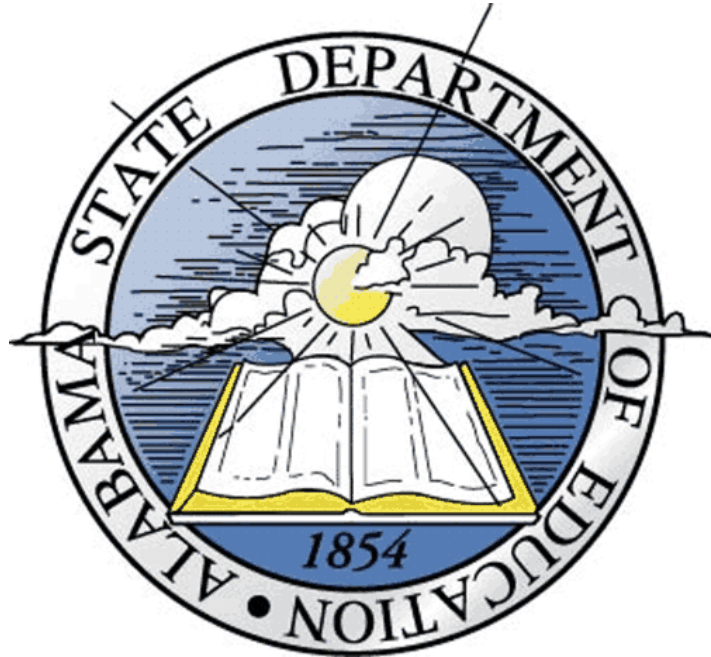


ALABAMA OCCUPATIONAL DIPLOMA MANUAL



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No person shall be denied employment, be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any program or activity on the basis of disability, gender, race, religion, national origin, color, age or genetics. Ref: Sec. 1983, Civil Rights Act, 42 U.S.C.; Title VI and VII, Civil Rights Act of 1964; Rehabilitation Act of 1973, Sec. 504; Age Discrimination in Employment Act; The Americans with Disabilities Act of 1990 and The Americans with Disabilities Act Amendments Act of 2008; Equal Pay Act of 1963; Title IX of the Education Amendment of 1972; Title II of the Genetic Information Nondiscrimination Act of 2008: Title IX Coordinator, P.O. Box 302101, Montgomery, Alabama 36130-2101 or call (334) 242-8165.

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The Alabama Occupational Diploma

Introduction

On May 8, 1997, the Alabama State Board of Education adopted the Alabama Occupational Diploma (AOD) as a diploma option for students with disabilities. Each public agency shall offer students with disabilities as defined by the *Individuals With Disabilities Education Act* (IDEA) the option to earn an AOD in all high schools in Alabama.

Several compelling reasons necessitated the creation of the AOD. In recent years, the needs of many secondary students with disabilities have not been met effectively through the various diploma options. The AOD provides for meaningful inclusion of students with disabilities in the general education classroom, community, and workplace, thereby achieving increased independence, and a post-school goal of employment. The AOD prepares students with disabilities to become productive and contributing citizens.

The AOD is designed to meet the mandates of federal and state legislation, as well as incorporate “best practices” utilized in delivering transition services. The intent of this diploma option is to prepare students for independent/competitive employment upon exiting high school. The AOD sets high expectations for students with disabilities by emphasizing challenging academic standards, personal responsibility, employability skills, and job placement.

The Individualized Education Program (IEP) Team and guidance counselors must provide parents and students with disabilities information about the different diploma options and the requirements of each option. The IEP Team must consider the highest most appropriate diploma/exit option and only select the AOD when it is clear that this is the most appropriate option for the student. The IEP Team must discuss the student’s transition goals and courses of study beginning at age 16, or earlier if appropriate. The IEP Team must review the IEP and diploma option annually and make revisions as appropriate.

Students with disabilities who have chosen not to pursue the Alabama High School Diploma (AHSD) and who have a post-school goal of employment may choose to pursue the AOD. The AOD requirements consist of 24 units of credit. The AOD courses in the core subject areas (i.e., English, Math, Science, and Social Studies) are vertically aligned to the state content standards to meet the requirements of the *No Child Left Behind Act of 2001* (NCLB). Students pursuing this option are also required to participate in Career/Technical Education and Cooperative Education/Work-Based Learning.

Changing Graduation/Exit Options

Each student must be afforded the opportunity to move between the diploma options. The IEP Team will review the exit option selected, at least annually, and determine if the highest most appropriate diploma option has been selected.

Students pursuing the AOD **may not** count credits earned in the AOD courses of study toward the AHSD except as electives. If a student chooses to change his/her diploma/exit option to the AHSD, general education course credits must be earned.

A student pursuing the AHSD may change from the AHSD to the AOD at any time during the ninth through the twelfth grade. Course credits will apply toward earning the AOD. If a student chooses to change from the AHSD to the AOD in his/her senior year, the student must have the appropriate course credits and meet the requirements for Career/Technical Education and Cooperative Education/Work-Based Learning to receive the AOD. Additional coursework and/or community-based work training experience(s) may be required.

