

Student name: _____ Date: _____

Identify co-op program goals, policies and procedures.*

Objectives:

- A. Explain the advantages of and adjustments to a cooperative education program.
- B. Describe local rules and regulations.
- C. Explain the grading criteria in your co-op program

MODULE 1A: INFORMATION SHEET

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

Terms and definitions

Career and Technical education: Courses specifically designed to help a person prepare for a career include on-the-job training, classroom instruction and student organizations.

Cooperative education program: Instructional program in which students receive school credit for on-the-job training.

Training station: Business which cooperates with the school to provide training and learning experiences for the student enrolled in cooperative education.

Training station sponsor: Employer or supervisor responsible for training and evaluating student enrolled in cooperative education program.

Occupational objective: Goal for a possible future career.

Group instruction: Instruction related to the general skills needed by all new workers.

Individual instruction: Instruction related directly to a student's occupational objective and/or on-the-job training.

**(This is also CAPS Module 1, used with permission.)*

Federal Wage and Hour Law: Provides for:

1. Minimum wage rate
2. Overtime standards
3. Number of hours worked
4. Age restrictions
5. Hazardous occupation regulations

Advantages of a cooperative education program

The student will:

1. Establish an on-the-job work history toward future employment and/or training after completing the program.
2. Gain references for future employment.
3. Receive school credit and earn money while learning.
4. Learn to accept supervision and to work/interact with other employers.
5. Develop leadership and organizational skills through student organizations.
6. Relate classroom instruction to on-the-job experiences.
7. Receive additional help in selecting a career path by having varied experiences.
8. Receive guidance on problems before the problems become areas of great concern.

Adjustments a student may need to make

A student may need to:

1. Limit some participation in school and social activities.
2. Work during holiday periods, at nights, and on weekends.
3. Provide own transportation to work.
4. Budget his/her time.
5. Adjust class schedule.

Forms to be completed in a cooperative education program

1. Training Agreement: Form signed by student, parent, employer and teacher to document that each person involved in a cooperative education program understands his/her responsibilities. (See sample on pages 5 and 6)
2. Training Plan: A plan specifically describing the educational plan for which the student will receive school recognition/credit(s) for occupational experiences. (See two samples on pages 7 and 8)
3. Job Record Sheet: Form used to keep record of hours worked, pay received, and duties performed. (See sample on page 9)
4. Employment Certificate: Form issued by a designated official in order for a business to legally hire someone under 18 years of age.

NOTE: *This is sometimes called a work permit, or working paper(s). It must be obtained by everyone under 18 regardless of whether or not the student is in school at the time (like during the summer). The only exception is when a student is working for a parent, although it is recommended. The student must furnish proof of age, such as a birth certificate or driver's license, when application is made.*

4. Licenses and Health Certificates: Forms required by specific occupations.

NOTE: *Be sure to check with your teacher-coordinator and employer. For example: People who handle food must have a health certificate.*

Rules and Regulations

The rules and regulations for successful performance are unique for each individual cooperative education program. These rules and regulations will be determined by the teacher and will be included in information distributed at the beginning of the school year. They may include:

1. Maintaining a certain grade point average in classes.
2. Maintaining a certain performance on the job.
3. Following certain dress codes for the job, during interviews, and in the classroom.

It is your responsibility to locate the specific rules and regulations for your cooperative education program. Take a few minutes to locate them before going on with this module.

Things employees should do the first few weeks on the job

1. Refer to supervisor and older co-workers as Mr., Mrs., Miss, or Ms. until instructed differently. When uncertain about how friendly you should be at first, a good rule of thumb is to be slightly more formal than overly friendly.
2. Labor laws specifically provide for lunch/dinner breaks. Make sure you discuss the employer's schedule and rules with your training supervisor.
3. Do not ask about break times at first because the supervisor might think you are more interested in time off than working.
4. Ask questions about instructions, policies and salary information that are not clear.
5. Repeat instructions back to the person relaying information to you to make sure the information was understood correctly.
6. Write down information that is hard to remember.
7. Ask "Did I answer your questions?" when giving information to other people.

