Career and Technical Education

On-the-Job Training (OJT)
Manual

Career, Technical, Adult and Community Education

John J. Miracola, Director

August 2009
Table of Contents

Executive Summary

Appendix A: Curriculum Frameworks and Student Performance Standards

- Agribusiness Cooperative Education OJT
- Business Cooperative Education OJT
- Cooperative Diversified Education OJT
- Family and Consumer Sciences Cooperative OJT
- Guided Workplace-Learning
- Health Occupations Cooperative Education OJT
- Industrial Cooperative Education OJT
- Marketing Cooperative Education OJT
- Work-Based Experience
- Public Service OJT
- Work Experience

Appendix B: Required OJT Forms

- OJT Student Folder Checklist
- Student Training Agreement
- Student Training Plan – Sample
- Student Performance Form
- Monthly Time Card
- Employment Search Contact Form
- Child Labor Law Hazardous Occupation Form
On-the-Job (OJT) Training
Executive Summary

On-the-Job Training (OJT), often referred to as the cooperative method of instruction, provides an opportunity for students to gain meaningful paid or unpaid supervised work-based learning experiences in a business or industry setting. The OJT program/course is most often used to supplement classroom instruction in a specific career and technical education program, in order to give students the chance to apply the knowledge and skills acquired in school in a job that correlates to their instructional program.

Students enrolled in an OJT program/course receive high school or post secondary course credit; the school may claim the appropriate FTE or workforce funding to support the instructional program/course. The length of the OJT program/course and the number of multiple credits a student may earn will differ. (Appendix A)

OJT is offered as a part of the following program areas:

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Career Cluster</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agribusiness Cooperative Education – OJT</td>
<td>Agriscience, Food and Natural Resources</td>
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<td>Business Cooperative Education – OJT</td>
<td>Business Management and Administration</td>
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<td>Cooperative Diversified Education – OJT</td>
<td>Additional CTE Programs</td>
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<tr>
<td>Family &amp; Consumer Science Cooperative OJT</td>
<td>Human Services</td>
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<td>Guided Workplace Learning</td>
<td>Additional CTE Programs</td>
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<td>Health Science Cooperative Education – OJT</td>
<td>Health Science</td>
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<td>Industrial Cooperative Education - OJT</td>
<td>Architecture and Construction</td>
</tr>
<tr>
<td>Marketing Cooperative Education – OJT</td>
<td>Marketing, Sales and Service</td>
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<tr>
<td>Work-Based Experience</td>
<td>Science, Technology, Engineering &amp; Mathematics</td>
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<tr>
<td>Public Service Cooperative Education – OJT</td>
<td>Government &amp; Public Administration</td>
</tr>
<tr>
<td>Work Experience</td>
<td>Additional CTE Programs</td>
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</table>
Specific authorization governing the OJT program is found in Florida Statute, 1004.92(2) (b) 3. The OJT teacher should become familiar with the Florida Department of Education, Student Performance Standards for the specific OJT program listed in the table of contents.

The following OJT guidelines must be adhered to:

- The OJT teacher must create and maintain an OJT Folder for each student. The following forms must be kept up-to-date in the folder:

  1. Student Training Agreement
  2. Monthly Time Card

    A Time Card must be on file for each OJT student indicating the date and hours the student worked during each month and must be duly signed by the student, the student’s on the job immediate supervisor, and the teacher. The official Time Card is the only document accepted by the state and district FTE auditors for documenting student work hours. Other types of school-produced time cards will not be accepted. Please refer to the table of contents to obtain a copy of the official time card.

  3. Employment Search Contact Form

    The Employment Contact Form must be kept on file as the official record that the student was searching for a job each day he or she was unemployed and released from school to conduct a job search.
4. Student Training Plan

The Student Training Plan must be individualized for each OJT student. Use the Sample form as a template for each OJT student. See website http://www.occupationalinfo.org/ for the list of occupational titles and job descriptions for form’s individualization.

5. Student Performance Form

The OJT teacher must visit the student on the job during the nine week grading period to: observe the student in the work setting, discuss areas of strengths and weaknesses, and obtain a grade for the student. It is recommended that multiple visits be made during the grading period. Visits should be planned to coincide with the student’s work schedule and at a time when the student’s on the job supervisor is available to discuss the student’s progress.

6. Child Labor Law Hazardous Occupation Form

This form must be completed for any minor working around or near hazardous equipment. It is recommended that all OJT students have this form completed for the OJT teacher.

During the FTE week, each OJT teacher and/or the principal must provide documentation that the OJT student was employed, conducting a job search daily, or in class under the supervision of a teacher certified in the area. The above referenced OJT records must be securely kept at the school for a period of five years.
Appendix A
Curriculum Frameworks
And
Student Performance Standards
For
OJT Programs
I. **Major Concepts/Content**: The purpose of this course is to provide an on-the-job training component in conjunction with a job preparatory program to prepare students for employment in agricultural occupations. Students may enroll concurrently or after completing at least one course of a job preparatory program. On-the-job experiences are provided as an addition to a job preparatory program which will develop occupational competencies required for employment in the occupation chosen by the student as a career choice or to provide experiences that further develop the competencies acquired by the student in an in-school job preparatory program.

II. **Laboratory Activities**: A workstation is provided as required to support the on-the-job training activities of the student.

III. **Special Note**: FFA (secondary) is the appropriate Career Student Organization for providing leadership training and for reinforcing specific career skills. Career Student Organizations shall be an integral part of the instructional program and the activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, FAC.

For the on-the-job training component, the following is required for each student: a training plan, signed by the student, teacher and employer, which includes instructional objectives and a list of on-the-job and in-school learning experiences; a work station which reflects equipment, skills and tasks which are relevant to the occupation which the student has chosen as a career goal. The student must receive compensation for work performed. It is recommended that for every twenty students (or portion thereof) enrolled in the program, the teacher-coordinator be given a minimum of one hour of OJT-coordination release time per day so that he/she can visit students on the job to manage the
cooperative method of instruction effectively. The teacher/coordinator must visit each job site a minimum of once during each grading period for the purpose of evaluating the student’s progress in attaining the competencies listed in the training plan.

The Cooperative - OJT course may be taken by a student for one or more semesters. A student may earn multiple credits in this course. The specific student performance standards, which the student must master to earn credit, must be specified in the OJT training plan.

IV. **Intended Outcomes**: After successfully completing this course, the student will be able to:

01.0 Perform designated job skills.
02.0 Demonstrate work ethics.
Program Title:  Agribusiness Cooperative Education - OJT
Secondary Number:  8100410
Postsecondary Number:  AO20019

01.0  Perform designated job skills--The student will be able to:

  01.01  Demonstrate job performance skills.
  01.02  Apply safety procedures on the job.
  01.03  Maintain appropriate records.
  01.04  Display a high level of productivity.

02.0  Demonstrate work ethics--The student will be able to:

  02.01  Demonstrate ethical practices.
  02.02  Follow directions.
  02.03  Interact with employer and co-workers.
  02.04  Interact with customers and clients.
  02.05  Display a positive attitude toward the job.
I. **Purpose**: This course is designed to provide the on-the-job training component when the cooperative method of instruction is used to prepare students for employment in business occupations. On-the-job experiences are provided as a part of a job preparatory program which will develop occupational competencies required for employment in the occupation chosen by the student as a career choice or to provide experiences that further develop the competencies acquired by the student in an in-school job preparatory program.

Supervised on-the-job training provides opportunities for selective placement based on the student’s job preparatory program and the development and evaluation of occupational competencies. Job related classroom instruction must be provided. The student must have successfully completed one credit in a Business Technology Education course or be concurrently enrolled in a job preparatory program to be enrolled in the Business Cooperative Education – OJT Program. This method of delivery is not intended for supplemental career education course instruction and shall not be claimed for supplemental FTE purposes.

This course may be taken by a student for one or more semesters. A student may earn multiple credits in this course. The specific student performance
standards which the student must achieve to earn credit must be specified in the OJT training plan.

Each student job placement must be related to the job preparatory program in which the student is enrolled.

II. **Laboratory Activities**: A work station is provided as required to support the on-the-job training activities of the student.

III. **Special Notes**:

**Career and Technical Student Organization (CTSO)**: Future Business Leaders of America and Business Professionals of America are the appropriate student organizations for providing secondary students with leadership training and reinforcing specific career and technical skills. At the post-secondary level, Phi Beta Lambda and BPA are the appropriate CTSOs. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, FAC.

**Cooperative training – OJT**: On-the-job training is appropriate and is required for this program. For implementation, the rules, guidelines, and requirements specified in the Florida Department of Education Cooperative Education Manual apply.

**Post-Secondary Credit**: Vocational credit for post-secondary students shall be awarded on a transcript in accordance with Section 1001.44, Florida Statutes.

**Accommodations**: Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Adult students with disabilities must self-identify and request such services. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

**SCANS Competencies**: Instructional strategies for this program must include methods that require students to:

- identify, organize, and use resources appropriately;
- work with each other cooperatively and productively;
- acquire and use information; to understand social, organizational, and technological systems; and
- work with a variety of tools and equipment.
Instructional strategies must also incorporate the methods to improve students’ personal qualities and high-order thinking skills.