Exception Rule Criteria

Any student with a disability(s) (defined by the *Individuals With Disabilities Education Act*) who is pursuing the AOD is eligible to receive the AHSD if he or she has taken the *Alabama High School Graduation Exam* (AHSGE) through the twelfth grade, passed all but one subject-area test of the AHSGE or passed three subject-area tests for the AHSD with Credit-Based Endorsement, met all other graduation requirements, and has the required alternate documentation.

The required alternate documentation must be verified by the high school principal, school counselor, and special education teacher, and must include the following:

1. Completion of all course credits for the AHSD or the AOD.
2. Documentation of the disability(s) in the area of the one subject-area test of the AHSGE that was not passed.
3. Participation in remediation activities (extent and nature determined by the local school system) during high school.
4. Met attendance requirements of the local school system.
5. Hold a cumulative “C” grade average for all coursework (Grades 9-12).

If a student with a disability who is pursuing the AOD is determined to no longer meet the *Alabama Administrative Code* (AAC) requirements for special education services, the student must be provided the opportunity to continue to pursue the AOD. AAC Rule 290-3-1-.02(8)(h)6.

Implementing the AOD in the Least Restrictive Environment

The AOD curriculum may be taught in any Least Restrictive Environment (LRE) deemed appropriate by the IEP Team. The curriculum for the AOD courses must be taught by teachers that are highly qualified in the core content subject area in which they are providing instruction. The AOD curriculum will enable students with disabilities to work toward grade-level content standards.

The Alabama Occupational Diploma Course Requirements

(Specific courses listed below fulfill the requirements for the AOD, LS stands for Life Skills)

Courses	Credits
English Language Arts	4
Four credits to include the equivalent of:	
LS I: English.....	1
LS II: English.....	1
LS III: English	1
LS IV: English	1
Mathematics	4
Four credits to include the equivalent of:	
Essential Mathematics I.....	1
Essential Mathematics II	1
Algebraic Explorations I.....	1
Algebraic Explorations II	1
Science	4
Four credits to include the equivalent of:	
LS I: Physical Science (required)	1
LS II: Biology (required).....	1
LS III: Earth and Space Science	1
LS IV: Environmental Science:.....	1
LS Genetics and LS Human Anatomy and Physiology courses can be substituted for 11 th and 12 th grade science credits.	
Social Studies.....	4
Four credits to include the equivalent of:	
LS I: World History	1
LS II: U.S. History to 1877.....	1
LS III: U.S. History from 1877.....	1
LS IV: Economics	½
LS IV: U.S. Government	½
Career/Technical Education	2
Career/Technical Education	2
Workforce Essentials or Transition Services II*	1
Cooperative Education Seminar (Work-Based Experience) or LS Occupational Preparation**	1
Health Education.....	½
Physical Education (L.I.F.E. Lifelong Individualized Fitness Education)	1
Arts Education.....	½
Electives	2
TOTAL	24

*Transition Services II can only be offered in school systems that do not offer Workforce Essentials. (See Appendix B)

** LS Occupational Preparation can only be offered in school systems that do not have a Cooperative Education Program.

(Existing laws require each public agency to offer art education, physical education, wellness education, career/technical education, and driver education as electives).

The AOD Academic Framework

The AOD Academic framework is composed of content standards in the core subject areas listed below:

Mathematics
English
Science
Social Studies

The *No Child Left Behind Act of 2001* requires that states adopt challenging academic content standards that apply to all students. As the Alabama course of study for each core subject is revised, the *Curriculum Guide to the Alabama Course of Study* will be developed. The curriculum guides provide challenging levels of instruction based on the standards from the Alabama courses of study. The required content for an AOD course is indicated in the *Curriculum Guide to the Alabama Course of Study* by the diamond-bulleted (◆) objectives.

Mathematics

The *Curriculum Guide to the Alabama Course of Study: Mathematics* contains the required content for AOD credits. These courses are designed to provide a practical knowledge of Algebra and Geometry.

English

The *Curriculum Guide to the Alabama Course of Study: English* contains the required content for AOD credits. These courses are designed to provide a practical knowledge of reading/literature; writing and language; research and inquiry; oral and visual communication skills; vocabulary study; mechanics; grammar and usage; and study skills.

Social Studies

The *Curriculum Guide to the Alabama Course of Study: Social Studies* contains the required content for AOD credits. These courses are designed to provide a practical knowledge of United States History, World History, Government, and Economics.

Science

The *Curriculum Guide to the Alabama Course of Study: Science* contains the required content for AOD credits. These courses are designed to provide a practical knowledge of Biology, Physical Science, Earth and Space Science, Environmental Science, Genetics, and Human Anatomy and Physiology.

Other Required Courses

Students must earn credits by completing the following required general education elective courses:

Physical Education: A one-credit course Lifelong Individualized Fitness Education (L.I.F.E.) that combines personal fitness with lifetime sports activities. Students will increase motor skill development, participate in a variety of activities that will provide competitive opportunities, and develop a life time of wellness.

Health Education: A one-half credit course following the *Alabama Course of Study: Health Education*. This course is designed to provide basic concepts of wellness and health promotion; accessing health

information, products, and services; application of health decision-making and goal-setting skills; and the impact of technology on health.