SAMPLE

Cooperative Education Training Agreement

Pennsylvania Career & Technical Education Regulations and Standards and Pennsylvania and 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 _____ Phone _____
Birthdate _____ Age _____ Work Permit No. _____
Student Career Objective _____ Job Title _____
Date of Employment: Beginning _____ Ending _____
High School or Technical School _____
Address _____ Phone _____
Training Agency _____
Address _____ Phone _____
Training Supervisor _____ Phone _____
Weekly Hours _____ Beginning Rate of Pay \$ _____

EMPLOYER/TRAINING SITE RESPONSIBILITIES:

- 1. The employer/training site will adhere to all State and Federal regulations regarding employment, child labor laws, minimum wages and workers' compensation.
2. The student-learner 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 form 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. Employer/training site 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.
8. The employer is not liable to the unemployment compensation fund for wages paid to the student while under the training program. This is provided in section 4L4 10C in Pennsylvania Unemployment Compensation Law.

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 and 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 report to work, the employer and coordinator will be notified before the start of the normal work day.
5. The student-learner's employment will be terminated upon withdrawal from school.
6. The student-learner will report to school for designated meetings and related instruction.

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 compatibility of job circumstances with requirements for student-learner attainment of advanced standing in an apprenticeship program upon graduation from high school.
5. Student-learner transportation, insurance and attendance at school and work will be covered by school policy.

This Training Agreement 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. Therefore, it 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	Date	Principal, Director or Designee	Date	
Cooperative Education Coordinator	Date			

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 A

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

_____ Date_____

Training Supervisor

Table with 5 columns: Approximate Time, Training Activities (include Safety Factors), Date Yes, Acceptable? No, Comments

Training Activities may be modified during the training experience. Changes should appear on the training plan.

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

_____ Date_____

Training Supervisor

COMPETENCIES TO BE DEVELOPED

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

- 1. 6.
2. 7.
3. 8.
4. 9.
5. 10.

LEARNING ACTIVITIES

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

Employers/Training Sites of Cooperative Education students shall not discriminate in 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 classification. Announcement of this policy is in accordance with state and federal laws including Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, and the Americans With Disabilities Act of 1990.
PDE-4617A (2/95)

MODULE 1A: STUDENT ACTIVITIES

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

1. Match the terms on the right to the correct definitions by placing the appropriate numbers in the blanks provided.

- | | |
|--|----------------------------------|
| ___ a. General classroom instruction needed by almost everyone in the class. | 1. Career & technical education |
| ___ b. Goal for a possible future career. | 2. Cooperative education program |
| ___ c. Provides for minimum wage rate, overtime standards, number of hours worked, age restrictions, and hazardous occupation regulations. | 3. Training station |
| ___ d. Employer or supervisor responsible for training and evaluating students enrolled in cooperative education programs. | 4. Training station sponsor |
| ___ e. Instruction related directly to a student's occupational objective and/or on-the-job training. | 5. Occupational objective |
| ___ f. Business which cooperates with the school to provide training and learning experiences for students enrolled in cooperative education programs. | 6. Group instruction |
| ___ g. Instructional program in which students receive school credit for on-the-job training. | 7. Individual instruction |
| ___ h. Courses which specifically help a person prepare for a career. | 8. Federal Wage and Hour Law |

2. Explain (in a complete paragraph) two advantages of a cooperative education program to the student.

3. Explain (in a complete paragraph) two adjustments that you must make upon enrolling in a cooperative education program.

4. Match the forms to be completed in a cooperative education program on the right to the correct descriptions. Place the appropriate numbers in the blanks.

- | | |
|--|-------------------------------------|
| ____ a. Forms required by specific occupations. | 1. Training Agreement |
| ____ b. Form issued by a designated official in order for a business to legally hire someone under 18 years of age. | 2. Job record sheet |
| ____ c. Form used to keep a record of hours worked, pay received, and duties performed | 3. Employment certificate |
| ____ d. Form signed by the student, parent, employer, and teacher to document that each person involved in a cooperative ed. program understands his/her responsibilities. | 4. Licenses and health certificates |

5. Select from the list below the things that a new employee should do the first few weeks on the job. Place an "X" in the correct blanks.