21st-Century Skills: Instructional strategies for this program must include methods that require students to acquire

1. Digital-Age Literacy - basic scientific, mathematical, and technological literacies - visual and information literacies - cultural literacy and global awareness;
2. Inventive Thinking - adaptability/ability to manage complexity - curiosity, creativity, and risk taking - higher order thinking and sound reasoning;
3. Effective Communication - teaming, collaboration, and interpersonal skills - personal and social responsibility - interactive communication;
4. High Productivity - ability to prioritize, plan, and manage for results - effective use of real-world tools - relevant, high-quality products.

IV. Intended Outcomes: After completing the following competencies, the student will be able to:

01.00 Apply communication skills (reading, writing, speaking, listening, and viewing) in a courteous, concise, and correct manner on personal and professional levels.
02.00 Practice quality performance in the learning environment and the workplace.
03.00 Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to accomplish job objectives and enhance workplace performance.
04.00 Demonstrate human relations/interpersonal skills appropriate for the workplace.
Course Title: Business Cooperative Education - OJT
Secondary Course Number: 8200410
Postsecondary Course Number: B079999
Course Credit: Multiple

Workplace Communications

01.00 Apply communication skills (reading, writing, speaking, listening, and viewing) in a courteous, concise, and correct manner on personal and professional levels—The student will be able to:

01.01 Use listening, speaking, and nonverbal skills and strategies to communicate effectively with supervisors, co-workers, and customers.
01.02 Follow oral and written directions.

Management

02.00 Practice quality performance in the learning environment and the workplace—The student will be able to:

02.01 Demonstrate job performance skills in the chosen occupation.
02.02 Demonstrate increasingly higher levels of productivity in the chosen occupation.
02.03 Perform tasks as outlined in the OJT training plan.
02.04 Maintain appropriate OJT records (e.g., training agreement, training plan, time cards, employer forms).

03.00 Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to accomplish job objectives and enhance workplace performance—The student will be able to:

03.01 Project a professional image through appropriate business attire, ethical behavior, personal responsibility, flexibility, and respect for confidentiality.
03.02 Follow accepted rules, regulations, policies, and workplace safety.
03.03 Exhibit a positive attitude and professional behavior.
03.04 Demonstrate good work habits.

Human Relations/Interpersonal Skills

04.00 Demonstrate human relations/interpersonal skills appropriate for the workplace—The student will be able to:
04.01 Practice appropriate interpersonal skills working with and for others.
MAJOR CONCEPTS/CONTENT: The purpose of Cooperative Diversified Education (CDE) is to provide the student with competencies developed through paid, supervised on-the-job training related to instruction in a job preparatory program.

Supervised on-the-job training provides opportunities for selective placement based on the student’s job preparatory program and the development and evaluation of occupational competencies. Job related classroom instruction must have been provided in a job preparatory program for a minimum of one semester prior to enrollment in the Cooperative Diversified Education Program (or the student must be presently enrolled in a job preparatory program.) Work Experience Programs are not job preparatory programs.

LABORATORY ACTIVITIES: Laboratory activities and job experiences are an integral part of this program. Supervised on-the-job training, governed by a training agreement and an individualized training plan, signed by the student, teacher/coordinator, employer, and parent/guardian, is required. The training plan is to include instructional objectives and a list of on-the-job and in-school learning experiences. The workstation should reflect equipment, skills, and tasks relevant to the occupation the student has chosen as a career goal. The student must be paid for work performed. The employer will evaluate the student’s job
performance of the instructional objectives and learning experiences each grading period.

The teacher/coordinator should visit each training site a minimum of once each grading period for the purposes of observation and evaluation of the student’s progress in attaining the competencies listed in the training plan, preferably while the student is actually working. A second contact each grading period for the purpose of evaluating the student’s progress in attaining the competencies listed in the training plan is highly recommended.

On-the-job activities may be continued as a summer learning experience without classroom instruction for students who participated in the program during the school year immediately preceding the summer assignment.

The OJT course may be taken by a student for one or more semesters at the secondary level enabling the student to earn multiple credits. The specific student performance standards, which the student must achieve to earn credit, must be specified in the OJT training plan.

III. SPECIAL NOTES: Any Career and Technical Student Organization is appropriate for providing leadership training and for reinforcing specific career and technical skills. Career student organizations, when provided, shall be an integral part of the career instructional program, and the activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065 (8), FAC.

Each student job placement must be directly related to the job preparatory program in which the student is or was enrolled.

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Adult students with disabilities must self-identify and request such services. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

It is recommended that for every 20 students (or portion thereof) enrolled in the Cooperative Diversified Education program, the teacher/coordinator be given a minimum of one hour of OJT-coordination release time per day for the purposes of visiting students on the job and managing the cooperative method of instruction.
There is a **Cooperative Education Manual** available on-line that has guidelines for students, teachers, employers, parents and other administrators and sample training agreements. It can be accessed on the DOE website at: [http://www.firn.edu/doe/programs/doc/coopm.doc](http://www.firn.edu/doe/programs/doc/coopm.doc)

IV. **INTENDED OUTCOMES:** After successfully completing this program, the student will be able to:

01.00 Demonstrate competencies in a specific career.
02.00 Demonstrate legal and ethical behavior within the role and scope of specific job responsibilities.
03.00 Perform designated recordkeeping skills.
01.00 DEMONSTRATE COMPETENCIES IN A SPECIFIC CAREER--The student will be able to:

01.01 Demonstrate job performance skills as outlined in the training plan.
LA.B.2.4.1

01.02 Exhibit effective workplace safety practices including use of protective devices.  HE.C.1.4.5, SC.H.3.4.3, SC.H.3.4.6

01.03 Display an acceptable level of productivity and quality control.  LA.B.2.4.1, SC.H.1.4.1, SC.H.1.4.2, SC.H.1.4.3, SC.H.3.4.1, SC.H.3.4.6

01.04 Demonstrate effective written and oral communication and listening skills when interacting with customers, co-workers, and managers.
LA.C.3.4.3, LA.D.1.4.2

01.05 Demonstrate decision making and problem solving processes and techniques used in the workplace.  LA.C.3.4.3

01.06 Demonstrate acceptable work habits and conduct in the workplace as defined by company policy.  LA.C.3.4.3

01.07 Demonstrate an understanding of the company’s vision and mission statements.  LA.C.3.4.3

01.08 Demonstrate an understanding of the company’s goals and objectives.  LA.C.3.4.3

01.09 Demonstrate familiarity with the company’s products and services.
LA.C.3.4.3

01.10 Demonstrate the ability to identify authority, rights, and responsibilities of both employers and employees.  SS.C.2.4.3

02.00 DEMONSTRATE LEGAL AND ETHICAL BEHAVIOR WITHIN THE ROLE AND SCOPE OF SPECIFIC JOB RESPONSIBILITIES--The student will be able to:

02.01 Demonstrate legal and ethical behavior within the scope of job responsibilities.  LA.C.3.4.3, SS.C.2.4.6

02.02 Demonstrate the ability to resolve customer, employee, and employee/employer problems and concerns.  LA.C.3.4.3, SS.C.2.4.3, HE.B.3.4.2

02.03 Follow policies and procedures affecting the safety, health, and well being of all members of a workplace setting.  HE.A.1.4.7, SC.F.1.4.1, SC.F.1.4.6, SC.F.1.4.7

02.04 Exhibit behavior supporting and promoting cultural and ethnic diversity.  LA.D.2.4.1, HE.B.3.4.2
02.05 Recognize and report signs of substance abuse. HE.B.3.4.7, SC.F.1.4.6, SC.F.1.4.7, SC.H.1.4.1
02.06 Demonstrate interpersonal skills that enhance team productivity and foster positive work ethics. LA.C.3.4.3, HE.A.1.4.1
02.07 Demonstrate appropriate dress and grooming habits for the workplace environment. LA.C.3.4.3, HE.B.2.4.3, SC.H.3.4.6

03.00 PERFORM DESIGNATED RECORD KEEPING SKILLS--The student will be able to:
03.01 Identify job tasks that presently are and will be in the future performed in the specified occupation (training plan). LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4, MA.A.4.4.1
03.02 Indicate on a training plan as competencies are mastered. LA.A.1.4.2, LA.A.2.4.8, LA.B.1.4, LA.B.2.4.2, LA.B.2.4.4, LA.D.1.4.2
03.03 Maintain a record of employment hours and wages for auditing and budgetary purposes (e.g., time cards, budget sheets). MA.A.1.4.4, MA.A.1.4.3, MA.A.3.4.3, MA.B.3.4.1
03.04 Maintain an up-to-date, signed training agreement. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
Florida Department of Education
Curriculum Framework

Program Title: Family and Consumer Sciences Cooperative OJT

Secondary 8500410  PSAV V209999
CIP Number 04209999CP  04209999CP
Grade Level 9-12, 30, 31  30, 31
Length Multiple credits  Multiple hours

Teacher Certifications
HOMEMAKING @2 c7
G
GEN HME EC @2
HOME EC 1 @2
VOC HME EC @4
HME EC OCC c7
PK PRIMARY H
PRESCH ED A
PRIMARY ED @B
E CHILD ED @0
QUAN FOOD c7 @7G
SC FOOD SV@6
FAM CON SC 1
ANY HOME EC ED/TC COOP ED E G

HME EC OCC c7 @7
VOC HME EC @4 @2
HOME EC 1 @2
HOMAMEAKING c7@7@2G
GEN HME EC @2
PK PRIMARY H
PRESCH ED A
PRIMARY ED @B
E CHILD ED @ 0
QUAN FOOD c7 @7G
SC FOOD SV@6
FAM CON SC 1

I. Major Concepts/Content: The purpose of this course is to provide the on-the-job training component when the cooperative method of instruction is appropriate for this program. Whenever the cooperative method is offered, the following is required for each student: a training agreement, a training plan signed by the student, teacher and employer, including instructional objectives and a list of on-the-job and in-school learning experiences and a work station which reflects equipment, skills and tasks which are relevant to the occupation which the student has chosen as a career goal. The student must be paid for work performed.

