

Student name: \_\_\_\_\_ Date: \_\_\_\_\_

## **MODULE 3**

### **Discuss the transition from the classroom to the actual job situation.**

#### **Objectives:**

- A. Describe the advantages of the cooperative education school-to-work transition program for students, employers, and school.**
- B. Explain the importance of a training plan and a training agreement in the school-to-work transition.**
- C. Describe how the Capstone program functions.**

<b>MODULE 1: INFORMATION SHEET</b>
------------------------------------

*TO THE STUDENT:* Read and study the following information sheet and then complete the student activities at the end of this module.

#### **The Meaning of the Capstone Program**

This program is a cooperative venture between the school and local business or industry in working together to provide you training in the field of your choice. The program will consist of on-the-job training that is provided by the local employer and coordinated related instruction which is provided by the school.

#### **The Importance of the Program to You**

When you selected this program, you indicated by your choice that you are interested in learning a trade that will afford you a livelihood in your adult years. In this field you may work for several years or even your entire life. This program is designed to provide you with first-hand experience in local business or industry while you are learning your chosen occupation. A year's experience will also help you decide if your original choice was really the correct one for you.

Training in this field should also help make your high school program more meaningful to you. You will be able to apply the basic principles you have learned in such areas as English, mathematics, science, shop, etc. This will vary with the occupation you have chosen and the courses

you have taken prior to your junior and/or senior years. The Capstone program will mold your in-school training and work experience together into an organized program by providing supervised work experience on the job.

### **How the Capstone Program Functions**

This program is designed to provide you with the necessary vocational training to learn a trade while you are completing your high school education. Your job training is designed so that it should not interfere with your other studies and should make them more meaningful to you.

Your coordinator will counsel with you from time to time regarding your progress on the job. They will assist you with any problems you might have with your job or your high school program. The coordinator will visit you frequently on the job and confer with your employer for the purpose of observing your progress on the job.

An important phase of your training will be the job experience that will be provided by your employer. The coordinator will work with the employer and with you in setting up a training agreement and a training plan. This should cover the activities that you will learn on the job, the order of presentation and other conditions that will affect you during the school year. Your coordinator will confer with your employer at various times to review your progress and to determine how your training can be improved.

### **Training Stations Must Meet the Following Requirements**

1. Have adequate training facilities.
2. Meet the ethical and social standards of the community.
3. Have an interest in training youth in their chosen occupational choice.
4. Meet state and federal laws with respect to wages, hours and conditions of employment.
5. Offer training in fields in which there is an opportunity for employment and advancement following high school graduation.

### **Benefits of the Capstone Program**

Capstone programs benefit students, employers and schools while enhancing the students' transition from school to work. Your capstone program will provide you with a structured socialization to the world of work and job training that will assist you in the transition from school to work. The key features of this process are:

1. Written training plans and training agreements that detail specific learning objectives for students to achieve during their co-op enrollment. (See examples of training plans and training agreements in this Module.)
2. Screening of students by co-op staff.
3. Selection of employers who provide quality training.
4. Close supervision of students' training by school staff. (See example of Employer's Rating Sheet in this Module.)

**Advantages to the student**

1. The student receives specific occupational training and work experience while attending high school.
2. The student establishes definite work habits and attitudes.
3. The student has an opportunity to adjust to the business world.
4. The student has an opportunity to obtain permanent employment in the local community after completing high school.
5. The student will develop self-confidence and other personality traits desirable in business.
6. The student will be able to make a more intelligent choice of his or her occupation by providing insight into various fields.

**Advantages to the employer**

1. Allows them to train young workers as they would like to have them trained.
2. The employer can build a backlog of better trained workers in the community.
3. It provides the employer an opportunity to cooperate with the school in a worthwhile public service.

**Advantages to the school**

1. Allows the school to better meet the needs of the students.
2. Allows the school to provide training in a number of occupations.
3. It promotes closer cooperation between the school and local businesses and industry.