- ___ a. Begin on a first-name basis.
- ___ b. Ask the supervisor about lunch and/or dinner breaks.
- ___ c. Ask about coffee breaks.
- ___ d. Ask questions if instructions, policies, and salary information are not clear.
- ___ e. Ask "Did I answer your questions?" when giving information to other people.
- ___ f. Repeat instructions back to the person relaying information to you to make sure the information was understood correctly.
- ___ g. Write down information that is hard to remember.

6. Describe the grading criteria used in your cooperative education program.

a. In the classroom:

b. On the job:

7. List the rules and regulations in your cooperative education program.

a. Attendance/tardiness at school

b. Attendance/tardiness on the job

c. Dress codes

d. Discipline

e. Other

MODULE 1A: 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.

1.4.11. Types of Writing

- D. Maintain a written record of activities, course work, experience, honors and interests.

1.5.11. Quality of Writing

- B. Write using well-developed content appropriate for the topic.
- Gather, determine validity and reliability of, analyze and organize information.
 - Employ the most effective format for purpose and audience.
 - Write fully developed paragraphs that have details and information specific to the topic and relevant to the focus.
- 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).

Student name: _____ Date: _____

Describe Program Guidelines

Objectives:

- A. Document understanding of program guidelines.
- B. Document agreement with program guidelines.

MODULE 1B: INFORMATION SHEET

TO THE STUDENT: Read and study this information sheet, discuss the content with your Coordinator and your Parent/Guardian. Sign the last page indicating you have read and understand the guidelines for your program.

PHILOSOPHY/OBJECTIVES

The Diversified Occupations Program is a vocational cooperative education program created by the Department of Education to be offered at academic high schools. It combines classroom instruction with on-the-job training in a career area of the student's choice. This unique program of education is designed to integrate classroom study in employability and life skills with planned, supervised, practical work experience.

The Diversified Occupations Program is a partnership between local businesses and Career Institute of Technology. Career competency and the manipulative aspects of a skill are developed at the job-training site. Related classroom theory is offered through planned periods of instruction at the high school. Diversified Occupations serves heterogeneous groups of students whose career objectives cannot be met by attending any of the existing programs offered at the local vocational technical school. Maintaining employment and class attendance is essential to successful completion of the course requirements.

The Diversified Occupations Program was designed to:

1. Provide training in those vocational-technical areas not presently being offered at the vocational-technical school.
2. Serve students who are unable to gain admission to a vocational-technical program due to excessive applicants.

3. Serve students who may drop out of school because of financial, domestic, and/or scholastic problems.
4. Provide training for students who need an alternative form of education, which meets their unique needs.

COURSE DESCRIPTION

The Diversified Occupations Program is offered to 11th and 12th grade students. A student enrolled in the Diversified Occupations Program must:

1. Be supervised on-the-job by a cooperating employer on a one-to-one basis.
2. Be visited on-the-job, at least once every 30 days by the teacher-coordinator.
3. Experience classroom instruction related to the student's part-time training position, along with the required academic course work.
4. Be employed at least 3 days (or shifts) and 15 hours Monday through Friday during hours that the instructor is available for supervision.
5. Have a written Training Agreement and Training Plan between the student and cooperating employer, which agrees, in writing, to train the student learner in a diversity of skills on the job.

SCOPE OF INSTRUCTION

1. General-Related Instruction in a Diversified Occupations Program encompasses the competencies necessary to succeed as employees in the world of work. Learning activities, based on career planning and development, are generated through classroom group instruction.

The curriculum areas include, but are not limited to:

- Career Development and Planning
- Employment Acquisition and Retention
- Human Relations
- Health and Safety On-The-Job
- Communications Skills

- Legal Awareness
- Understanding Income and Taxes
- Money Management
- Entrepreneurship
- Self-Awareness

2. Technical-Related Instruction is a teacher directed individualized method of study that allows each student to obtain theory about an area related to his/her current job or career objective. Technical-Related instruction uses the student's training plan as a learning guide. The students practice and demonstrate their occupational competencies on-the-job, and reinforce their technical theory through classroom instruction.

ADVANTAGES TO THE STUDENT

1. Students are encouraged students to obtain employment in the local community.
2. Students develop good work habits and life skills.
3. Students make a better transition from school to work.
4. Students earn wages and earn school credits.
5. The program helps the students experience employment opportunities and develop responsibilities.