II. Laboratory Activities: A work station is provided as required to support the on-the-job training activities of the student.

III. Special Note: Family, Career and Community Leaders of America (FCCLA), is the appropriate career and technical student organization (CTSO) for providing leadership training and reinforcing specific career skills. Career and Technical Student Organizations provide activities for students as an integral part of the
instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, FAC.

The National Family and Consumer Sciences standards which correlate to student performance standards have been included. The national standards can be viewed at [www.aafcs.org/FCSstandards](http://www.aafcs.org/FCSstandards).

For the on-the-job training component, the following is required for each student: a training plan, signed by the student, teacher and employer, which includes instructional objectives and a list of on-the-job and in-school learning experiences; a work station which reflects equipment, skills and tasks which are relevant to the occupation which the student has chosen as a career goal. The student must receive compensation for work performed. It is recommended that for every twenty students (or portion thereof) enrolled in the program, the teacher-coordinator be given a minimum of one hour of OJT-coordination release time per day so that he/she can visit students on the job to manage the cooperative method of instruction effectively. The teacher/coordinator must visit each job site a minimum of once during each grading period for the purpose of evaluating the student's progress in attaining the competencies listed in the training plan.

In order for this program/course to be transferable between institutions, it must have been reviewed, and a "transfer value" assigned the curriculum content by the appropriate Statewide Course Numbering System Discipline Committee. Transferability is not automatic. An institution wishing to participate in the transfer articulation of this program/course must submit documentation to the Statewide Course Numbering System concerning the program. The documentation should include a program outline, textbook information, and information concerning other materials, or equipment used in the course/program.

Cooperative Family and Consumer Sciences Education - OJT may be taken by a student for one or more semesters. A student may earn multiple credits in this course. The specific student performance standards which the student must achieve to earn credit are specified in the Cooperative Education - OJT Training Plan.

**Federal and state legislation requires the provision of accommodations for students with disabilities** to meet individual needs and ensure equal access. Adult students with disabilities must self-identify and request such services. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special
communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

IV. **Intended Outcomes:** After successfully completing this program, the student will be able to:

01.0 Perform designated job skills.
02.0 Demonstrate work ethics.
Program Title: Family and Consumer Sciences Cooperative – OJT
Secondary Number: 8500410
Postsecondary Number: V209999

01.0 Perform Designated Job Skills--The student will be able to:

- LA.A.1.4.3, LA.B.2.4.1, LA.C.3.4.3, MA.A.1.4.3, MA.A.3.4.3, MA.B.3.4.1, MA.A.4.4.1, SC.F.1.4.1, SC.F.1.4.6, SC.F.1.4.7, SC.H.1.4.1, SC.H.1.4.2, SC.H.1.4.3, SC.H.3.4.1, SC.H.3.4.6, HE.A.1.4.7

NFCS Standards: 1.1, 1.2, 1.3, 5.5, 10.3

01.01 Perform tasks as outlined in the training plan.
01.02 Demonstrate job performance skills.
01.03 Demonstrate safety procedures on the job.
01.04 Maintain appropriate records.
01.05 Attain an acceptable level of productivity.
01.06 Demonstrate appropriate dress and grooming habits.

02.0 Demonstrate Work Ethics--The student will be able to:

- LA.C.3.4.3, LA.D.2.4.1, SS.C.2.4.6, HE.A.1.4.1, HE.B.3.4.2

NFCS Standards: 1.2, 13.3, 13.4, 13.5

02.01 Follow directions.
02.02 Demonstrate good human relations skills on the job.
02.03 Demonstrate good work habits.
02.04 Demonstrate acceptable business ethics.
### Program Title: Guided Workplace-Learning

- **Program Type:** Job Preparatory
- **Career Cluster:** Other
- **Diversified Education**
- **Components:** N/A

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<td>The basic skills requirements for Guided Workplace-Learning are equivalent to those appropriate for the Career and Technical Program in which the student is enrolled or has completed if the program is 450 hours or more.</td>
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**I. PURPOSE:** The purpose of this course is to provide students with the opportunity to gain practical, first-hand knowledge in broad occupational clusters or industry sectors through a structured internship experience. This internship is designed to give students an opportunity to integrate occupational and applied academic learning and to apply knowledge and skills learned in a classroom to actual work situations not generally available through paid employment.

To enroll in the internship, a student must be currently enrolled in or has completed a career course/program (including Technology Education). Students will be allowed a maximum of 450 total hours at the workplace-learning site, regardless of the number of credits earned.

**II. PROGRAM STRUCTURE:** The internship must include the following components:
PRE-PLACEMENT PLANNING CONFERENCE: The student, teacher, and the workplace-learning site supervisor must participate in a pre-placement conference. It is also recommended that the parent/guardian of the student be included in the pre-placement planning conference. Pre-placement planning is essential in designing learning experiences that are appropriate for each individual's learning needs and career interests. Also, it is critical that all parties involved understand and agree on time schedules, expectations, training/learning activities, and evaluation methods. The internship agreement should be signed by the student, teacher/coordinator, parent/guardian, and the workplace-learning site supervisor.

WORKPLACE-LEARNING SITE: The following criteria should be met when choosing the workplace-learning site:

The workplace experience must allow experiences that utilize both skills and knowledge directly related to the student's career goal and the career and technical course/program in which the student is enrolled or has completed. The workplace experience must provide opportunities for rotation through a wide variety of increasingly responsible experiences beyond routine activities. The workplace experience must provide skilled workplace-learning site supervisors and/or mentors who are interested and willing to assist the student. The workplace experience must provide a safe and ethically sound environment with up-to-date facilities and equipment. The workplace experience must adhere to all state and federal laws and rules regarding the employment of minors. The workplace experience must not displace a paid employee. The student does not have to be paid. Timecards documenting the time spent at the workplace-learning site must be maintained.

JOB EXPERIENCE: This component shall provide a match between the student's career goal and a work-based situation that will provide exposure to the broad aspects of the selected industry. The assigned tasks should allow for a progression of and rotation through experiences requiring a variety of skills and knowledge at increasingly higher levels as relates to the student's career major.

WORKPLACE-LEARNING PLAN: A workplace-learning plan must be developed and implemented for each student. The student performance standards of the workplace-learning plan should include an outline of learning objectives, methods of learning, activities/responsibilities, time required, provisions for supervision, and method(s) of student evaluation. The workplace-learning plan must be signed by the student, teacher/coordinator, parent/guardian, and the workplace-learning site supervisor.

WEEKLY CLASS OR SEMINAR: Students in the Guided Workplace-Learning internship must meet a minimum of once per week for the purpose of related instruction and developmental activity. These seminars should provide a
forum for students to share and learn from each other's experiences through discussion and group activities/projects. Faculty should also use this time to reinforce the application of subject matter in the workplace-learning setting. Students should be encouraged to reflect upon and personalize their experiences through individual journals and also through interaction with the teacher/coordinator and the workplace-learning site supervisor.

SUPERVISION/SITE VISITS: Teacher/coordinators of the Guided Workplace- Learning internship must monitor and support learning while students are in the field. Teacher/coordinators should visit the workplace-learning site as frequently as once every two weeks, but not less than once per month so that students may be observed performing all facets of their workplace-learning experiences. Students must also be evaluated a minimum of once per grading period the workplace-learning site supervisor. The evaluation should assess how well the student is progressing towards goals established by the student, teacher/coordinator, and workplace-learning site supervisor. Portfolio assessment is a recommended method of student assessment.

For every 20 students (or portion thereof) enrolled in Guided Workplace-Learning, the teacher/coordinator should be given one hour of coordination release time per day for the purposes of visiting students on the job and managing the cooperative method of instruction.

III. SPECIAL NOTES: Any Career and Technical Student Organization is appropriate for providing leadership training and for reinforcing specific career and technical skills. Career student organizations shall be an integral part of the career instructional program, and the activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065 (8), FAC. https://www.flrules.org/gateway/readFile.asp?sid=0&tid=1066241&type=1&File=6A-6.065.doc

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Adult students with disabilities must self-identify and request such services. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

IV. INTENDED OUTCOMES: After successfully completing this course the student will be able to perform the following:

01.00 Demonstrate positive work habits and attitudes at the workplace-learning site.

02.00 Apply knowledge and skills learned in the classroom to actual work situations.
03.00  Participate effectively in interpersonal experiences with staff, supervisors, and customers.
04.00  Demonstrate application of knowledge regarding future career goals including required education, training, and experience.
05.00  Participate in activities that provide experiences in all aspects of the industry including, but not limited to, information technology.
## Program Title: Health Science Education Cooperative-OJT

### Career Cluster: Health Science

<table>
<thead>
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<th>Program Numbers</th>
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### Major Concepts/Content:
The purpose of this course is to enhance or further develop competency through the on-the-job training experience. The on-the-job experiences provided must be related to the job preparatory program.