Arts Education: A one-half credit course that develops skills, knowledge, and appreciation in one or more of the arts areas: Dance, Music, Theater, or Visual Arts.

Additional Requirements of the Public Agency

Each public agency must offer students with disabilities the option to earn an AOD in all high schools in Alabama. The public agency must make provisions for each student to participate in general education, career/technical education, and AOD courses, as appropriate, in order to meet graduation requirements. Any student with a disability completing the graduation requirement for an AOD must be awarded the diploma and be allowed the opportunity to participate in graduation activities.

Each public agency must develop procedures for ensuring that parents and students with disabilities are provided information about the different diploma/exit options and requirements. Students must be given the opportunity to participate in the courses of study leading to the selected diploma/exit option. This information must be provided no later than the eighth-grade school year prior to developing the IEP to be implemented during the ninth-grade school year.

Fair Labor Standards Act (FLSA)

The U.S. Departments of Labor and Education are committed to the continued development and implementation of individual education programs, in accordance with the Individuals With Disabilities Education Act (IDEA), that will facilitate the transition of students with disabilities from school to employment within his/her communities. This transition must take place under conditions that will not jeopardize the protections afforded by the FLSA to program participants, employees, employers, or programs providing rehabilitation services to individuals with disabilities.

According to the (FLSA), students or trainees would not be considered employees in non-paid, school-based work assessment and community-based job shadowing if ALL of the following criteria are met:

- *Participants will be youth with physical and/or mental disabilities for whom competitive employment at or above the minimum wage level is not immediately obtainable and who, because of his/her disability, will need intensive on-going support to perform in a work setting.*
- *Participation will be for vocational exploration, assessment, or training in a community-based placement worksite under the general supervision of public school personnel.*
- *Community-based placements will be clearly defined components of individual education programs developed and designed for the benefit of each student. The statement of needed transition services established for the exploration, assessment, training, or cooperative vocational education components would be included in the student's IEP.*
- *Information contained in a student's IEP will not have to be made available; however, documentation as to the student's enrollment in the community-based placement program will be made available to the Departments of Labor and Education. The student and the parent or guardian of each student must be fully informed of the IEP and the community-based placement component and have indicated*

voluntary participation with the understanding that participation in such a component does not entitle the student participant to wages.

- *The activities of the students at the community-based placement site do not result in an immediate advantage to the business. The Department of Labor will look at several factors.*
 1. *There has been no displacement of employees, vacant positions have not been filled, employees have not been relieved of assigned duties, and the students are not performing services that, although not ordinarily performed by employees, are clearly of benefit to the business.*
 2. *The students are under continued and direct supervision by either representative of the school or by employees of the business.*
 3. *Such placements are made according to the requirements of the student's IEP and not to meet the labor needs of the business.*
 4. *The periods of time spent by the students at any one site or in any clearly distinguishable job classification are specifically limited by the IEP.*
- *While the existence of an employment relationship will not be determined exclusively on the basis of the number of hours, as a general rule, each component will not exceed the following limitation during any one school year:*

<i>Vocational exploration</i>	<i>5 hours per job experienced</i>
<i>Vocational assessment</i>	<i>90 hours per job experienced</i>
<i>Vocational training</i>	<i>120 hours per job experienced</i>

- *Students are not entitled to employment at the business at the conclusion of his/her IEP. However, once a student has become an employee, the student cannot be considered a trainee at that particular community-based placement unless in a clearly distinguishable occupation.*

*United States Department of Education, Office of Special Education and Rehabilitative Services "Dear Colleague" letter, September 1992.

It is important to understand that an employment relationship will exist unless all of the criteria outlined in the Fair Labor guidelines described above are met. Should an employment relationship be determined to exist, participating businesses can be held responsible for full compliance with FLSA, including the child labor provisions.

Businesses and public agencies may at any time consider participants to be employees and may structure the program so that the participants are compensated in accordance with the requirements of the FLSA. Whenever an employment relationship is established, the business may make use of the special minimum wage provisions provided pursuant to Section 14(c) of the FLSA. According to the Department of Labor, if a student can perform the job independently, the student is providing benefit to the business and should be paid at least minimum wage. When a student performs a job independently, he or she must change to a job with different responsibilities to remain a non-paid trainee.

Community-Based Work Training

Community-Based Work Training is an unpaid work experience and a **required** component of the AOD. This component of the AOD enables students with disabilities to develop appropriate work skills and habits, such as attending to tasks until completed, being punctual, exhibiting appropriate dress/personal hygiene, and following directions. These experiences are designed to enhance the career interest(s) of the student and prepare the student to meet his or her post-school employment goal.

In Community-Based Work Training, students with disabilities work in the community under the direct supervision of an employee of the business or school personnel. While on the training site, the student will perform work as assigned by the employer or the training site supervisor. When the student completes the work experience, the training site supervisor or special education teacher will complete a *Community-Based Work Training Performance Evaluation*. The evaluation documents the student's interests, aptitudes, special needs, learning styles, work habits, personal social skills, attitudes toward work, and work tolerance. The Community-Based Work Training is considered "vocational training" by the U. S. Department of Labor guidelines. Therefore, each experience must not exceed 120 hours per job experience during any one year. It is recommended that all persons involved in the Community-Based Work Training become familiar with the guidelines outlined in the *Fair Labor Standards Act*.