ADVANTAGES TO THE EMPLOYER

1. It establishes a partnership between the school and the employer.
2. It gives the employer an opportunity to evaluate potential regular employees.
3. It increases the pool of skilled workers in the community.
4. It provides the employer with a training program that stresses employability skills and good work habits.
5. It reduces the time and cost of training when Diversified Occupations students are hired for regular employment after graduation.

ADVANTAGES TO THE SCHOOL

1. The skills and experiences of experts in business and industry are utilized in the training of student-learners.
2. Students who are potential dropouts are more likely to complete their high school education.
3. Through good employer relationships, the program demonstrates the concept of education as a practical community-wide service.

TRAINING AGENCY (EMPLOYER) RESPONSIBILITIES

1. The training agency will adhere to all state and federal regulations regarding employment, child labor laws, minimum wage, and workmen's compensation. The student-learner must be covered by workmen's compensation by the employer. The employer must submit the insurance company name and policy number to the Diversified Occupations instructor. Student-learners under 18 years of age must have working papers.
 - a. The student will be given a variety of work assignments. He or she will be instructed how to do the work and be supervised by an experienced person.
 - b. The employer agrees to instruct the student-learner in safety procedures and safe work practices.
 - c. The student-learner must work a minimum of 3 days (shifts) and 15 hours per week Monday through Friday, during the hours the Diversified Occupations instructor is available for supervision.
 - d. If the student-learner operates a motor vehicle owned or provided by the employer, the employer must submit a "Certificate of Insurance" to the Diversified Occupations teacher, indicating the student is covered by appropriate auto insurance.
2. The employer will be provided with student-learner rating forms for each marking period, which must be filled out and returned to the school.
3. The employer agrees to permit the Diversified Occupations teacher to visit the student at his/her place of employment once a month.

4. The employer will notify the Diversified Occupations instructor if the student's job is terminated, or in the case of a temporary layoff or extended absenteeism.
5. The employer is not liable to the unemployment compensation fund for wages paid to the student while under the training program. This is provided in section 4L4-10C in Pennsylvania Unemployment Compensation Law.
6. Employers of Diversified Occupations students will not discriminate in employment, educational programs or activities, on the basis of race, color, national origin, sex, or disability as required by Title IX, Title VI, and Section 504.

STUDENT/PARENT/GUARDIAN 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. The student-learner agrees to report promptly any job problems to his/her supervisor and Diversified Occupations instructor.
3. The student and parents are responsible for transportation between the school and employment site.
4. The student-learner will be required to remain in school all day under the Following conditions:
 - a. Lack of a job site, i.e., layoffs, termination.
 - b. Injury, which prohibits working.
5. The student-learner will submit a weekly time sheet to the Diversified Occupations instructor.
6. The student-learner is required to attend all regularly scheduled Diversified Occupations classes where he or she will receive instruction on general related theory. Missing class and reporting to work is not acceptable.
7. The student-learner must be in regular attendance at school and on the job. If unable to report to work, the employer will be notified before the start of the normal workday.
8. The student-learner and his or her parents/guardians acknowledge that the school is not responsible for his or her safety after being formally released and excused at the end of the school day. Also, they realize that the student-learner will not necessarily

work daily Monday through Friday and that the work may, at times, not begin until after 3:00 p.m. School insurance is available at the home school at a reasonable fee to assist if there should be an accident while going to or from work.

SUMMARY OF RULES AND REGULATIONS

1. It is the responsibility of the student-learner to obtain the signatures of all parties involved on the training agreement. The training agreement must be returned to the Diversified Occupations instructor. The date the Diversified Occupations instructor signs the training agreement will be considered the employment start date of the student.
2. The student-learner is required to attend all regularly scheduled Diversified Occupations classes where he or she will receive instruction on general related theory. Missing class and reporting to work is not acceptable and will affect the student's grade and awarding of credits.
3. If there is a temporary layoff or suspension of work, the student will report back to the Diversified Occupations instructor immediately.
4. The student will report promptly to the employer any absence from work caused by sickness or other legal excuses.
5. The student will submit a written excuse signed by his or her parent(s) for any days absent from school and work within three (3) days of his or her return to school.
6. The student will operate his/her vehicle in a safe and legal manner to and from the job. At no time should other students be riding in the Diversified Occupations student's vehicle without prior approval.
7. The student may not change training stations without prior approval from the Diversified Occupations instructor.
8. The student may not terminate his or her employment without the advanced approval of the Diversified Occupations instructor.
9. The student must be dressed appropriately for his or her job. This includes safety equipment!
10. The student must have employment to be part of the Diversified Occupations Program.