This method of delivery is not intended for supplemental vocational course instruction and shall not be claimed for supplemental FTE purposes.

Basic skills in English, mathematics, and science acquired through the job preparatory program should be reinforced through on-the-job training.

### Laboratory Activities:
A work station is provided as required to support the on-the-job training activities of the student.

### Special Note:
The Health Occupations Students of America, Inc., is the appropriate Career/Technical Student Organization (CSO) for providing leadership training experiences and reinforcing specific career/technical skills. CSOs, when provided, shall be an integral part of the vocational instructional program, and the activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065(8), FAC.

For on-the-job training, the following is required for each student: a training agreement; a training plan with selected student performance standards identified and signed by the student, teacher and employer which includes instructional objectives and a list of on-the-job and in-school learning experiences; a work station which reflects appropriate equipment for the training; and skills and tasks which are relevant to the occupation which the student has chosen as a career goal. The student must receive compensation for work performed.
The teacher/coordinator must visit each job site a minimum of once during each grading period for the purpose of evaluating the student's progress in attaining the competencies listed in the training plan. It is recommended that for every twenty students (or portion thereof) enrolled in this course, the teacher/coordinator be given a minimum of one hour of OJT-coordination release time per day so they may visit students on the job and to manage the cooperative method of instruction effectively. The supervised on-the-job activities may be continued as a summer learning experience without classroom instruction for students who participated in the program during the school year immediately preceding the summer assignment for students.

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Adult students with disabilities must self-identify and request such services. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

This course may be taken by a student for one or more semester(s) at the secondary level. A student may earn multiple credits in this course. The specific student performance standards which the student must achieve to earn credit must be specified in the OJT training plan.

IV. **Intended Outcomes**: After successfully completing this course, the student will be able to:

01.0 Perform designated job skills.
02.0 Demonstrate work ethics.
Florida Department of Education
Student Performance Standards

Program Title: Health Science Education Cooperative - OJT
Secondary Number: 8400410
Postsecondary Number: H179999

01.0 Perform Designated Job Skills--The student will be able to:

  01.01 Perform tasks as outlined in the training plan.
  01.02 Demonstrate job performance skills.
  01.03 Demonstrate safety procedures on the job.
  01.04 Maintain appropriate records.
  01.05 Attain an acceptable level of productivity.
  01.06 Demonstrate appropriate dress and grooming habits.
  01.07 Recognize limits of authority and responsibility.
  01.08 Identify rights and responsibilities of employers and employees.
  01.09 Identify legal ramifications of actions/inactions in the job area.
  01.10 Recognize and value time.
  01.11 Recognize and value accuracy.

02.0 Demonstrate Work Ethics--The student will be able to:

  02.01 Follow directions.
  02.02 Demonstrate good human relations skills on the job.
  02.03 Demonstrate good work habits.
  02.04 Demonstrate acceptable business ethics.
Program Title: Industrial Cooperative Education-OJ

Program Type: Job Preparatory
Career Cluster: Architecture & Construction

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I. **Purpose**: The purpose of this course is to provide the on-the-job training component in conjunction with a job preparatory program to prepare students for employment in industrial occupations. On-the-Job experiences are provided as an addition to a job preparatory program which will develop occupational competencies required for employment in the occupation chosen by the student as a career choice or to provide experiences that further develop the competencies acquired by the student in an in-school job preparatory program. This program is not intended for supplemental vocational course instruction and shall not be claimed for supplemental FTE purposes.

The course content will include the following: accompanying related instruction; and the applied skill and knowledge required for the chosen occupation.

The course content should also include employability skills; training in communication, leadership, human relations, teamwork; and safe, efficient work practices.

II. **Laboratory Activities**: Training at a job site is the primary component of this instructional strategy. Students acquire competencies and job skills necessary to meet industry standards and correspondent program standards.

III. **Special Note**: SkillsUSA-VICA, Inc. is the appropriate Career and Technical Student Organization (CTSO) for providing leadership training and for reinforcing specific career and technical skills. Career and Technical Student Organizations, when provided, shall be an integral part of the career and technical instructional
program, and the activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, FAC.

Cooperative training - OJT is appropriate for this program. Whenever cooperative training - OJT is offered, the following are required for each student: a training plan, signed by the student, teacher, and employer, which includes instructional objectives and a list of on-the-job and in-school learning experiences; a workstation that reflects equipment, skills and tasks that are relevant to the occupation which the student has chosen as a career goal. The student must receive compensation for work performed.

The ICE-OJT course may be taken by a student for one or more semesters. A student may earn multiple credits in this course. The specific student performance standards, which the student must achieve to earn credit, must be specified in the OJT training plan.

The standard length of this course(s) and number of credits for a particular student will depend upon previous levels of competency attainment and complexity of the chosen occupation as outlined in the training plan and may be combined with the correspondent job preparatory program to arrive at the total. A student must be enrolled in a job preparatory program in order to be reported as a completer. A student shall not be reported as a completer in Industrial Cooperative Education-OJT.

*Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Adult students with disabilities must self-identify and request such services. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.*

When a secondary student with a disability is enrolled in a vocational class with modifications to the curriculum framework, the particular outcomes and student performance standards which, the student must master to earn credit must be specified on an individual basis. The job or jobs for which the student is being trained should be reflected in the student’s desired postschool outcome statement on the Transition Individual Educational Plan (Transition IEP).

**IV. Intended Outcomes:** After successfully completing the program, the student will be able to:

01.0 Demonstrate job-related skills for the chosen occupation.
02.0 Demonstrate an understanding of entrepreneurship.
03.0 Demonstrate employability skills.
01.0 DEMONSTRATE JOB RELATED SKILLS FOR THE CHOSEN OCCUPATION--
The student will be able to:

01.01 Demonstrate competencies from appropriate curriculum frameworks/student performance standards, as identified in the student training plan.

02.0 DEMONSTRATE AN UNDERSTANDING OF ENTREPRENEURSHIP--
The student will be able to:

02.01 Define Entrepreneurship.
02.02 Describe the importance of Entrepreneurship to the American economy.
02.03 List the advantages and disadvantages of business ownership.
02.04 Identify the risks involved in ownership of a business.
02.05 Identify the necessary personal characteristics of a successful entrepreneur.
02.06 Identify the business skills needed to operate a small business efficiently and effectively.

03.0 DEMONSTRATE EMPLOYABILITY SKILLS--
The student will be able to:

03.01 Conduct a job search.
03.02 Secure information about a job.
03.03 Identify documents, which may be required when applying for a job interview.
03.04 Complete a job application form correctly.
03.05 Demonstrate competence in job interview techniques.
03.06 Identify or demonstrate appropriate responses to criticism from employer, supervisor or other employees.
03.07 Identify acceptable work habits.
03.08 Demonstrate knowledge of how to make appropriate job changes.
03.09 Demonstrate acceptable employee health habits.
03.10 Demonstrate knowledge of the “Right-To-Know Law” as recorded in (29 CFR-1910.1200).
I. **MAJOR CONCEPTS/CONTENT**: The purpose of this course is to enhance or further develop competency through a paid, supervised, on-the-job training experience. The on-the-job experiences provided must be related to the job preparatory program.

   a. Reinforcement of Florida’s Sunshine State Standards acquired through the job preparatory program should occur throughout the work-based learning experience.

II. **LABORATORY ACTIVITIES**: A work station is provided as required to support the on-the-job training activities of the student.

III. **SPECIAL NOTE**: DECA, an Association of Marketing Students (secondary) and College DECA - Delta Epsilon Chi (postsecondary), are the appropriate career student organizations for providing leadership training and reinforcing specific career and technical skills. **Career and Technical Student Organizations** shall be an integral part of the career and technical instructional program, and the activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, FAC.

For on-the-job training, each student is required to have a training agreement and an individualized training plan signed by the student, teacher/coordinator, employer, and parent/guardian. The training plan is to include a diverse list of instructional objectives and on-the-job and in-school learning experiences. The work station should reflect equipment, skills, and tasks relevant to the occupation the student has chosen as a career goal. The student must be paid for work performed. The employer will evaluate the student’s job performance of the instructional objectives and learning experiences each grading period.

The teacher/coordinator will visit each training site a minimum of once each grading period for the purposes of observation and evaluation of the student’s progress in attaining the competencies listed in the training plan, preferably while the student is actually working. A second contact each grading period for the purpose of evaluating the student’s progress in attaining the competencies listed in the training plan is highly recommended.

It is recommended that for every 20 students (or portion thereof) enrolled in this course, the teacher/coordinator be given a minimum of one hour of OJT-coordination release time per day for the purposes of visiting students on the job and managing the cooperative method of instruction. The supervised on-the-job activities may be continued as a summer learning experience without classroom instruction for students who participated in the program during the school year immediately preceding the summer assignment.

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Adult students with disabilities must self-identify and request such services. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

This course may be taken by a student for one or more semester(s) at the secondary level. A student may earn multiple credits in this course. The specific student performance standards the student must achieve to earn credit must be specified in the OJT training plan.

