

The Teacher's Guide for Cooperative Education Programs

The cooperative OJT program's curriculum frameworks serve as a general teacher's guide and can be obtained by downloading the frameworks from the Florida Department of Education's website <http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/curriculum-frameworks/index.stml>. There is an OJT framework for each of the 17 career clusters. **The following is a sample job description for a Cooperative Education Teacher.**

Facilitate classroom learning activities for students

- Teach the necessary competencies/skills outlined in the Standards and Benchmarks listed in the Curriculum Frameworks from FLDOE. <http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/curriculum-frameworks/index.stml>.
- Assist students in the development of training plans that correlate with their training site.
- Oversee the completion of a **TRAINING SITE ATTENDANCE RECORD (time card)** and verify that the student has worked the number of hours to satisfy the minimum weekly requirement.
- Maintain all required documents for the student including time cards, attendance, and wage information.
- Determine individual student performance.
- Develop a list of outside stakeholders who could act as guest speakers, advisory council members, and potential training site placement for students.
- Promote a CTSO for your program.
- Engage students in CTSO leadership activities.
- Assist students in preparing for CTSO competitive events.

Coordinate on-the-job training activities

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

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

Many cooperative education programs and school districts have students and parents sign an agreement or contract stating that they are responsible for their own transportation and are permitted to travel to and from the Training Site. **The employer is not responsible for the student traveling to and from work. The student is expected to abide by all school rules related to driving and parking.**

Does the student/employee have to be paid?

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

Department of Business and Professional Regulation, Child Labor Program

<http://www.myfloridalicense.com/DBPR/child-labor/>

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

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

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

This time card must be completed each month by the student. It must be signed by the employer or current supervisor at the training location. The teacher/coordinator must make the OJT records available for audit based on the school timetable and audit requirements.

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

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

classroom, the student is reporting to his/her Training Site, which is the classroom for on-the-job training and cooperative education program purposes.

Some school districts may require that a copy of the student's pay voucher be attached to each time card to verify actual employment of the student. This could include the student's employee number, Social Security number, earnings record, and federal tax records for school attendance and official audit reports. Records must be stored in accordance with district policy on student privacy.

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

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

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

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

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

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

STUDENTS WITH SPECIAL NEEDS

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

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

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

Resources

[Exceptional Student Education DOE Home Page](http://fldoe.org/core/fileparse.php/7567/urlt/0070069-accomm-educator.pdf) Accommodations, Assisting Students with Disabilities: (Bureau of Exceptional Education and Student Services (BEESS), Division of Public Schools, Florida Department of Education)

<http://fldoe.org/core/fileparse.php/7567/urlt/0070069-accomm-educator.pdf>

Accommodations and Modifications for Students with Disabilities in Vocational Education and Adult General Education, 200 (brochure, Florida Department of Education, Division of Workforce Development, available at http://www.fldoe.org/core/fileparse.php/7690/urlt/0070067-310907_accomm.pdf)

Accommodations and Modifications for Students with Disabilities in Vocational Education and Adult General Education (a guide, Florida Department of Education, Division of Workforce Development, available at http://www.fldoe.org/core/fileparse.php/5398/urlt/311201_acmod-voc.pdf)

District implementation guide for section 504

<http://www.fldoe.org/core/fileparse.php/7690/urlt/0070057-sect504.pdf>