NOTE: Failure to comply with the rules and regulations as stated by the Pennsylvania Department of Education and Career Institute of Technology could result in withdrawal from the Diversified Occupations Program and loss of credits.

GRADING SYSTEM

PURPOSE: In order to succeed in business a student must develop attributes that will make him or her a good employee. A student may have the skill to do the duties and tasks of a job, but may not make a good employee unless he or she also develops good work habits. The Diversified Occupations grading system is used to encourage good employee attributes. It takes into account student school and job attendance, student conduct, and classroom assignments and participation.

GRADE PER MARKING PERIOD - Will be determined by:

1. Class Grade - 50%
 - Attendance/Participation
 - In-class Assignments
 - Out-of-class Assignments
 - Quizzes/Tests
 - Notebook

Makeup work – Any work missed during absences must be made up. A student has one-day makeup time for each day absent. It is the student's responsibility to get the assignment from the teacher.

Class Cuts - Students found to be absent from class who are not on the absentee or early dismissal list, will receive a class grade of zero for the day with no opportunity to make up missed assignments or quizzes. A discipline report will be filed with the proper grade office.

2. Employer Grade - 50%

The employer will conduct an informal performance evaluation of the student-learner each marking period. By completing an Employer Grade Sheet, a student's strengths and weaknesses can be identified with regards to job performance. (See Employer Rating Sheet)

Under the following conditions the employer grade will not be affected:

- a. The student gets laid off through no fault of their own and the instructor is immediately notified.

- b. The student is temporarily not working because of a medical reason stated in writing from a physician.

The marking period grade will be affected under the following conditions:

- a. The student gets fired due to illegal activities or violation of job rules that were clearly stated or provided to the student in writing.
- b. The student cuts a Diversified Occupations class and goes to work. When a student does not attend class, it is assumed that the student is ill and, therefore, should not report to work.

Except for the noted exceptions, a student's employer grade will be adjusted to reflect time of no employment, time after an unapproved leaving of a job site, time absent from work, and also time absent from school and reporting to work. Students who are suspended from school are required to obtain assignments before leaving school and must return to class with completed assignments.

Example of grade adjustment to an Employer Grade Report:

Maximum Employer Grade per marking period = 100

Approximate school days per marking period = 45

Each day of the quarter is, therefore, valued at approximately 2 points

If a student was absent from school and went to work for 4 days, 8 points will be deducted from the quarterly Employer Grade Report as follows:

4 days X 2 points per day = 8 points

Adjusted Employer Grade = $100 - 8 = 92$

JOB CHANGES

Students admitted to the Diversified Occupations Program will be expected to remain employed at the job of their choice for the entire school year. The Diversified Occupations teacher must approve all job changes. If a student makes more than 2 unapproved job changes, the student will be withdrawn from the program. Job changes will be permitted only under the following circumstances:

1. The student is unable to fulfill the requirements of the job. Requests for removal from the job under these circumstances can come from either the employer or the student.
2. The student becomes ill and is unable to continue the job because of the illness.
3. The student's job is terminated due to seasonal fluctuations, layoffs, or by the employer going out of business.
4. The student loses his or her means of transportation to and from the job and is unable to secure other means of travel.

Any student desiring a job change will be responsible for finding a new job subject to the approval of the instructor. A time limit and regulations for seeking new employment will be the same as set forth in section the following section.