IV. INTENDED OUTCOMES: After successfully completing the program, the student will be able to:

01.01 Demonstrate competencies in a specific career.
01.02 Demonstrate legal and ethical behavior within the role and scope of specific job responsibilities.
01.03 Perform designated recordkeeping skills.
Marketing Cooperative Education – OJT

01.00 DEMONSTRATE COMPETENCIES IN A SPECIFIC CAREER--The student will be able to:

01.01 Demonstrate job performance skills as outlined in the training plan. LA.B.2.4.1

01.02 Exhibit effective workplace safety practices including use of protective devices. HE.C.1.4.5, SC.H.3.4.3, SC.H.3.4.6

01.03 Display an acceptable level of productivity and quality control. LA.B.2.4.1, SC.H.1.4.1, SC.H.1.4.2, SC.H.1.4.3, SC.H.3.4.1, SC.H.3.4.6

01.04 Demonstrate effective written and oral communication and listening skills when interacting with customers, co-workers, and managers. LA.C.3.4.3, LA.D.1.4.2

01.05 Demonstrate decision making and problem solving processes and techniques used in the workplace. LA.C.3.4.3

01.06 Demonstrate acceptable work habits and conduct in the workplace as defined by company policy. LA.C.3.4.3

01.07 Demonstrate an understanding of the company’s vision and mission statements. LA.C.3.4.3

01.08 Demonstrate an understanding of the company’s goals and objectives. LA.C.3.4.3

01.09 Demonstrate familiarity with the company’s products and services. LA.C.3.4.3

01.10 Demonstrate the ability to identify authority, rights, and responsibilities of both employers and employees. SS.C.2.4.3

02.00 DEMONSTRATE LEGAL AND ETHICAL BEHAVIOR WITHIN THE ROLE AND SCOPE OF SPECIFIC JOB RESPONSIBILITIES--The student will be able to:

02.01 Demonstrate legal and ethical behavior within the scope of job responsibilities. LA.C.3.4.3, SS.C.2.4.6

02.02 Demonstrate the ability to resolve customer, employee, and employee/employer problems and concerns. LA.C.3.4.3, SS.C.2.4.3, HE.B.3.4.2

02.03 Follow policies and procedures affecting the safety, health, and well being of all members of a workplace setting. HE.A.1.4.7, SC.F.1.4.1, SC.F.1.4.6, SC.F.1.4.7

02.04 Exhibit behavior supporting and promoting cultural and ethnic diversity. LA.D.2.4.1, HE.B.3.4.2
02.05 Recognize and report signs of substance abuse. HE.B.3.4.7, SC.F.1.4.6, SC.F.1.4.7, SC.H.1.4.1
02.06 Demonstrate interpersonal skills that enhance team productivity and foster positive work ethics. LA.C.3.4.3, HE.A.1.4.1
02.07 Demonstrate appropriate dress and grooming habits for the workplace environment. LA.C.3.4.3, HE.B.2.4.3, SC.H.3.4.6

03.00 **PERFORM DESIGNATED RECORD KEEPING SKILLS**--The student will be able to:
03.01 Identify job tasks that presently are and will be in the future performed in the specified occupation (training plan). LA.A.1.4.3, MA.A.4.4.1
03.02 Create a training plan indicating competencies mastered.
03.03 Maintain a record of employment hours and wages for auditing and budgetary purposes (e.g., time cards, budget sheets). MA.A.1.4.4, MA.A.1.4.3, MA.A.3.4.3, MA.B.3.4.1
03.04 Maintain an up-to-date, signed training agreement. LA.B.2.4.3
Program Title: Work-Based Experience  
Career Cluster: Science, Technology, Engineering, & Math (STEM)  
Program Type: Technology Education

| **Secondary** |  
|----------------|----------------  
| **Program Number:** | 8601800  
| **CIP Number:** | 0821.0199CP  
| **Grade Level:** | 9-12 & 30, 31  
| **Length:** | 1 credit (Maximum of 3 credits)  
| **Teacher Certification:** | INDUS ARTS @4 @6  
| | I ART-TEC @1 @2  
| | TEC ED 1 @2  
| | ENG 7 G  
| | GEN SHOP @4  
| | TRANSPORT @4  
| | AIR MECH @7 G  
| | METALS @4  
| | ELECTRONIC @7 G  
| | DRAFTING @7 G  
| | TEC CONSTR @7 G  
| | BLDG CONST @7 G  
| | AUTO MECH @7 G  
| | GASENG RPR @7 G  
| | DESEL MECH @7 G  
| | TEC MECH @7 G  
| | ELECTRICAL @4 @7 G  
| | GRAPH ARTS @4  
| | PRINTING @7 G  
| | WOODWORK @4  
| | CARPENTRY @7 G  
| | AUTO IND @7 G  
| **CTSO:** | FL-TSA  
| **Facility Code:** | Any appropriate experience location. Related 808, 840.

I. **Purpose:** The purpose of this course is to provide Technology Education students with the opportunity, as Student Learners, to gain real world practical, first-hand exposure in broad occupational clusters or industry sectors through a structured, compensated or uncompensated, Work-Based experience. The
Technology Education/Work-Based Experience is designed to give the Student Learners an opportunity to apply and integrate the knowledge, skills, and abilities acquired during their School-Based Experience to actual work situations.

This course is not intended to be used as a job preparatory, specific-skill development activity such as found in youth apprenticeship programs.

To enroll in the Technology Education Work-Based Experience program, a student must have:

1. Completed one credit of a Technology Education program consisting of 3 credits or more.
2. Be currently enrolled in or have completed a Technology Education program.
3. Assigned a Work-Based Experience logically related to the Technology Education program.

This Work-Based Experience course may be taken by a student for one or more semesters. A student may earn multiple credits in this course.

II. **Program Structure.** This program is a planned sequence of instruction consisting of the courses listed below.

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<th>Course Title</th>
<th>Course Length</th>
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<tr>
<td>8601800</td>
<td>Work-Based Experience</td>
<td>1 credit*</td>
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* Note: Students may earn multiple credits (maximum of 3 credits) in this course.

The Technology Education Work-Based Experience must include the following components:

**Pre-Placement Planning Conferences:** The student, teacher, and the work-based experience site supervisor must participate in a pre-placement conference. It is also recommended that the parents/guardian of the student be included in the pre-placement planning conference. Pre-placement planning is essential to designing learning experiences that are appropriate for each individual's learning needs and career interests. It is critical that all parties involved understand and agree on time schedules, expectations, training/learning activities and evaluation methods. The Student Learner learning agreement should be signed by the student, teacher-coordinator, parent/guardian, and the work-based learning site supervisor.

**Site Criteria:** The following criteria shall be met when choosing the Work-Based Experience site:
1. The work-based learning must allow experiences that utilize both skills and knowledge directly related to the student’s career interests and the Technology Education program in which the student is enrolled or has completed.

2. The work-based experience must provide opportunities for rotation through a wide variety of increasingly responsible experiences beyond routine activities.

3. The work-based experience sponsors must provide skilled work-based experience site supervisors and/or mentors who are interested and willing to assist the student.

4. The work-based experience sponsors must provide a safe and ethically sound environment with up-to-date facilities and equipment. The work-based learning experience must adhere to all state and federal laws and rules regarding the employment of minors. The work-based experience must not displace a paid employee.

5. Timecards documenting the time spent at the work-based experience site must be maintained.

6. When offered for multiple credits, the student should have varied learning experiences in order to provide maximum work-based exposure.

**Work Experience:** This component shall provide a match between the student’s career interests and a work-based situation that will provide exposure to the broad aspects of the selected industry. The assigned tasks should allow a progression and rotation through experiences requiring a variety of knowledge, skills and abilities at increasingly higher levels related to the student’s Technology Education studies and career interests.

**Experience Plan:** A work-based experience plan must be developed and implemented for each student based on the curriculum frameworks of the Technology Education program. The work-based experience plan must outline learning objectives, methods of learning, activities/ responsibilities, time required, student performance standards, provision for supervision, and method(s) of student evaluation. The work-based learning experience plan must be signed by the student, teacher, parent and the work-based experience site supervisor.

**Supervision/Site Visits:** Teacher-coordinators of the Technology Education/Work-Based Experience must monitor and support learning while students are at a work-based site. Teacher-coordinators must visit the work-based experience site as frequently as once every two weeks, but not less than once per month so that students may be observed in all facets of their work-based learning experiences. Students must also be evaluated a minimum of once per grading period by the teacher-coordinator with input from the work-
based experience site supervisor. The evaluation should assess how well the student is progressing toward goals established by the student teacher-coordinator, and work-based experience site supervisor. Portfolio assessment, orchestrated by the teacher-coordinator, is a recommended method of student assessment. It is recommended that for every 20 students (or portion thereof) enrolled in Technology Education/Work-Based Experience, the teacher-coordinator should be given one hour of coordination release time per day in order to visit students at the work-based learning sites.

**Hazardous Occupations Placements:** In order for a student learner to obtain a waiver for a specific allowable hazardous occupation the following Florida (Section 450.161, Florida Statutes) Child Labor Law must be followed.

1. The student learner is enrolled in a youth career training program under a recognized state or local educational authority.

2. Such student learner is employed under a written agreement which provides:
   (a) That the work of the student learner in the occupation declared particularly hazardous shall be incidental to the training.
   (b) That such work shall be intermittent and for short periods of time and under the direct and close supervision of a qualified and experienced person.
   (c) That safety instructions shall be given by the school correlated by the employer with on-the-job training.
   (d) That a schedule of organized and progressive work processes to be performed on the job shall have been prepared.