Community-Based Work Training Requirements

All students pursuing the AOD must participate in Community-Based Work Training or have documentation of previous work experience.

Students must either:

1. Participate in Community-Based Work Training.
 - The documentation of Community-Based Work Training must include at least two (2) acceptable performance evaluations using *The Community-Based Work Training Performance Evaluation* completed by employers/supervisors.
 - *The Community-Based Work Training Performance Evaluation* must document that the student has appropriate job readiness skills.
 - Special education teachers must keep documentation. (Examples: *The Community-Based Work Training Performance Evaluation*, resume, personal information, birth certificate, social security card, letters of recommendations, etc.)
2. Demonstrate appropriate job readiness skills through previous work experience.
 - The **required** documentation for students that demonstrate appropriate job readiness skills must include *The Community-Based Work Training Performance Evaluation form* or a letter from an employer/volunteer supervisor documenting that the student has appropriate job readiness skills.
 - Special education teachers must keep documentation. (Examples: *The Community-Based Work Training Performance Evaluation*, resume, personal information, birth certificate, social security card, letters of recommendations, etc.)
3. Forms required for Community-Based Work Training documentation include the following:
 - Permission to Participate in Community-Based Work Training Program
 - Community-Based Work Training Business Agreement
 - Community-Based Work Training Student Contract

- Work Area Orientation Checklist
- Community-Based Work Training Assignment
- Cumulative Time Sheet for Community-Based Work Training
- Community-Based Work Training Performance Evaluation
- Disciplinary Form for Community-Based Work Training

Steps for Implementing the Community-Based Work Training

1. Prior to entering the Community-Based Work Training component, the student's IEP Team should review the student's transitional needs, paid work experiences, and volunteer work experiences, and then determine the amount of time and number of experiences required.
2. After evaluating the student's previous work experiences, the IEP Team will determine the types of skills and community experiences that will assist the student in determining and/or reaching his or her post-school goal of employment.
3. Complete the **required *Permission To Participate In Community-Based Work Training Program*** form with the parent or guardian and the student during the IEP Team meeting, giving special emphasis to the following points:
 - Health insurance coverage **must** be provided for participants in the Community-Based Work Training. The public agency is responsible for providing insurance coverage if the parent or guardian is unable to provide coverage. Low-cost group coverage may be obtained through various insurance companies. If the parent or guardian has insurance coverage, obtain a copy of the insurance card for the student's file.
 - Permission from the parent or guardian **must** be obtained to disclose relevant information regarding the student's abilities, needs, and accommodations to the training site supervisor, employer and adult service provider, etc.
 - Permission from the parents or guardian **must** be obtained before filming/photographing the student for newspapers, TV, etc. Parents or guardians should understand that the student may be identified as a recipient of special education services. *Note: It is not required for students to agree to have pictures taken in order to participate in Community-Based Work Training.*
 - The public agency should obtain copies of documents such as birth certificate, social security card, picture ID/driver's license, insurance card, etc.
 - The student is not entitled to wages or worker's compensation during the Community-Based Work Training. **The experience does not entitle the student to a job at the end of the training period.**

Steps for Developing Community-Based Transition Teams

Developing relationships with school personnel, outside agencies, and the business community is the key to ensuring the success of the AOD program. Students with disabilities should participate in Community-Based Work Training prior to taking Coordinated Studies. The steps described below are intended to help create supportive relationships with community employers.

1. Develop a School-Based Transition Team composed of career technical/cooperative education teachers, vocational rehabilitation representatives, jobs coaches, counselors, transition teachers, special education teachers, and any other individuals involved in placing students on jobs in the community. The purpose of the School-Based Transition Team is to share information about local

businesses, industry, and employment opportunities in the community. The team should meet a minimum of two times per year. The team should work to develop and/or revise a community resource database of employers and businesses in the community. It is important to work cooperatively by sharing information in order to present an organized effort to the business community and establish a systematic approach for managing employer contact information.

2. Develop a Community-Based Transition Team to begin marketing and networking with other agencies and community businesses. The team members may include representatives from the following:
 - Representatives of non-profit agencies in the community.
 - Rehabilitation services employment development counselors and transition counselors.
 - Personnel of technical skills training programs at local community and technical colleges.
 - Local area chambers of commerce.
 - Civic groups.

All of the personnel within these agencies are potential resources for employment information. Allocate the time to meet with these individuals to determine what services they can provide, to share information on employment resources, and to explain the purpose and requirements of the AOD. The partnerships developed between schools and community agencies are essential for the success of the students participating in the AOD program.