LOSS OF EMPLOYMENT

Any student terminating his or her employment during the school year is subject to the following:

1. The student must meet the very next school day with the Diversified Occupations instructor for complete evaluation to either commence a job search for new employment or transfer into a full-time academic schedule. The Guidance Department will be responsible for assigning students to full-time classes should this be necessary.
2. Whenever necessary, a parent conference will be held with regard to the student's employment termination. Written permission to have the student drive or walk on school time to seek additional employment must be secured if the student is recommended for continuance in the Diversified Occupations Program.
3. The guidance counselor and Diversified Occupations teacher will determine which of the reassignments are to be made. The reassignment will be made only after a full review, taking into account the student's promotion and/or graduation requirements.
4. If the student is terminated for illegal or suspected illegal activity, the student will be immediately removed from the Diversified Occupations Program.

REASSIGNMENT

1. The Diversified Occupations instructor will assist the students in seeking new employment, however, the responsibility of obtaining employment rests with the student.
2. Students are to look for new employment with regard to the following:
 - a. The student has two weeks (10 school days) to search for and obtain employment. In doing so, the student must, prior to leaving the school each day, submit an itinerary to the Diversified Occupations instructor as to where he or she is going on the job search and the type of employment he or she is seeking. Upon returning to the next class the student must report the results to the instructor.
 - b. At the end of this process, if the student is without approved employment, he or she will be assigned a schedule of full-time academic classes and/or study halls for the remainder of the school year.

MODULE 1B: STUDENT ACTIVITY

TO THE STUDENT: After reading the information sheet, discuss any questions you may have about these guidelines with your Coordinator and your parent/guardian. You and your parent/guardian must sign and return the last page of this module to your Coordinator.

MODULE 1B: 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.

Diversified Occupations Program Guidelines

~ RETURN THIS PAGE TO YOUR COORDINATOR ~

Student and Parent/Guardian Signature Page

Student Name (Please Print): _____

We have thoroughly read and reviewed the Diversified Occupations Program Guidelines and understand the rules, regulations, and requirements for the course.

Student Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

Student name: _____ Date: _____

Investigate the opportunities and benefits available through Career & Technical Student Organizations (CTSO)

Objectives:

- A. Determine the important benefits of CTSO to career education.
- B. Determine what CTSO are available in your school.
- C. Link the CTSO with the appropriate career and technical program

MODULE 1C: INFORMATION SHEET

TO THE STUDENT: Read and study this information sheet and then complete the student activity at the end of this project.

What are CTSO's?

Career and Technical Student Organizations (CTSO) are nonprofit intracurricular associations for students enrolled in various technical education programs or interested in certain career paths. These organizations were instituted out of a need for identification and provide an essential place where students can share common interests and goals. They are supervised by qualified instructors and in many cases are integrated into the curriculum. They give students positive, powerful experiences in which students can achieve and build leadership skills.

What are the benefits?

CTSO's vary widely in career focus and skills emphasis. At the same time, they are allied in a commitment to provide students with the best learning experiences that stimulate interest, provide opportunities for leadership, and allow students to develop incentive. Through various individual and team activities and experiences, students gain motivation, occupational experience, and develop social and work ethic skills. CTSO's recognize

students through competition and provide awards and scholarships for achievement. Student competitions motivate technical, leadership and business management skills through local, regional, state and even national contests. Plus, employers like employees who were involved and even more importantly, involvement in CTSO's are fun. Through the combination of career and technical training and CTSO membership, students can become proficient students, employees and leaders.

What do they do?



DECA - An Association of Marketing Students

DECA, a national association of marketing education students, provides teachers and members with educational and leadership development activities to merge with the education classroom instructional program. DECA is not extracurricular; it is an integral part of the classroom instructional program. DECA chapters attract students who are interested in preparing for entrepreneurial, marketing or management careers. Working hand-in-hand with the education and business communities, DECA's goal is for its student members to develop a "career success kit" to carry into their business and personal lives after graduation.

DECA is an organization where you can go to have fun, have a positive effect on your community and learn - all at the same time. As part of DECA's mission, you can learn about marketing, starting your own business, and even getting involved in e-commerce. As a DECA member you have the chance to tap into \$250,000 of awards and scholarships from major U.S. corporations. You can obtain those leadership skills that will give you a head start toward a real career. You will have the opportunity to enter your class projects into a competition that could lead you not only to applause, but to self-confidence and usable skills. Other experiences include traveling to conferences, associating with business people, and networking your way into the future. With 180,000 student members and faculty advisors, DECA functions as the companion student organization to over 5,000 marketing education programs in secondary and postsecondary schools across the U.S., its territories and Canada.