**III. Special Notes:**

**Gold Seal Vocational Scholarship:** Course substitutions as defined in the Comprehensive Course Table for this program area may be used to qualify a student for Florida’s Gold Seal Vocational Scholarship, providing all other eligibility requirements are met. Eligibility requirements are available online at [https://www.osfaffelp.org/bfiehs/fnbpcm02_CCTMain.aspx](https://www.osfaffelp.org/bfiehs/fnbpcm02_CCTMain.aspx).

**Career and Technical Student Organization (CTSO):** The Florida Technology Student Association (FL-TSA) is the appropriate student organization for providing students with leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, FAC.

**Post-Secondary Credit:** Vocational credit for dual enrollment students shall be awarded on a transcript in accordance with Section 1001.44, Florida Statutes. The standard length of this program is 150 hours.
Articulation: To be transferable statewide between institutions, this program must have been reviewed, and a “transfer value” assigned the curriculum content by the appropriate Statewide Course Numbering System discipline committee. This does not preclude institutions from developing specific program or course articulation agreements with each other. There is no statewide articulation agreement approved for this program.

Accommodations: Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Adult students with disabilities must self-identify and request such services. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

SCANS Competencies: Instructional strategies for this program must include methods that require students to:

- identify, organize, and use resources appropriately;
- work with each other cooperatively and productively;
- acquire and use information; to understand social, organizational, and technological systems; and
- work with a variety of tools and equipment.

Instructional strategies must also incorporate the methods to improve students’ personal qualities and high-order thinking skills.

21st-Century Skills: Instructional strategies for this program must include methods that require students to acquire

5. Digital-Age Literacy - basic scientific, mathematical, and technological literacies - visual and information literacies - cultural literacy and global awareness;
6. Inventive Thinking - adaptability/ability to manage complexity - curiosity, creativity, and risk taking - higher order thinking and sound reasoning;
7. Effective Communication - teaming, collaboration, and interpersonal skills - personal and social responsibility - interactive communication;
8. High Productivity - ability to prioritize, plan, and manage for results - effective use of real-world tools - relevant, high-quality products.

IV. Intended Outcomes: After successfully completing this program, the student will be able to:

01.0 Complete a skills inventory.
02.0 Demonstrate acceptable work values.
03.0 Gain practical exposure in broad occupational clusters.
Course Title: Work-Based Experience
Course Number: 8601800
Credits: 1

Course Description:

This course provides Technology Education students with the opportunity, as Student Learners, to gain real world practical, first-hand exposure in broad occupational clusters or industry sectors through a structured, compensated or uncompensated, Work-Based experience. This course is not intended to be used as a job preparatory, specific-skill development activity such as found in youth apprenticeship programs.

01.0 Complete a skills inventory--The student will be able to:

01.01 Practice safety procedures at the work-based site as learned in the classroom setting.
01.02 Demonstrate an understanding of employer safety and general policies and procedures.
01.03 Maintain a daily log of activities documenting job tasks at the work-based site.

02.0 Demonstrate acceptable work values--The student will be able to:

02.01 Maintain a positive work relationship with peers and mentors.
02.02 Report on time and consistently each assigned day.
02.03 Notify instructor and mentor if unable to report to work-based site.
02.04 Demonstrate adaptive self-management skills.

03.0 Gain practical exposure in broad occupational clusters--The student will be able to:

03.01 Rotate through a wide variety of increasingly responsible experiences.
03.02 Participate as a team member with a skilled mentor.
03.03 Demonstrate an understanding and appreciation of related occupational groups.
03.04 Apply basic skills in communications, mathematics, and science appropriate to technological content and learning activities.
I. **Major Concepts/Content:** The purpose of this course is to provide the on-the-job training component when the cooperative method of instruction is used to prepare students for employment in public service occupations. On-the-job experiences are provided as a part of a job preparatory program which will develop occupational competencies required for employment in the occupation chosen by the student as a career choice or to provide experiences that further develop the competencies acquired by the student in an in-school job preparatory program.

Reinforcement of basic skills in English, mathematics, and science appropriate for the job preparatory programs occurs through career and technical classroom instruction and applied laboratory procedures or practice. This program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the public service industry; planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues and health, safety and environmental issues.

II. **Laboratory Activities:** A workstation is provided as required to support the on-the-job training activities of the student.
III. **Special Notes**: The Florida Public Service Association, Inc. (FPSA) is the appropriate career and technical student organization (CTSO) for providing leadership training and reinforcing specific career skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, FAC.

For the on-the-job training component, the following is required for each student: a training plan, signed by the student, teacher, and employer, which includes instructional objectives and a list of on-the-job and in-school learning experiences; a work station that reflects equipment, skills, and tasks that are relevant to the occupation which the student has chosen as a career goal. The student must receive compensation for work performed. The teacher/coordinator must visit each job site a minimum of once during each grading period for the purpose of evaluating the student's progress in attaining the competencies listed in the training plan.

A cooperative training - OJT course may be taken by a student for one or more semesters. A student may earn multiple credits in this course. The specific student performance standards that the student must achieve to earn credit must be specified in the OJT training plan.

When a secondary student with a disability is enrolled in a career and technical class with modifications to the curriculum framework, the particular outcomes and student performance standards, which the student must master to earn credit, must be specified on an individual basis. The job or jobs for which the student is being trained should be reflected in the student's desired postschool outcome statement on the Transition Individual Educational Plan (Transition IEP).

**Federal and state legislation requires the provision of accommodations for students with disabilities** to meet individual needs and ensure equal access. Adult students with disabilities must self-identify and request such services. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

**SCANS Competencies**: To accomplish the Secretary's Commission on Achieving Necessary Skills (SCANS) competencies, instructional strategies for this program must include methods that require students to identify, organize, and use resources appropriately; to work with each other cooperatively and productively; to acquire and use information; to understand social, organizational, and technological systems; and to work with a variety of tools and equipment. Instructional strategies must also incorporate methods to improve students' personal qualities and higher-order thinking skills.
IV. Intended Outcomes: After successfully completing this course, the student will be able to:

01.0 Perform designated job skills.
02.0 Demonstrate work ethic.
Program Title: Public Service Cooperative Education - OJT
Secondary Number: 8900410
Postsecondary Number: P439999

01.0 Perform Designated Job Skills--The student will be able to:

01.01 Perform tasks as outlined in the training plan.
01.02 Demonstrate job performance skills.
01.03 Demonstrate safety procedures on the job.
01.04 Maintain appropriate records.
01.05 Attain an acceptable level of productivity.
01.06 Demonstrate appropriate dress and grooming habits.
01.07 Recognize limits of authority and responsibility.
01.08 Identify rights and responsibilities.
01.09 Identify legal ramifications of actions/inactions in the job area.
01.10 Recognize and value time.
01.11 Recognize and value accuracy.

02.0 Demonstrate Work Ethics--The student will be able to:

02.01 Follow directions.
02.02 Demonstrate good human relation's skills on the job.
02.03 Demonstrate good work habits.
02.04 Demonstrate acceptable business ethics.
Program Title: Work Experience  
Program Type: Practical Arts  
Career Cluster: Other  Diversified Education

<table>
<thead>
<tr>
<th></th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Number:</td>
<td>8301600</td>
</tr>
<tr>
<td>CIP Number:</td>
<td>10988640CP</td>
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<tr>
<td>Grade Level:</td>
<td>9-12, 30, 31</td>
</tr>
<tr>
<td>Length:</td>
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</tr>
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<td>Certification:</td>
<td>COOR WK EX @7 Any Field BA or Higher Cert/TC WK EXP E</td>
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<tr>
<td>CTSO:</td>
<td>CECF/BPA</td>
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<tr>
<td>CO-OP METHOD:</td>
<td>Yes</td>
</tr>
<tr>
<td>Facility Code:</td>
<td>221</td>
</tr>
</tbody>
</table>

I. MAJOR CONCEPTS/CONTENT: The purpose of this program is to provide support for at-risk students. This support shall be provided through instruction in the methods of acquiring the necessary human relations skills, work ethic, and common knowledge required for successful employment and for selection of a career plan that will guide the transition from school-to-work. Concurrently, the student is to be engaged in paid, supervised part-time employment as a means of gaining experience in a bona-fide work environment in compliance with the Child Labor Law established by the U.S. Department of Labor for the Work Experience and Career Exploration Program (WECEP).*

*The Federal Child Labor Regulation 3 allows WECEP 14 and 15 year old students to work during the school day, between 7 AM and 7 PM, for a maximum of 23 hours per week, and a maximum of 3 hours per day, in any occupation permitted by Florida Child Labor Law, the Fair Labor Standards Act (FLSA), and/or in any occupation for which a variance (Student Learner Exemption Agreement) has been obtained from the Department of Labor and Employment Security. 


Opportunities are to be provided for the student to obtain competencies and recognition through successful work experience and to satisfactorily complete a high school education.

A student may not enroll in a Work Experience class without concurrent enrollment in Work Experience-OJT (8301650). Also, a student may not
enroll in Work Experience-OJT (8301650) without previous or concurrent enrollment in a Work Experience class. Each student enrolled in the Work Experience 1, 2, 3, or 4 courses may earn one credit. A minimum of 1 credit for on-the-job employment experiences may be earned for each year the student is enrolled in Work Experience-OJT.

The student must be paid for work performed and must be directly supervised. Supervised on-the-job activities may be continued as a summer learning experience without classroom instruction for students who previously participated successfully in the in-school and on-the-job instructional activities.