**FOR YOUR INFORMATION**

- About half of the United States' youth do not go on to college, and they receive little assistance in making the transition from school to work.
- In the United States, apprenticeship is not widely used, nor is it generally a program for youth; apprenticeship-type programs, notably cooperative education (capstone), do provide United States youth a formal bridge from school to work.
- Both student and employers can benefit from participating in high-quality cooperative education (capstone).
- Students attain work orientation, job skills and often, permanent employment.
- Essential elements of the high-quality cooperative education programs (capstone) include training plans detailing specific, ambitious learning objectives for students, and for high school students, close supervision by school staff to assure that the training objectives are achieved.

*Excerpts of the Report to Congressional Requesters on "Transition from School to Work, Linking Education and Worksite Training."*

---



## SAMPLE B

**Cooperative Education Training Plan**

TYPE OF COOPERATIVE PROGRAM: Capstone\_\_\_\_ Diversified Occupations\_\_\_\_

SPECIFIC PROGRAM AREA:

Agriculture       Marketing Ed       Family & Consumer Sc.       Other  
 Business Ed       Health       Trade & Industrial       Tech Prep

Student-Learner Name: \_\_\_\_\_ Phone \_\_\_\_\_

Training Agency: \_\_\_\_\_ Phone \_\_\_\_\_

Training Supervisor: \_\_\_\_\_ Phone \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_ Phone \_\_\_\_\_

Signatures: \_\_\_\_\_ Date \_\_\_\_\_

Co-op Coordinator/Instructor

\_\_\_\_\_  
Training Supervisor

Date \_\_\_\_\_

**COMPETENCIES TO BE DEVELOPED**

(List the competencies the student is to learn on-the-job)

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

**LEARNING ACTIVITIES**

(Briefly describe on separate page what the student will do to master the competencies listed above)

*The Pennsylvania Department of Education (PDE) does not discriminate in its educational programs, activities, or employment practices, based on race, color, national origin, sex, sexual orientation, disability, age, religion, ancestry, union membership, or any other legally protected category. Announcement of this policy is in accordance with State law including the Pennsylvania Human Relations Act and with Federal law, including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act of 1967, and the Americans with Disabilities Act of 1990.*

SAMPLE  
**Cooperative Education Training Program  
 Job Record**

TYPE OF COOPERATIVE PROGRAM: Capstone\_\_\_\_\_ Diversified Occupations\_\_\_\_\_

NAME:\_\_\_\_\_ TRAINING STATION: \_\_\_\_\_

TYPE OF TRAINING:\_\_\_\_\_ WEEK:\_\_\_\_\_ DATE:\_\_\_\_\_

(1st, 2nd, etc.)

JOB EXPERIENCE	M	T	W	Th	F	S	S	Weeks/hours Per Job	Accumulated Hours Per Job	Total Hours Per Job

SALARY PER HOUR FOR WEEK \$ \_\_\_\_\_ TOTAL HOURS FOR WEEK \_\_\_\_\_

TOTAL ACCUMULATED HOURS (ALL JOBS) \_\_\_\_\_

SALARY PER WEEK \$ \_\_\_\_\_ (Include withholdings,  
 bonuses, commissions)

ACCUMULATED SALARY \$ \_\_\_\_\_

TOTAL SALARY TO DATE \$ \_\_\_\_\_

**NOTE:** In the squares following each job experience complete the time as follows:  
 Example: 1 1/4; 1 1/2; 1 3/4

**Student Signature:** \_\_\_\_\_

## TRAINING AGREEMENT FOR COOPERATIVE EDUCATION

Pennsylvania Career and Technical Education Regulations and Standards and Pennsylvania Federal Child Labor Laws Require a Written Training Agreement and Training Plan for each student in a Cooperative Education Program.