3. Review the community existing labor market and projected job market information. The information should be reviewed and updated annually.
4. Establish relationships with employers for Community-Based Work Training.
 - Make initial contact with employers by visiting the business sites and meeting with the employers. Informational interviews and direct contact are two basic strategies for contacting employers. Informational interviews involve scheduling specific times to present information about the Community-Based Work Training. Direct contact involves visiting various businesses, identifying possible training opportunities, and leaving written information about the AOD program. Direct contact should be used to arrange an in-depth interview with an employer at a later date.
 - The purpose of the initial contact is to provide written information about the AOD program. Be sure to dress professionally and be prepared to provide written and/or oral information to the employer.
 - Document the contacts and the outcomes of the visits and share this information with the School-Based Transition Team.
 - Send a thank-you letter or card to each employer contacted. It is important to maintain a positive working relationship with employers.
 - When an agreement to participate is confirmed, complete the *Community-Based Work Training Business Agreement*.

Steps for Preparing Students for Community-Based Work Training

1. The IEP Team will meet to review the student's previous work experience. If the student has previous work experience, the team should review the required documentation to determine if the student needs additional Community-Based Work Training. After reviewing the student's past work experience, the IEP Team will determine the types of skills and additional community experiences that will assist the student in reaching his/her post-school goal of employment.
2. If the IEP Team determines that Community-Based Work Training is required, the student and parent or guardian must sign the *Permission to Participate in Community-Based Work Training Program and Community-Based Work Training Student Contract*.
3. The special education teacher must obtain the appropriate documentation for participation in Community-Based Work Training that may include verification of health insurance, personal information, birth certificate, social security card, driver's permit/license, or picture ID.
4. The special education teacher will provide instruction to the student concerning training, work assignment, responsibilities, required equipment or clothing, disciplinary actions, evaluation of performance, and how to document hours for each training experience.
5. The special education teacher will develop a schedule including all Community-Based Work Training sites and the names of students participating at each site. Transportation schedules should be arranged with school personnel such as the transportation supervisor, special education coordinator, and the school principal.
6. The special education teacher will complete and review the *Community-Based Work Training Assignment* form with the student and work site supervisor. The special education teacher and the work site supervisor will determine the date the student will begin his/her Community-Based Training.
7. The special education teacher will complete the *Work Area Orientation Checklist* and explain the job duties and responsibilities to the student. The work-site supervisor or the special education teacher can conduct the orientation training. The Community-Based Training will begin after the orientation training is completed.

Evaluating Student Performance

Documentation of the student's progress in Community-Based Work Training is a requirement for the AOD. The special education teacher and/or work site supervisor should evaluate the student's progress by completing a minimum of two evaluations per training assignment. The *Community-Based Work Training Performance Evaluation* form should be used to document the student's progress. The student evaluation forms must indicate scores of **threes** and **fours** before moving to another training site. The on-site visits will allow the special education teacher the opportunity to observe the student, communicate with the training site supervisor regarding student progress, and make any suggestions regarding training techniques.

The special education teacher should complete a *Cumulative Time Sheet* to document hours completed on each community-based training site. The documentation should be maintained by the special education

teacher. The IEP Team will review all *Community-Based Work Training Performance Evaluations*, *Cumulative Time Sheets*, and other documentation to determine if the student has acquired the skills necessary to be successful in his or her work-based experience and achieve his or her post-school goal of employment.

Cooperative Education

Cooperative education is a required component of the AOD Program. Students with disabilities will participate in cooperative education in the twelfth or exiting year of school. Each student must complete a minimum of 270 hours of documented, successful, independent, paid employment

Definition

Cooperative education is a structured component of the Career and Technical Education (CTE) curriculum that integrates classroom instruction with productive, progressive, supervised, 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 required 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 two hours of Child Labor Law training annually.

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.

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.

ROLES AND RESPONSIBILITIES

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

- **Students** must meet with the coordinator one class period per week in Cooperative Education Seminar and maintain all required documentation and coursework. They must adhere to all policies of the program and training station/agency. Student drivers must have a valid Alabama Driver's License

and must furnish a proof of their liability coverage for the automobile. 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. Parents/Guardians must provide transportation for the student to and from the training station.
- **Special education teachers** should collaborate with the student, parent, job coach, transition coordinator, special education coordinator, vocational rehabilitation counselor, cooperative education coordinator, and school principal to ensure the implementation of the AOD program. A career/technical education teacher must be invited to IEP meetings. (Note: A career/technical education teacher must be a member of the IEP Team for students participating in career/technical education). The special education teacher must also assess and document the student's employability skills and address the student's needs, including attendance, behavior, and academic progress to ensure readiness for cooperative education, as well as maintain all required forms for participating in the AOD program. The information collected from career assessments must be discussed with a representative from cooperative education and other appropriate agencies. The special education teacher must ensure that appropriate accommodations and supports are provided for the student in all academic and career/technical education courses.
- **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, and documentation and submitting required reports.