Listed below are the courses that comprise this program when offered at the secondary level:

- 8301610  Work Experience 1
- 8301620  Work Experience 2
- 8301630  Work Experience 3
- 8301640  Work Experience 4
- 8301650  Work Experience OJT

A beginning Work Experience student will be placed in the 8301610-Work Experience 1 course.

II. LABORATORY ACTIVITIES: In-school laboratory activities are an integral part of this program. Equipment and supplies should be provided to enhance hands-on experiences for the students. Also, those laboratory activities provided through on-the-job training are an integral part of this program. Employment experiences are provided through placement on a job by the teacher-coordinator. The student should acquire competencies through a variety of paid learning experiences. The supervised experience is to be governed by a training agreement signed by parent/guardian, employer, teacher/coordinator, and student. No student should participate in the OJT portion of the program until this signed document is received by the teacher/coordinator. The teacher/coordinator and student will cooperatively prepare a job skills form which will include generic and specific job competencies and generic and specific safety competencies to be evaluated by the employer each grading period.

It is highly recommended that for every 20 students (or portion thereof) enrolled in Work Experience-OJT, the teacher/coordinator be given a minimum of one hour of OJT-coordination release time per day for the purposes of visiting students on the job and managing the cooperative method of instruction.

The teacher/coordinator should visit each training site for the purpose of observation a minimum of once each grading period, preferably while the
student is actually working. A second contact each grading period for the purpose of evaluating the student’s progress in attaining the competencies listed on the job skills form is highly recommended.

III. **SPECIAL NOTES:**

**Cooperative Education Clubs of Florida/Business Professionals of America (CECF/BPA)** is the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and technical student organizations shall be an integral part of the career and technical instructional program, and the activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065 (8), FAC.  

**Federal and state legislation requires** the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Adult students with disabilities must self-identify and request such services. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.


**SCANS Competencies:** Instructional strategies for this program should include methods that require students: to identify, organize, and use resources appropriately; to work with each other cooperatively and productively; to acquire and use information; to understand social, organizational, and technological systems; and to work with a variety of tools and equipment. Instructional strategies must also incorporate methods to improve students' personal qualities, higher-order and critical thinking skills, and problem solving, technical, and literacy skills.

The following criteria are to be used in the development of admission procedures for each student prior to entry into the program:

The student has a truancy problem.
The student needs to work in order to continue his/her education.
The student is economically disadvantaged.
The student is academically disadvantaged.
The student has a negative attitude toward work, school, and/or society.
The student has a poor self-concept.
The student feels alienated.
The student lacks self-discipline.
The student has a limited attention span.
The student is overage in grade level.
The student has trouble relating to classwork.
The student has a lack of interest in school.
The student needs to be supervised at the work location.
Other (specify) ____________________________.

An individual guidance plan identifying admission criteria should be developed for each student prior to entry into the program, and should include the Work Experience course number, school year, and date of entry. Job counseling sessions between the teacher/coordinator and each student should be documented for each grading period. Flexible scheduling can be implemented, as agreed upon by the teacher/coordinator and guidance personnel, when such scheduling is found to be needed to meet the student's needs.

IV. **INTENDED OUTCOMES**: After successfully completing this program, the student will be able to:

01.00 Define, demonstrate, and assess job seeking and employability skills.
02.00 Define, identify, and analyze safety issues related to the workplace.
03.00 Define, demonstrate, and analyze proficiency in applying communication skills.
04.00 Define, demonstrate, and analyze proficiency in applying mathematical skills.
05.00 Define, demonstrate, and maintain personal hygiene and health.
06.00 Define, demonstrate, and manage personal finances.
07.00 Define, demonstrate, and evaluate leadership skills.
08.00 Define, demonstrate, and assess techniques to maintain professionalism.
09.00 Define, demonstrate, and assess cognitive skills.
10.00 Define, demonstrate, and assess interpersonal and intrapersonal skills.
11.00 Define, demonstrate, and assess proficiency in applying technical skills.
12.00 Define, demonstrate, and evaluate understanding of economic and entrepreneurial principles.
13.00 Define, demonstrate, and assess importance of determining career options.
14.00 Perform designated job skills.
15.00 Demonstrate compliance with work ethics.
16.00 Perform designated recordkeeping skills.

**Work Experience 1**: 01.01 to 01.24; 02.01 to 02.15; 03.01 to 03.11; 04.01 to 04.14; 05.01 to 05.05; 06.01 to 06.05; 07.01 to 07.07; 08.01 to 08.07; 09.01 to 09.08; 10.01 to 10.14; 11.01 to 11.05; 13.01 to 13.07.

**Work Experience 2**: 01.25 to 01.31; 02.16 to 02.20; 03.12 to 03.23; 04.15 to 04.19; 05.06 to 05.10; 06.06 to 06.13; 07.08 to 07.12; 08.08 to 08.13; 09.09 to 09.13; 10.15 to 10.17; 11.06 to 11.08; 12.01 to 12.11; 13.08 to 13.13.

**Work Experience 3**: 01.32 to 01.34; 02.21 to 02.23; 03.24 to 03.31; 04.20 to 04.25; 05.11 to 05.15; 06.14 to 06.21; 07.13 to 07.16; 08.14 to 08.19; 09.14 to 09.16; 10.18 to 10.21; 11.09 to 11.12; 12.12 to 12.16; 13.14 to 13.18.

**Work Experience 4**: 02.24 and 02.25; 03.32 to 03.40; 04.26 to 04.36; 05.16 and 05.17; 06.22 to 06.27; 07.17 to 07.19; 08.20; 09.17 to 09.19; 10.22 and 10.23; 11.13 to 11.16; 12.17 to 12.21; 13.19 to 13.24.

**Work Experience OJT**: 14.01 to 14.15; 15.01 to 15.07; 16.01 and 16.02.
COURSE DESCRIPTION:

This course is designed to provide students with realistic on-the-job training experience to acquire and apply knowledge, skills, and attitudes in an occupational field. The respective cooperative teacher and employer provide on-the-job supervision. This on-the-job portion of the program may be repeated for credit. Specific job skills must be identified on a job skills form. Selected job skills will be evaluated a minimum of once during each grading period.

01.00 PERFORM DESIGNATED JOB SKILLS--The student will be able to:

01.01 Demonstrate job performance skills as outlined on the job skills form. LA.B.2.4.1
01.02 Apply safety procedures while on the job. HE.C.1.4.5
01.03 Display an acceptable level of productivity and quality control.
01.04 Demonstrate appropriate dress and grooming habits.
01.05 Demonstrate reacting to feedback in a positive manner.
01.06 Communicate effectively with customers, co-workers, and management. LA.C.3.4.3, SS.C.2.4.3, HE.B.3.4.2
01.07 Demonstrate decision-making and problem-solving skills.
01.08 Demonstrate punctuality and reliability by working as scheduled.
01.09 Demonstrate pride in work by completing work correctly and quickly.
01.10 Demonstrate personal management skills (self-directed and self-controlled) including intrinsic motivation.
01.11 Display an understanding and appreciation for the dignity and worth of honest labor.
01.12 Demonstrate flexibility, creativity, innovation, and adaptability.
01.13 Demonstrate ability to interpret and comply with employer rules and regulations. HE.A.1.4.7
01.14 Demonstrate an understanding of the organizational structure of the workplace.
01.15 Demonstrate flexibility and the ability to perform a wide range of functions.

02.00 DEMONSTRATE COMPLIANCE WITH WORK ETHICS--The student will be able to:

02.01 Demonstrate integrity and honesty. LA.C.3.4.3, SS.C.2.4.6
02.02 Demonstrate interest, enthusiasm, and loyalty to the training agency.
02.03 Demonstrate ability to follow directions.
02.04 Demonstrate ability to work cooperatively with team members and supervisors from different cultural backgrounds. HE.B.3.4.2
02.05 Demonstrate an ability to follow written and oral directions.
02.06 Display a positive attitude toward the job.
02.07 Practice cost effectiveness with company resources.

03.00 PERFORM DESIGNATED RECORDKEEPING SKILLS--The student will be able to:
03.01 List the job skills to be performed in the specified occupation. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, MA.A.4.4.1
03.02 Maintain appropriate employment records (training agreement, time card, and job skills form). LA.A.1.4.3, LA.B.1.4, LA.B.2.4, MA.A.1.4.4, MA.A.1.4.3
Appendix B

Required OJT Forms
# OJT Student Folder Checklist

<table>
<thead>
<tr>
<th>State and District (FTE Audit) Required Forms:</th>
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<th>Recommended Forms:</th>
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<tr>
<th>Recommended Copies of the Following:</th>
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Career, Technical, Adult and Community Education
Student Training Agreement

Date_____________________

I intend to employ ________________________________________________________
(First Name) (Middle) (Last Name)
________________________________________________________________________
(Address) (City) (Zip)
in the capacity of ____________________________________________________________
(Duties of Minor) (Type of Industry)
for _______ days per week _______ hours per day, between hours of _____ a.m. _____ p.m.

Name of Firm ____________________________________________________________
Address of Firm: ___________________________________________________________

EMPLOYER RESPONSIBILITIES: The employer agrees to place the trainee in the work
specified above for the purpose of providing occupational experience of instructional value. The work
activity will be under the supervision of a qualified supervisor. The work will be performed under safe
and hazard-free conditions. The trainee will receive the same consideration given other employees
with regard to safety, health, social security, general work conditions and other policies and
procedures of the firm. The employer will adhere to all State and Federal Regulations regarding
employment, Child Labor Laws, and minimum wage, and will not discriminate in employment
policies, educational programs or activities for reasons of race, sex, color, religion, national
origin, marital status, age or handicap.