FBLA (Future Business Leaders of America)

Future Business Leaders of America-Phi Beta Lambda is an educational association of student members preparing for careers in business or who are just simply interested in learning more about the free enterprise system. FBLA helps students develop leadership abilities, and prepare for entry into, and advancement within, a business or business-related occupation. Members learn how to engage in business enterprise, how to direct the affairs of a group, and how to compete honorably in competitive events. These activities help prepare students to be better employees and better citizens.

There are over 270,000 active members in over 12,000 chartered chapters in 50 states, Puerto Rico, Virgin Islands, U.S. Territories, and Department of Defense Dependent Schools worldwide.

FCCLA (Family, Career and Community Leaders of America)

(FCCLA) formerly Future Homemakers of America (FHA), founded in 1945, is a dynamic and effective student organization that helps young men and women become leaders and address important personal, family, work, and societal issues through family and consumer sciences education.



Members throughout the state of Pennsylvania use individual and team projects that provide leadership opportunities, develop critical thinking and decision-making skills and recognize student achievement. The overall goal is to help individuals improve personal, family, and community living through participation in organized activities. FCCLA is the only national organization with the family as its central focus. Through the chapter projects you'll meet new people, learn new skills and lead the way for your family and peers as you share your knowledge and experience with them.

FFA - An Association of Agriculture Education Students

FFA is the student leadership organization for students attending agriculture education programs nationwide. There are over 450,000 FFA members in the United States.

FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education. To accomplish this mission, FFA:

- Develops competent and assertive agricultural leadership.
- Increases awareness of the global and technological importance of agriculture and its contribution to our well-being.
- Strengthens the confidence of agriculture students in themselves and their work.
- Promotes the intelligent choice and establishment of an agricultural career.
- Encourages achievement in supervised agricultural experience programs.
- Encourages wise management of economic, environmental and human resources of the community.
- Develops interpersonal skills in teamwork, communications, human relations and social interaction.
- Builds character and promotes citizenship, volunteerism and patriotism.
- Promotes cooperation and cooperative attitudes among all people.
- Promotes healthy lifestyles.
- Encourages excellence in scholarship

HOSA (Health Occupations Students of America)

Health Occupations Students of America (HOSA) is a national student organization that provides a unique program of leadership development, motivation and recognition exclusively for secondary, post-secondary, collegiate and adult students enrolled in health occupations education course or instructional programs. HOSA is an integral part of approved health occupation programs. Health Occupations Education (HOE) students who become active members in a local HOSA chapter are eligible for membership in state and national HOSA.

The mission of HOSA is to enhance the delivery of compassionate, quality health care by providing opportunities for knowledge, skill and leadership development of all health occupations education students, therefore helping the students to meet the needs of the health care industry.

The primary purpose of a HOSA chapter is to serve the needs of its members and to promote and strengthen the HOE-HOSA Partnership in the following ways:

- Foster programs and activities which will develop:
 - physical, mental and social well-being of the individual.
 - leadership, character and citizenship.
 - ethical practices and respect for dignity of work.
- Foster self-actualization of each member, which contributes to meeting the individual's psychological, social and economic needs.
- Build the confidence of students in themselves and their work by providing opportunities to assume responsibilities and by developing personal and occupational competencies and social skills that lead to realistic choices of careers and successful employment in the health care field.
- Promote inter-organizational relationships with professional groups, businesses, health care delivery systems and other organizations.
- Recognize individual achievement in scholarship, occupational skills, or services rendered, by providing recognition and awards.
- Promote involvement in current health care issues, environmental concerns and survival needs of the community, the nation and the world.

PYFA (Pennsylvania Young Farmers Association)

The mission of the PYFA is to promote the environmentally appropriate production, marketing, and processing of food, feed, and fiber.



The purpose of the PYFA is to develop leaders, inspire service, strengthen communities, and enhance the success potential for American agriculture, especially the beginning farmers.

The PYFA is proud to be an association that educates agricultural leaders and helps recruit new people into agricultural careers. It is a leadership training, business skill development and community service organization.