Coordinator Responsibilities

The coordinator will:

- Create a *Training Plan* for each cooperative education participant using VTECs connect software.
- 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 through face-to-face contact an evaluation at least once per grading period at the end for the semester/term and at other times deemed appropriate.
- Serve as the advisor or co-advisor of a CTSO.
- Encourage students to become active in a CTSO related to their career objectives, career pathways, and career clusters.
- 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.
- Visit the training station of each student a minimum of once per month. (More frequent visits may be required to monitor students experiencing difficulties.)
- 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 270 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 the 270 hours in any other term.)
- Manage an advisory committee according to procedures outlined in the SDE Advisory Committee Handbook located at www.alsde.edu and the Business/Industry Certification standards.
- Complete and submit reports as required by the SDE, Career and Technical Education, and LEA (including the R-1 report that is due October 1 and March 1.)

CRITERIA FOR SELECTION

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.

In situations where students have an IEP and/or are **pursing the AOD**, 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.

Determination of Student Eligibility

The coordinators shall 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.
- Has provided proof of current health or accidental insurance coverage and, if driving to and from the training station, proof of automobile liability insurance.

It is recommended that a student has passed all requirements of the AHSGE.

The steps for selection are:

- **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 (See Appendix D: *Application for Enrollment pages.*)

- **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. (See Appendix D: *Teacher Recommendation Form.*)

- **Reviewing**

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.

(See Appendix D: *Questions for Student Interview and Interview Evaluation Form.*)

- **Evaluating**

The coordinator will accept or reject an application based on:

- Coordinator document and record review.
- Student interview.
- Career objective related to a specific Career Cluster.
- Interest in learning the skills for the career.
- Completed recommendation forms.

CRITERIA FOR PLACEMENT

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.

Coordinators should place all students participating in Cooperative Education Seminar in a work-based experience prior to the LEA drop/add deadline. The coordinators 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, he/she must agree to abide by the work-based learning policies; the student's career objective must align with the training placement; and it must be approved by the coordinator.

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 coordinators 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. (See Appendix C: *Work-Based Learning 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 he/she is placed for training. (See *Orientation to Business page 47.*) 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.

STUDENT INFORMATION AND REPORTING

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*.

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.

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.

For additional information on Cooperative Education requirements, please use the link below to the Alabama Work-Based Learning Manual.

http://www.alsde.edu/html/sections/doc_download.asp?section=52&id=11823&sort=

APPENDIX A

Alabama Occupational Diploma Subject Codes

Alabama Occupational Diploma Subject Codes

The Curriculum Guide to the Alabama Course of Study: English Language Arts contains the course content for AOD credits. These are designed to provide practical knowledge of reading, literature, writing and language, research and inquiry, and oral and visual communication.

- 700001 **LS I: English**
- 700002 **LS II: English**
- 700003 **LS III: English**
- 700004 **LS IV: English**

The Curriculum Guide to the Alabama Course of Study: Mathematics/Prerequisites Algebra I contains the course content for AOD credits. The courses provide students with the foundation skills identified in the general education math courses. The courses include functional math concepts to equip students with the skills necessary for employment and independent living.

- 700010 **Essential Mathematics I**
- 700011 **Essential Mathematics II**
- 700012 **Algebraic Explorations I**
- 700013 **Algebraic Explorations II**
- 700014 **LS: Mathematics Elective Course**

The Curriculum Guide to the Alabama Course of Study: Science contains the course content for AOD credits. These courses are designed to provide a practical knowledge of scientific processes and application skills. LS Physical Science and LS Biology are required courses. The remaining two science course credits can be selected from the LS Earth and Space Science, LS Environmental Science, LS Genetics, LS Human Anatomy and Physiology.

- 700021 **LS I: Physical Science**
- 700022 **LS II: Biology**
- 700023 **LS III: Earth and Space Science**
- 700024 **LS IV: Environmental Science**
- 700025 **LS Genetics**
- 700026 **LS Human Anatomy and Physiology**
- 700027 **LS: Science Elective Course**

The Curriculum Guide to the Alabama Course of Study: Social Studies contains the course content for AOD credits. These courses are designed to provide a practical knowledge of major events, historical leaders and movements, and focus on economic systems and theories.

- 700031 **LS I: World History**
- 700032 **LS II: U.S. History to 1877**
- 700033 **LS III: U.S. History from 1877**
- 700034 **LS IV: Economics**
- 700035 **LS IV: U.S. Government**
- 700036 **LS: Social Studies Elective Course**

Additional courses for the Alabama Occupational Diploma

- 700041 **Transition Services II**
- 400016 **Workforce Essentials**
- 400031 **Cooperative Education Seminar/ Work-Based Experience**
- 700042 **LS Occupational Preparation**

APPENDIX B

Transition Services II

Transition Services II is designed to take the place of Workforce Essentials for students pursuing the Alabama Occupational Diploma (AOD) **in the event Workforce Essentials is not available**. Transition Services II can also be used as an elective course for students pursuing diploma options other than the AOD as deemed appropriate.

Transition Services II is a one-credit course that provides students with higher-level transition and occupational skills that are transferable across jobs and other adult settings. This course is based on the strands and content standards from *Alabama Course of Study: Workforce Essentials*. Emphasis is placed on career development and employment, academic foundations for careers, social and ethical responsibility, leadership and teamwork, applied technology, technical knowledge and skills, entrepreneurship and business economics, and safety and health. Students build on prior knowledge, strengths, interests, and needs that enhance preparation for employment and other adult roles.

