

**CONNECTICUT STATE
DEPARTMENT OF EDUCATION**



**The Cooperative Work Education
Framework
2006 - 2007**

September 2006

Connecticut State Department of Education
Division of Teaching and Learning Programs and Services

Bureau of Early Childhood, Career and Adult Education
Middletown, Connecticut

PAGE 1

Acknowledgements

The Connecticut State Department of Education, Bureau of Career and Adult Education would like to thank the Cooperative Work Education Framework Committee and their respective local school districts/employers for allowing them time to work on this project. The framework would not have been possible without their expertise, time and dedication. The committee members were:

Margaret Kelly Bassick
High School Bridgeport

Virginia Waller
Ellington High School
Ellington

Gregory Zinck, Adjunct Professor
Central Connecticut State
University New Britain

Shirley Walker
Pomperaug High School
Southbury

Al Blancato
Tyrrell Middle School
Wolcott

Calvin Vinal, Vice President
Webster Bank Community
Development Waterbury

Florence Goodman
Tyrrell Middle School
Wolcott

Laurence Eiden Vocational-
Technical Schools CT State
Department of Education
Middletown

Linda DiCorleto
Housatonic Valley Regional High School
Falls Village

Andrew Parker Hallmark
TotalTech, Inc. Wethersfield

Richard Harvey Torrington
High School Torrington

Brian Stranieri Southington
High School Southington

Janice Penta Wake lee
Elementary School
Wolcott

Elizabeth Casarella Regional
School District #19, E.O. Smith
High School Storrs

Inez Hartigan Wakelee
Elementary School
Wolcott

June S. Sanford
Project Facilitator
CT State Department of Education
Middletown

* Original committee

The following organizations provided additional materials used in the preparation of this document:

National Standards for Business Education, National Business Education Association
National Occupational Information Coordinating Committee Ohio Department of
Education

Colorado Department of Education
New Mexico Department of Education
New York Department of Education

Cooperative Work Education

By the end of Grade 12, students will know about career opportunities as related to personal interests and abilities, what skills are necessary to acquire and retain employment and to be successful contributing members of our global economy.

PROGRAM GOALS

As a result of education in Grades 9-12, students will:

- Assess personal aptitudes and abilities relative to career opportunities.
- Identify postsecondary choices and requirements.
- Develop skills and strategies necessary for employment acquisition.
- Understand concepts and personal attributes required for employment retention.
- Understand how academic education and career and technical education foundation skills are integrated as essential elements recognizing that education is a life-long learning process.
- Understand how integrated learning encourages students to use essential academic concepts, facts and procedures in applications related to life skills and the world of work.
- Recognize how technology impacts all occupations and the workplace.
- Understand safety and labor laws.
- Understand entrepreneurship concepts and value of business ownership.
- Understand our global economy, labor trends, government regulations and trade agreements.
- Understand how the economy influences personal, business and government decisions.

9-12 CONTENT STANDARDS

1. Career Readiness Students will assess and identify character traits, career interests and aptitudes in developing a career plan relative to labor trends of the global economy.
2. Career Acquisition Students will become aware of skills, aptitudes and ethics required for employment acquisition in a competitive global marketplace.
3. Career Retention Students will demonstrate mastery of the entry level employment skills, competencies and character education essential for success in the workplace including issues of diversity, expectations, trends and labor regulations.
4. Career Advancement Students will become aware of career opportunities as well as skill sets necessary to acquire those opportunities; students will master their skill sets that provide advancement in their chosen career field.
5. Integrated Learning and Life Skills Students will demonstrate how academic knowledge and skills are applied to the workplace, personal life and life-long learning.
6. Technology and Information Students will demonstrate technological knowledge and skills required for future careers.
7. Economics Students will learn economic concepts that influence personal, business and government decisions.

Content Standard 1: How Do Students Prepare for Career Opportunities?

Students will assess and identify character traits, career interests and aptitudes in developing a career plan relative to labor trends of the global economy.

9-12 PERFORMANCE STANDARDS

- Educational experiences in **Grades 9-12** will assure that students:
- Explain the importance of life-long learning;
- Evaluate/research occupational interests;
- Demonstrate attitudes/ethics needed for career success;
- Assess personal strengths, talents, values and interests to appropriate jobs and careers to maximize career potential;
- Use a variety of research tools (e.g., computer-assisted programs, newspapers, books, industry tours, job shadows, career fairs and the Internet) in the career exploration process;
- Evaluate postsecondary training opportunities related to career interests, including certification, licensing, apprenticeships, college; military options and employer sponsored training sessions.
- Identify career interests and transferable skills necessary for opportunities in the global workforce;
- Develop an individual career plan and portfolio;
- Analyze needs of business and industry regards to labor and economic trends; and
- Adjust to the changing roles in the workplace including non-traditional occupations in the workplace.

