAM OF WORK FOR TEACHERS

____10-month ____12-month

Name _____ School _____

Program _____ School year _____

MAJOR JOB FUNCTIONS	JOB OBJECTIVES	TARGET DATE	COMMENTS AND EVALUATIONS
<i>List in order of importance the key Responsibility areas of your job. (Those general areas within which you are held accountable for producing results.)</i>	<i>For each Job Function, objectives should include the specific results you expect to accomplish.</i>	<i>Enter the projected completion date for each objective.</i>	<i>Use the column to continually update objectives or to enter possible reasons why some objectives were exceeded and others not met when conducting the performance review.</i>

Principal's typed signature is an indication of approval.



Escambia County Schools Career and Technical Education

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EMPLOYER VERIFICATION OF Teacher Participation in Business/Industry Awareness

The State of Alabama, Department of Education, requires that Career and Technical Education teachers participate in a professional development experiences which provides them with new knowledge and skills in teaching their content area. Documentation and verification must be completed by the teacher and signed by the employer or sponsor. Once the teacher has completed the information below, please sign and date this form for verification. Your support and involvement in teacher development in the Career and Technical Education program is sincerely appreciated.

DATE: _____

This is to verify that _____ has completed
(Teacher's Name)

_____ hours of business/industry awareness.

Business/Organization Site (Address/Phone #)

Brief description of new knowledge, skills and activities performed during your experience.

*Signature of Contact Individual
Position/Title*

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CAREER AND TECHNICAL EDUCATION
Escambia County School System

PREVENTATIVE MAINTENANCE SCHEDULE

School: _____

Teacher: _____

Date: _____

The following table indicates the preventative maintenance process and procedures used to assure fully functional equipment in the Career and Technical Education Division.

Action(s)	Frequency	Process	Person(s) Responsible	Date Reviewed/ Completed
Inventory equipment to determine operational status. Prepare work order if necessary.	Beginning of each semester/ on-going	Submit work order to appropriate district department or to the equipment vendor if necessary.	Teacher	
Survey classroom for safety compliance and safety notification signs.	On-going	Correct safety violations and report issues to school administration-- integrate into lessons and student activities.	Teacher Principal	
Instruct students on the use and care of equipment.	On-going	Develop lessons on use and care of equipment.	Teacher	
Clean work area; eliminate potential hazards, secure lab.	Daily	Conclusion of class—integrate into lessons and student activities.	Teacher	
Examine equipment.	Daily	Clean/dust equipment to maintain proper working condition.	Teacher/ Custodial Staff	
Monitor latest updates from manufacturer to assure proper functioning and maintenance of equipment.	Quarterly/ As needed	Download updates for computers, contact vendor for other equipment issues or updates.	Teacher	
Mechanized Equipment: perform routine maintenance.	As necessary	Change oil, oil filters, air filters, etc., as required by equipment owner's manual or according to industry recognized standards.	Teacher Students	
Attend staff development opportunities for training for equipment, software, maintenance, etc.	As necessary	Enroll through STI-PD for CTE and MIS training dates and topics.	Teacher supervisors	
Submit needs request.	4th quarter	Submit needs request to supervisor via Moodle.		
Submit equipment inventory.	4th quarter	Submit inventory for all equipment to supervisor via Moodle.	Teacher Supervisor	



Escambia County Schools Career and Technical Education

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Director, Shawn Butler

Career and Technical Education WAIVER FORM FOR CREDENTIALING TEST _____ School-Year

School Name: _____

Program Name: _____

Teacher Name: _____

As part of the Career and Technical Education Program Credential, your son/daughter is eligible but not required to take the

_____ test at the end of the program. The cost of the test is paid for by the Career and Technical Education Division—at no cost to the parent/guardian.

_____ I waive the opportunity for my child to take the Career and Technical Education Credential.

_____ I give permission for my child to take the Career and Technical Education Credential.

Signature of student

Date

Signature of Parent/Guardian

Date

Teacher Signature

Date