Transition is an ongoing process as young people move from adolescence to adulthood. It is not relegated to a single event, activity, or assessment. The transition process involves continuous assessment, planning, instruction, and evaluation. Transition requires students, parents, and educators to consider current and future environments including work, educational, living, and personal/social environments. Consideration must also be given to the skills that will be required to perform successfully in those environments.

Assessment and self-evaluation provide the foundation for students to identify their personal strengths, needs, and preferences that will be utilized in establishing and achieving goals for life after high school. As a result, careful attention should be given to the selection of appropriate assessment tools for each student's use in the various Transition Services II strands.

Transition Services II is designed to equip students with the necessary skills to be active participants in their transition planning process and to attain their postsecondary and community living goals.

APPENDIX C

Community-Based Work Training Forms

Permission to Participate in Community-Based Work Training Program

Community-Based Work Training Business Agreement

Community-Based Work Training Student Contract

Work Area Orientation Checklist

Community-Based Work Training Assignment

Cumulative Time Sheet for Community-Based Work Training

Community-Based Work Training Performance Evaluation

Disciplinary Form for Community-Based Work Training

Permission to Participate in Community-Based Work Training Program

Your child will participate in the Community-Based Work Training Program during the ____-____ school year. The program is designed to provide your child with real work experiences that will assist him/her in learning the skills needed for independent/competitive employment. However, this program should not be considered employment. In order for your child to participate in this program, we must have your permission concerning the following:

___ Yes ___No I give my permission for _____ to participate in Community-Based Work Training.

___ Yes ___No In an emergency, I give permission for employees of the training site or school personnel to obtain medical care for my child.

___ Yes ___No I understand that my child must have insurance before participating in the Community-Based Work Training program.

Insurance Carrier _____

Primary Insured _____ ID# _____

Medicaid Student ID# _____

School Accident Insurance Student ID# _____

Please provide a copy of your insurance card.

Attached is a school insurance form. If a student does not have insurance, please contact _____.

___ Yes ___No I understand that I will be notified when my child changes training sites.

___ Yes ___No I understand that my child will not be entitled to wages or worker's compensation during work training.

___ Yes ___No I give permission for my child to be transported to the training sites selected by the school.

___ Yes ___No I give permission to disclose relevant information to business, adult service providers, etc., concerning my child's abilities, needs, accommodations, etc. **(Optional)**

___ Yes ___No I give permission for my child to be filmed/photographed. I understand that my child may be identified as an individual who participates in special education services. **(Optional)**

SIGNATURES

Your signature indicates that you understand and agree to these terms and conditions.

Parent/Guardian _____ Date _____

Student _____ Date _____

Principal _____ Date _____

Teacher _____ Date _____

Community-Based Work Training Business Agreement

Non-Binding Statement of Understanding

School System: _____ Teacher/Telephone Number: _____

Business/Industry: _____

Address: _____ Telephone Number: _____

All parties jointly agree to the following:

1. The business will not receive an immediate benefit from the student training.
2. The business will not displace any employee nor reduce the work hours due to the training of students.
3. The students who participate in the work-training program will not receive payment for work performed.
4. The business is under no obligation to hire any student participating in the program.
5. The students are not employees and workmen's compensation will not be required. Students who participate in the program must have proof of accident insurance coverage before participating in the Community-Based Work Training program.
6. The business and the school personnel will agree upon the work schedule, job assignment, location of training site, and site supervisor.
7. The school personnel will complete the Community-Based Work Training Performance Evaluation with input from training site supervisor.
8. The students will be under the direct supervision of school personnel and/or an employee of the business.
9. The business will comply with all federal, state, and local labor laws as they apply to the work-training program.
10. The employers are released from all liability during the student training.

We, the undersigned, as representatives of our agency or business, agree to abide by the statements listed above. We understand that this agreement may be canceled by either party upon notice to the other.

Business Representative: _____ Date: _____

Transition Teacher: _____ Date: _____

School Administrator: _____ Date: _____

Community-Based Work Training Student Contract

I, _____, agree to the following rules as a participant in the Community-Based Work Training.

1. To report to training site(s) where I am assigned.
2. To wear clean and appropriate clothes and have good personal hygiene.
3. To get along with co-workers.
4. To use appropriate language and grammar.
5. To follow all safety and work place rules.
6. To complete all work assignments.
7. To maintain a good attitude.
8. To obey work supervisor and follow directions.
9. To discuss any complaints about my training with the supervising special education teacher.
10. To perform my duties to the best of my abilities.
11. To be punctual and reliable.
12. To inform my supervisor(s) at the school and work training site before I am absent.

I understand that if I do not obey these rules, I may receive one or more of the following:

1. A written warning/reprimand.
2. A lower grade.
3. A parent conference.
4. A suspension from the training site.
5. Termination (end work) of training at the site.

I understand I will not be paid, receive worker's compensation, or be entitled to a job at the completion of the training.

SIGNATURES

Student _____

Date _____

Parent _____

Date _____

Principal _____

Date _____

Teacher _____

Date _____

Work Area Orientation Checklist

Community-Based Work Training

Student: _____ Starting Date: _____

Training Site: _____ Training Area: _____

Checks indicate that student has been instructed in the area.