Content Standard 2: How Do Students Acquire A Job?

Students will become aware of skills, aptitudes and ethics required for employment acquisition in a global competitive marketplace.

9-12 PERFORMANCE STANDARDS

Educational experiences in **Grades 9-12** will assure that students:

- Participate in work-based learning opportunities such as: mentoring, cooperative work, job shadows, apprenticeships and internships;
- Demonstrate effective oral and written communication skills necessary for employment;
- Demonstrate job search skills using a variety of resources;
- Apply the decision-making process to the various stages of the work life cycle;
- Identify and demonstrate employability skills including job search, job selection, interviewing, and presentation; and
- Compare and contrast wage benefit packages.

Content Standard 3: How Do Students Retain a Job?

Students will demonstrate mastery of the employment foundation skills, competencies, and character traits essential for success in the workplace including issues of diversity, expectations, trends and labor regulations.

9-12 PERFORMANCE STANDARDS

Educational experiences in **Grades 9-12** will assure that students:

- Demonstrate positive personal qualities and self-management skills (i.e. time management, organization, punctuality and attendance);
- Describe how productivity, work ethic and quality affect job stability;
- Demonstrate communication team-building and leadership skills;
- Demonstrate personal health and workplace safety procedures;
- Identify biases, harassment and discriminatory behaviors impacting job success and advancement;
- Understand the need to seek out new challenges and opportunities for advancement and transition;
- Acknowledge and respond to constructive criticism and employment evaluation;
- Understand the importance of following company policy and procedures and the legal ramifications of labor laws impacting employment;
- Understand and apply conflict resolution skills; and
- Understand and apply problem solving and critical thinking skills.

Content Standard 4j_

How Do Students Integrate Learning and Life Skills Within The Workplace?

Students will demonstrate how academic knowledge and skills are applied to the workplace, personal life and lifelong learning.

9-12 PERFORMANCE STANDARDS

Educational experiences in **Grades 9-12** will assure that students:

- Demonstrate the integration and application of academic and occupational skills in school, work and personal lives;
- Use communication, mathematical and technical skills to compare compute, and analyze complex information;
- Discuss how personal choices, experiences, technology, education/training and other factors correlate with earning a living;
- Discuss how income from employment is affected by factors such as supply and demand, geographic location, level of education, type of industry, union membership, productivity skill level and work ethic;
- Compare and contract strategies for personal finance and risk management; and
- Demonstrate the ability to set, monitor and achieve clearly defined goals.

Content Standard 5:
**How Do Students Use Technology and Information To Make Career
Decisions ?**

Students will demonstrate technological knowledge and skills required for future careers.

9-12 PERFORMANCE STANDARDS

Educational experiences in **Grades 9-12** will assure that students:

- Apply knowledge of technology to identify and solve problems;
- Identify and evaluate how information technology developments have changed the way people work;
- Select, apply and troubleshoot software as they apply to a variety of work applications;
- Describe how new developments in varied fields or technology affect the job market and the level of worker's responsibilities; and
- Analyze the ethical issues surrounding access, privacy and confidentiality of information in emerging technologies.

Content Standard 6:
**HOW DO STUDENTS MAKE APPROPRIATE ECONOMIC
DECISIONS ?**

Students will learn economics concepts that influence personal, business and government decisions.

9-12 PERFORMANCE STANDARDS

Educational experiences in **Grades 9-12** will assure that students:

- Demonstrate understanding of goals, resources and structure of an organization;
- Understand the concepts and contributions of entrepreneurship;
- Compare and contrast the advantages and disadvantages of the various forms of business ownership;
- Understand economic principles affecting business cycles and the workforce;
- Analyze possible solutions to specific business problems;
- Apply economic decisions related to personal financial affairs, the successful operation of organizations and within a global economy; and
- Understand the role of a consumer, producer, saver and investor in the market system.

**SPECIFIC GUIDELINES
FOR
COOPERATIVE WORK EDUCATION/DIVERSIFIED OCCUPATIONS**

PURPOSE: The major goals of the Cooperative Work Education Program are to prepare students to make responsible career and personal life decisions, to set goals, and to develop plans to achieve these goals through a combination of classroom and paid on-the-job training.

ADVISORY COMMITTEE: An advisory committee whose members represent a cross section of community members is an optional but important component to a cooperative work education program.