Student Name: \_\_\_\_\_ Social Security No.: \_\_\_\_\_  
 Address: \_\_\_\_\_ Telephone No.: \_\_\_\_\_  
 \_\_\_\_\_ Work Permit No.: \_\_\_\_\_  
 Birthdate: \_\_\_\_\_ Age: \_\_\_\_\_

High School or AVTS: \_\_\_\_\_  
 Address: \_\_\_\_\_ Telephone No.: \_\_\_\_\_

Training Agency: \_\_\_\_\_ Telephone No.: \_\_\_\_\_  
 Address: \_\_\_\_\_

Training Supervisor: \_\_\_\_\_ Telephone No.: \_\_\_\_\_  
 Date of Employment: Beginning: \_\_\_\_\_ Ending: \_\_\_\_\_  
 Average Weekly Hours: \_\_\_\_\_ Beginning Rate of Pay: \$ \_\_\_\_\_

### TRAINING AGENCY RESPONSIBILITIES:

1. The training agency will adhere to all State and Federal regulations regarding employment, child labor laws, minimum wages and workmen's compensation.
2. The student will be given a variety of work assignments and be supervised by an experienced person.
3. A periodic evaluation of job progress will be made by the training supervisor on a rating provided by the school.
4. The training supervisor will arrange a conference with the coordinator when a trainee problem arises.
5. The training sponsor will provide necessary safety instruction throughout student training period.
6. Training agency will not employ a student-learner to displace a regular worker.
7. Exposure to hazardous work will be incidental to the student-learner's training and not a part of the student learner's training program.

### STUDENT-LEARNER RESPONSIBILITIES:

1. The student-learner agrees to perform the assigned duties in a loyal manner and work to the best interest of all concerned.
2. Student-learner agrees to report job problems to training supervisor or coordinator.
3. The student-learner will adhere to company policy, employment may be terminated for the same reasons as regular employees.
4. The student-learner must be regular in attendance at school and on the job. If unable to work, the employer and coordinator will be notified before the start of the normal work day.
5. The student-learner's employment may be terminated upon withdrawal from school.



**SCHOOL RESPONSIBILITIES:**

1. The program is under the direct supervision of a certified cooperative education coordinator instructor.
2. The student-learner will receive related instruction and safety instruction from the occupational instructor or the cooperative education coordinator/instructor prior to job placement.
3. The cooperative education coordinator/instructor will visit the student-learner and training supervisor on a regular basis at the training site.
4. The coordinator will investigate compatability of job circumstances with requirements for student-learner attainment of advance standing in an apprenticeship program upon graduation from high school.
5. Student-learner transportation, insurance and attendance at school and work should be covered by school policy.

---

**EMPLOYERS OF COOPERATIVE EDUCATION STUDENTS** will not discriminate in employment, educational programs or activities, based on race, sex, handicap, or because a person is a disabled veteran or a veteran of the Vietnam Era. This policy of nondiscrimination extends to all other legally protected classifications.

This memorandum is for the purpose of outlining the agreement between the school and employer on the conditions of training to be given a student-learner while on the job. It, therefore, should not be interpreted by either agency as a legal document or any form of binding contract.

We the undersigned agree to the conditions and statements contained in this agreement.

_____	_____	_____	_____
Student-Learner	Date	Parent or Guardian	Date
_____	_____	_____	_____
Employer/Supervisor	Date	Coordinator	Date

---

## EMPLOYER'S PERIODIC RATING FOR COOPERATIVE WORK EXPERIENCE

Student \_\_\_\_\_ Date \_\_\_\_\_

Training Station \_\_\_\_\_ Rated By \_\_\_\_\_

Directions: Please circle one of the numbers (from 1 through 10) opposite each of the five factors in the left-hand column which you think nearest indicates the student's rating for the past nine-week grading period.