- _____ 1. Locate training station/work area.
- _____ 2. Locate and use employee entrance/exit.
- _____ 3. Locate restroom.
- _____ 4. Locate employee telephone and/or telephone use procedures.
- _____ 5. Locate time clock or sign-in location.
- _____ 6. Locate work supply area.
- _____ 7. Locate supervisor.
- _____ 8. Locate personnel to obtain assistance.
- _____ 9. Locate transportation to and from training site.
- _____ 10. Locate and review safety and emergency procedures.
- _____ 11. Locate and review the training site policies and procedures.

Additional Environment

Review critical environmental factors (i.e., noise level, extreme temperature variations).

- _____ 12. _____
- _____ 13. _____
- _____ 14. _____
- _____ 15. _____
- _____ 16. _____
- _____ 17. _____

Student Signature Date

Completed by: _____
Name/Title Date

Community-Based Work Training Assignment

Student Name: _____

Training Site: _____ Training Area: _____

Position/Job Title: _____

Job Supervisor(s): _____

Job Duties/Tasks Trained:

Daily (tasks remain the same day to day)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Varies day to day (**List on other side if applicable**)

Dates of Training: _____

Days of Training: _____

Time of Training: _____

Dress Code: _____

Necessary Skills/Abilities: _____

Safety Precautions and Emergency Procedures: _____

Other Natural Supports: _____

*This form should be reviewed with the student and the transition teacher/job coach.

Cumulative Time Sheet

Community-Based Work Training

Student Name: _____ Grade: _____

School: _____

Teacher: _____

Training Site/Area: _____

School Supervisor: _____

Job Title: _____

Total Hours: _____

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Dates						
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

Training Site/Area _____

School Supervisor _____

Job Title _____

Total Hours _____

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Dates						
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

Community-Based Work Training Performance Evaluation

Name of Student: _____ Training Site: _____

Supervisor: _____ Training Area: _____

Community: _____

Dates of Evaluation: From _____ To _____ (At least two per training site)

	4 Always	3 Usually	2 Seldom	1 With prompts
1. Good attendance and punctuality				
2. Works independently or with minimal supervision				
3. Demonstrate willingness, interest, and motivation to work				
4. Maintains quality of work/self correct				
5. Demonstrates adequate speed and work production				
6. Complete task/work assignments				
7. Accepts constructive criticism				
8. Follows/retains directions				
9. Cooperates/interacts appropriately with coworkers/supervisors				
10. Adapts to new work situations				
11. Asks questions when necessary				
12. Responds appropriately to comments/questions				
13. Demonstrates sufficient stamina/physical abilities				
14. Exhibits appropriate personal hygiene/appropriate dress				
15. Demonstrates appropriate work skills				
TOTAL				

Comments/Recommendations: _____

Evaluated By:

Title:

Student Signature

Date

Supervisor

Date

Teacher

Date

Other

Date

**Community-Based Work Training
Performance Evaluation (Continued)**

Teacher Comments: _____

Student Comments: _____

Student Signature

Date Reviewed

Disciplinary Form

Community-Based Work Training

Students participating in Community-Based Work Training will be subject to rules set forth in the *Code of Student Conduct* adopted by the Board of Education.

Student's Name: _____ Date: _____

Supervisor's Name: _____ Teacher's Name: _____

Site Where Problem Occurred: _____

Detailed Description of Offense: _____

Action Taken: _____

Results: _____

Student's Signature: _____

Teacher's Signature: _____

Site Supervisor's Signature: _____

APPENDIX D

Cooperative Education Sample Forms

(SAMPLE)

Work-Based Learning Evaluation Report

Trainee _____ Supervisor/Mentor _____

Job Title _____ Agency _____

Directions: Evaluate the personal qualities below for your trainee. Score the student 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. Rate the student's performance using the numerical key below. 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 _____

Date _____

(Evaluating Teacher)



(SAMPLE)
APPLICATION FOR ENROLLMENT

PLEASE PRINT OR KEY ALL INFORMATION REQUESTED EXCEPT SIGNATURE.

Date _____				
Name				
Last		First		Maiden
Present Address				
Number		Street		City
State			Zip	
Social Security No. [- -]		Telephone ()		Cell Phone ()
Age	Date of Birth [- -] <i>(Birth Certificate Required For Work Permit)</i>			
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 Telephone ()	
Parent/Guardian Address				
Number		Street		City
State			Zip	
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

	Class	Teacher	Grade Point Avg.
1 st Period			
2 nd Period			
3 rd Period			
4 th Period			
5 th Period			
6 th Period			
7 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 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 Workforce Development/Cooperative Education Coordinators, formerly referred to as 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/Workforce Development/Cooperative

Education Coordinators

Status of Application: Pending Approved Not Approved

(SAMPLE)
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 15 to 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. Are you willing to work for a sub-minimum wage in order to gain work experience and a future job reference?
14. What courses do you plan to take next year?
15. What are your arrangements for transportation?
16. 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.)
17. 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: _____