ENROLLMENT: A standard full-time program should have an optimum of thirty pupils and a maximum of forty per coordinator. Full-time programs designed for at-risk, disadvantaged and students with special needs should have an optimum of fifteen and a maximum of twenty students.

GRADE LEVEL: Seniors should be given priority; but the program should be open to all high school students.

SELECTION OF STUDENTS: All students can benefit from participation in this program; we all need to prepare for future careers. Students must meet qualifications and be approved by the CWE/DO coordinator based upon program regulations and available training sites.

MINORS: Minors cannot work at hazardous tasks during their on-the-job training unless the CWE/DO program is approved by the State and the training station has been approved by the Labor Department.

EQUITY: All efforts should be made to eliminate sex bias and sex stereotyping from program operations and career and technical education materials. Equal access to the program will be provided to all.

INSTRUCTIONAL SCHEDULES: Students should meet with their teachers for a minimum of three to five times per week for the purpose of related classroom instruction.

Teachers should have no more than three classes and no additional duties to ensure adequate time for career counseling and training station visitations.

An eleven-month contract is necessary for an effective program.

FACILITIES: The basic coordinator's facilities should include adequate CWE/DO classroom with an office and telephone services.

WAGES: The students are paid at least minimum wage and state labor laws must be adhered to.

TRANSPORTATION: Transportation to and from the training site is the responsibility of the student and their parents.

SCHOOL CREDIT: Academic credit is awarded for successful completion of both the related class and on-the-job training work experience.

RELATED CAREER AND TECHNICAL EDUCATION INSTRUCTION: General related instruction factors common to all occupations and specific related instruction factors pertaining to individual student's on-the-job training, are required of all CWE/DO programs.

RELEASE TIME: Students are released from school for their on-the-job training.

ADMINISTRATION SUPPORT: The active support of the school administration is necessary to achieve the desired objectives of the CWE/DO programs.

SAFETY: All employees must be in compliance with appropriate local, state, federal and OSHA statutes.

LENGTH OF PROGRAM: The length of the program varies depending upon the occupational area of training, the specific job training station, the student's capabilities and the time required to learn the job. The student's hours will follow all labor laws.

PLACEMENT OF STUDENTS: The on-the-job training station will be selected according to the student's tentative career goals, interests and abilities. It is the responsibility of the teacher coordinator to assist with career placement upon graduation.

TRAINING STATION: Training stations should provide meaningful and appropriate learning experiences for the student. Only "bona fide" training with reputable firms that comply with safety and health regulations should be allowed. The training station should also provide adequate supervision and opportunities for advancement.

WORK-BASED LEARNING PLAN AND PARTERSHIP AGREEMENT: A work-based learning plan (training plan) should be developed jointly by the employer and the teacher-coordinator for each student. These plans should show a systematic schedule for the on-the-job tasks to be learned and evaluated. In addition, the Partnership agreement should be developed by the CWE coordinator and requires signatures by the student, parent, coordinator and employer.

SPECIFIC RELATED INSTRUCTION: Specific related instruction is primarily the responsibility of the employer; however, students are encouraged to enroll in career and technical education courses related to their on-the-job training.

SAFETY INSTRUCTION: Safety instruction is the responsibility of the employer and should be provided at the job training site. General safely practices should be reviewed by the coordinator during classroom instruction.

TEACHER CERTIFICATION: A CWE/DO coordinator must hold a valid Connecticut teaching certificate with an endorsement to teach CWE/DO.

The requirements for CWE/DO endorsement are:

For initial endorsement:

- a) Holds a bachelor's degree from an approved institution;
- b) Holds or is eligible for secondary-level certification in any subject or field
- c) Has completed one year of satisfactory non-teaching work experience;
- d) Has completed three semester hours of credit in principles and organization of cooperative work education;
- e) Has completed three semester hours of credit in each of the following:
 - 1) Foundations and principles of vocational education;
 - 2) Labor market analysis trends and job readiness; and
- f) A course of study in special education of not fewer than 36 clock hours.

There are additional requirements for a provisional and professional educator certificate.

CAREER AND TECHNICAL EDUCATION STUDENT ORGANIZATION: SkillsUSA (akaVICA) is the recognized youth group for CWE/DO programs. Programs must be state approved in order to form an active SkillsUSA chapter. SkillsUSA participation is strongly recommended.

PROGRAM MODEL: Related classes (General and Specification relation instruction)

Class 1-15 students Min. 3-5 periods/wk
Class 11-15 students Min. 3-5 periods/wk
Preparation Min. 3-5 periods/wk

Coordination (1/2 hr./student/week) or 15 hours for 30 students (45 minute periods)

Total -20 -20 periods per week
31 -35