To accomplish these goals, The PYFA provides seminars and conferences to train individuals in leadership and business management. Further, it provides activities such as competitions, contests and projects that allow individuals to apply what they have learned in community service projects. The association sponsors community service projects to assist the general public in understanding more about agriculture. Projects are also featured which promote new entrants into agricultural occupations

SkillsUSA-VICA

SkillsUSA-VICA is a national organization serving more than 250,000 high school and college students and professional members who are enrolled in training programs in technical, skilled, and service occupations, including health occupations.



SkillsUSA has more than a quarter million student members annually, organized into 13,000 chapters and 54 state and territorial associations (including the District of Columbia, Puerto Rico, Guam and the Virgin Islands).

SkillsUSA prepares America's high performance workers. It provides quality education experiences for students in leadership, teamwork, citizenship and character development. It builds and reinforces self-confidence, work attitudes and communications skills. It emphasizes total quality at work, high ethical standards, superior work skills, life-long education and pride in the dignity of work. SkillsUSA also promotes understanding of the free enterprise system and involvement in community service activities.

Approximately 13,000 teachers and school administrators serve as professional SkillsUSA members and instructors. More than 1,000 corporations, trade associations and labor unions actively support SkillsUSA on a national level through financial aid, in-kind contributions, and involvement of their people in SkillsUSA activities. Many more work directly with state associations and local chapters.

SkillsUSA programs include local, state and national competitions in which students demonstrate occupational and leadership skills. During the annual national-level SkillsUSA Championships, more than 4,100 students compete in 73 occupational and leadership skill areas. SkillsUSA programs also help to establish industry standards for job skill training in the classroom.

TSA (Technology Student Association)

The Technology Student Association is a non-profit national student organization devoted to teaching technology education to young people. TSA's mission is to inspire its student members to prepare for careers in a technology-driven



economy and culture. The demand for technological expertise is escalating in American industry. Therefore, TSA's teachers strive to promote technological literacy, leadership, and problem solving to their student membership. TSA is the only student organization dedicated exclusively to students enrolled in technology education classes grades K-12.

TSA now serves more than 160,000 K-12 students in 2,000 schools in 47 states nationwide. Student members have the chance to compete at local, state, regional and national competitions. They may participate in chapter fund-raising activities and community service projects. TSA chapters host social activities. Leadership training is offered to student officers at the local, state or national levels.

MODULE 1C: STUDENT ACTIVITIES

TO THE STUDENT: After you have read and studied the information sheet, complete the following activities.

Answer the following questions:

1. List four benefits of being involved with a CTSO?

2. Which CTSO would be of benefit to a student who is interested in owning and operating their own clothing store?

3. Which CTSO would be of benefit to a student pursuing a career in agriculture?

4. Which CTSO has the "family" central to its goals?

5. Which CTSO sponsors and holds competitive events in over 70 occupational and technical areas?

6. If you were interested in a career in nursing, which CTSO might be right for you?

7. Which CTSO would be of interest to you, if you were enrolled in a technology education class? _____

8. Find out what CTSO's are available in your school and list them below.

For each organization, list the advisor and the current number of members.

CTSO	Advisor	# of Members

9. If you are currently a member of a CTSO, complete Activity A.

If you are not currently a member of a CTSO, complete Activity B

Activity A: On a separate paper, write a 1-2 page essay about your CTSO, answering the following questions:

- Why did you join the organization?
- What activities has the organization done in the last year?
- What activities, experiences have you been involved with?
- What have you gained by being part of this organization?

Activity B: Pick a CTSO that your school offers that you would be interested in joining (appropriate to your career/training). Using the information in this module, the organization's website, and interviews with the advisor and student members, write a 1-2 page essay answering the following questions about the CTSO you selected:

- How can participating with this organization help you in obtaining your goals?
- What activities has the organization done in the last year?
- Which activities/experiences interest you?

MODULE 1C: 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. Quality of Writing

- A. Write with a sharp, distinct focus.
 - Identify topic, task and audience.
 - Establish and maintain a single point of view.
- B. Write using well-developed content appropriate for the topic.
 - Gather, determine validity and reliability of, analyze and organize information.
 - Employ the most effective format for purpose and audience.
 - Write fully developed paragraphs that have details and information specific to the topic and relevant to the focus.
- D. 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).