FACTORS	UNSATISFACTORY	BELOW AVERAGE			AVERAGE	ABOVE AVERAGE			EXCELLENT	
PROGRESS	1	2	3	4	5	6	7	8	9	10
Has advanced in skill and knowledge during the past 9 weeks.	Has made almost no progress.	Has progressed in only a few phases of training.	Has made average progress in training.	Has advanced beyond expectations.	Exceptional progress made in skills and knowledge.					
INITIATIVE	1	2	3	4	5	6	7	8	9	10
Can originate and carry through on ideas.	Has to be told everything to do.	Seldom goes ahead on own.	Goes ahead on routine matters.	Frequently looks for additional work to do.	Always finding jobs that need to be done.					
RELIABILITY	1	2	3	4	5	6	7	8	9	10
Can be depended upon in work.	Can seldom be relied upon.	Frequently fails to come through.	Can be relied upon in most cases.	Only occasionally fails to come through.	Can be relied upon implicitly in all matters.					
WORK ATTITUDE	1	2	3	4	5	6	7	8	9	10
Does have a good attitude toward his work.	Bored; shows little enthusiasm.	Rationalizes shortcomings and mistakes.	Normally enthusiastic about the work.	Tries to improve the work in most cases.	Is always alert to finding ways to improving work.					
COOPERATION	1	2	3	4	5	6	7	8	9	10
Does work well with others.	Always wants own way; is hard-headed.	Hard for others to work with.	Usually congenial and easy to work with.	Works well with associates.	Cooperates fully in all matters.					
APPEARANCE	1	2	3	4	5	6	7	8	9	10
Does dress appropriately for the type of work done.	Untidy in appearance; needs improvement	Sometimes careless.	Dresses in an acceptable manner most of the time.	Has neat appearance most of the time.	Well groomed at all times.					
ATTENDANCE	1	2	3	4	5	6	7	8	9	10
Punctuality - can be relied on to be at work, and on time.	Absent or late often can't be relied upon.	Frequently absent late without good cause.	Occasionally absent or late without good cause.	Rarely absent or late with good cause.	Perfect attendance and always on time.					
JUDGMENT	1	2	3	4	5	6	7	8	9	10
Can handle complicated situations.	Makes many errors doesn't think through situations.	Makes several errors.	Makes an occasional error.	Uses good sense in most cases.	Clever and can be relied upon at all times.					

THOROUGHNESS	1	2	3	4	5	6	7	8	9	10
Does complete job	Careless; work is always incomplete.	Frequently work is not completed & of poor quality.	Work is usually completed.	Careful, work is usually well done.	Very careful; work is superior.					
HOUSEKEEPING	1	2	3	4	5	6	7	8	9	10
Does help in maintaining an orderly, well-kept department.	Refuse to clean up area when work is completed.	Needs to be reminded to clean work area.	Does required clean-up jobs.	Usually orderly; does some extra work.	Always orderly, cleans area when there is nothing else to do.					
INTELLECT	1	2	3	4	5	6	7	8	9	10
Does learn new methods quickly.	Can't understand new techniques; must be repeated often.	Very slow in learning new methods.	Average; needs supervision.	Catches on easily; needs some supervision.	Exceptionally keen.					
RATER'S ESTIMATED GRADE: Place letter grade (A, B, C, D, or E) for the last nine-week period in the space provided.										

**MODULE 1: STUDENT ACTIVITIES**

*TO THE STUDENT:* After reading and studying the information sheet, complete the following questions.

---

**1. Briefly explain what your specific training plan includes for your Co-op workstation.**

**2. Please answer the following questions:**

1. Approximately what percentage of United States' youth do not go on to college? \_\_\_\_\_
2. Name two essential elements that exist in a high-quality cooperative education program?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
3. Name three services that the coordinator will provide for you throughout the year?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_

(Answer in complete paragraphs)

4. Describe the advantages of the Co-op program for the student.

5. Describe the advantages of the Co-op program for the employer.

6. Describe the advantages of the Co-op program for the school.

**MODULE 3: STANDARDS ADDRESSED IN THIS MODULE****Pennsylvania's Academic Standards for Reading, Writing, Speaking and Listening (RWSL)****1.1.11. Learning to Read Independently**

- E. Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words. Use a dictionary or related reference.

**1.5.11.1. Quality of Writing**

- F. Edit writing using the conventions of language.
- Spell all words correctly.
  - Use capital letters correctly.
  - Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes, colons, semicolons, parentheses, hyphens, brackets, ellipses).
  - Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly.
  - Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory and imperative).