TEACHER/COORDINATOR RESPONSIBILITIES: The teacher/coordinator agrees to
visit each trainee at the training station no less than one time per grading period and will
continue a close working relationship with the person to whom the trainee is responsible
while on the job. The teacher/coordinator shall attempt to resolve any complaints through
the cooperative efforts of all parties concerned. The teacher/coordinator will meet with the
trainee's parents or guardian prior to job placement and during the school year. The Training
Agreement will be kept on file for three (3) years at the school center.

PARENT/GUARDIAN RESPONSIBILITIES: The parent or guardian agrees that the
trainee may participate in Cooperative Education Training as provided by the public school.

STUDENT RESPONSIBILITIES: The trainee agrees to follow rules and guidelines
established by the school, employer and teacher/coordinator regarding hours of work, school
attendance and procedures. When absent from school without a valid excuse, the student
should not be permitted to work.

WE, THE UNDERSIGNED, have read this Training Agreement and understand the conditions and
provisions contained therein.

________________________________ ____________________________
Employer Teacher/Coordinator

________________________________ ____________________________
Student Parent/Guardian
Career, Technical, Adult and Community Education
Student Training Plan - Sample

The purpose of this program is to provide the student with selected occupational skills through employment-related instruction and concurrent, paid, supervised on-the-job training. Employment-related instruction is in-school instruction that includes competencies directly related to the occupation in which the student is employed. Supervised on-the-job training provides opportunities for selective placement based on the student’s occupational choice, competency development, and evaluation through planned instructional activities in a job setting.

Clerical Support (Office Assistant) Dictionary of Occupational Titles No. 239.567.010

Performs any combination of the following duties in the business office of a commercial or industrial establishment:

A. Specific Tasks

Initialed by job-site supervisor when mastered.

_____ Stocks and sorts various clerical supplies as needed
_____ Opens, sorts, and distributes incoming mail
_____ Collects, seals, and stamps outgoing mail
_____ Delivers oral or written messages
_____ Collects and distributes paperwork from one department to another
_____ Marks, tabulates, and files articles, documents and records
_____ Retrieves files with articles and records
_____ Prepares file folders, labels, or files for use
_____ May use office folders, labels, or files for use
_____ May use office equipment such as sealing, binding, or stamping machine
_____ May deliver items to other business establishments
_____ May use the computer for data input, Internet searches, or other tasks
_____ May use the computer to prepare letters, documents, and other reports
_____ May answer the telephone, take messages, and disseminate information to clients

B. General Tasks

Initialed by job-site supervisor when mastered.

_____ Maintains neat, attractive personal appearance with good posture
_____ Maintains clean, neat clothing and wears specific uniform/clothes (if required)
_____ Exhibits a cheerful, positive attitude and businesslike manner
_____ Demonstrates an understanding of the company's vision and goals
_____ Demonstrates an understanding of the company's products and/or service
_____ Demonstrates interpersonal skills that enhance team productivity
_____ Demonstrates the ability to resolve customer, employee/employer concerns
_____ Demonstrates legal and ethical behavior within the scope of job responsibilities
_____ Exhibits behavior supporting and promoting cultural and ethnic diversity
_____ Follows policies affecting health, safety, and well being of all workplace members
_____ Displays acceptable level of production and quality control
_____ Demonstrates acceptable work habits and conduct as defined by company policy
_____ Exhibits effective workplace safety practices including use of protective devices

We agree that the task, duties, and/or competencies identified above are to be included in the student's on-the-job training while enrolled in this technical program.

Employer: ______________________________ Date: ____________
Student/Employee: ______________________ Date: ____________
Teacher/Coordinator: ____________________ Date: ____________
Career, Technical, Adult and Community Education
Student Performance Form

Student's Name: __________________________________________ Grading Period: __________
Business Name: __________________________________________
Supervisor's Name and Signature: ___________________________ Date: __________

DIRECTIONS: Please circle the description of the performance that applies to the trait.

<table>
<thead>
<tr>
<th>TRAITS</th>
<th>PERFORMANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>100-90</td>
</tr>
<tr>
<td>Quality of Work</td>
<td>Superior</td>
</tr>
<tr>
<td>Knowledge of Work</td>
<td>Excellent</td>
</tr>
<tr>
<td>Work Attitude</td>
<td>Very enthusiastic</td>
</tr>
<tr>
<td>Attendance/ Punctuality</td>
<td>Attends daily; always on time</td>
</tr>
<tr>
<td>Decision-Making Ability</td>
<td>Makes accurate, well-informed decisions</td>
</tr>
<tr>
<td>Industry (Diligence)</td>
<td>Industrious; works extra</td>
</tr>
<tr>
<td>Work Initiative</td>
<td>Seeks additional tasks; highly motivated</td>
</tr>
<tr>
<td>Organizational Ability</td>
<td>Highly capable of organizing</td>
</tr>
<tr>
<td>Attitude Toward Others</td>
<td>Positive; takes active friendly interest in others</td>
</tr>
<tr>
<td>Acceptance of Responsibility</td>
<td>Welcomes responsibility</td>
</tr>
</tbody>
</table>

DIRECTIONS: Please place a check in the column that describes the specific job skill.

<table>
<thead>
<tr>
<th>SPECIFIC JOB-RELATED SKILLS</th>
<th>EXCELLENT 100-90</th>
<th>ABOVE AVERAGE 89-80</th>
<th>AVERAGE 79-70</th>
<th>POOR 69-60</th>
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<tbody>
<tr>
<td>Follows specific safety rules</td>
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<tr>
<td>Wears necessary safety equipment</td>
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<tr>
<td>Follows policies for well-being of all employees</td>
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<tr>
<td>Applies knowledge of environmental, health, and safety issues</td>
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</tbody>
</table>

IN TERMS OF A NUMERICAL GRADE, I WOULD GIVE A ________________.

100-90 = A  89-80 = B  79-70 = C  69-60 = D  59-0 = F
## Career, Technical, Adult and Community Education
**Monthly Time Card**

**Public School District:** Broward County Public Schools, Florida

**Name and Signature of Teacher/Coordinator:**

**Telephone Number of Teacher/Coordinator:**

**Name of School:**

**Address:**

**City, State and Zip:**

**Name of Student:**

**OJT Release Periods from School:**

**Social Security No.:** XXX-XX-

**Job Placement -- Name of Company:**

**Address of Company:**

**City, State, and Zip:**

**Supervisor’s Name:**

**Title:**

**Student’s Signature:**

**Date of Birth:**

<table>
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<tr>
<th>Date</th>
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<th>Leave (Time)</th>
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**Supervisor’s Printed Name**_____________________  **Supervisor’s Signature**___________________________

**Date__________________**

Supervisor attests that the time sheet is accurate to the best of his/her knowledge.

**Notes:** On a day when the student does not work, enter “OFF” in the Arrive (Time) column.

Form must be completed in ink.
Career, Technical, Adult and Community Education
Employment Search Contact Form

PLEASE PRINT ALL INFORMATION

Name of Student: ________________________________________________

Program: _______________________________________________________

Teacher/Coordinator: ____________________________________________

Date of Employment Search: ______________________________________

**Job Information**

Job Title: ________________________________________________________

Name of Company/Business: _______________________________________

Address: _________________________________________________________

Phone No.: _______________________________________________________

Contact person: __________________________________________________

How did you learn about the opening of this job? _______________________

**Action Taken**

Interview Scheduled: _______ (Y or N)   Date: ___________ Time: __________

Name of Interviewer: ______________________________________________

Letter of application sent: ___________ (Y or N)   Date:_____________________

Phone Number: ___________________________________________________

Date called: _____________________________________________________

Outcome: _________________________________________________________

Follow-up actions needed:

__________________________________________________________________

Note: Student must have one or more employment search forms for each unemployed day the student is released from school for a job search.
Career, Technical, Adult and Community Education
Child Labor Law
Hazardous Occupation Form

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Circle the bullet denoting the hazardous occupation(s) for which the exemption applies:

- On any scaffolding, roof, superstructure, residential or nonresidential building construction, or ladder above six (6) feet
- In the operation of power-driven woodworking machines
- In the operation of power-driven metal forming, punching, or shearing machines
- Slaughtering, meat packing, processing, or rendering except as provided in 29 C.F.R. part 570.61(c)
- In the operation of power-driven paper products and printing machines
- Excavation operations
- Working on electric apparatus or wiring
- Operating or assisting to operate: (including starting, stopping, connecting or disconnecting, feeding, or any other activity involving physical contact associated with operating) a tractor over 20 PTO horsepower, any trencher or earth moving equipment, fork lift, or any harvesting, planting, or plowing machinery, or any moving machinery.

In accordance with Section 450.061(2) F.S., the undersigned attests to the following:

1. That the student learner is enrolled in a youth vocational training program under a recognized state or local educational authority.
2. That the work of the student learner in the occupation declared particularly hazardous is incidental to the training received.
3. That the work performed shall be intermittent and for short periods of time and under the direct and close supervision of a qualified and experienced person.
4. That the safety instructions shall be given by the school and correlated by the employer with on-the-job training.
5. That the student has a schedule of organized and progressive work processes to perform on the job.

PRINT OR TYPE STUDENT'S NAME ___________________________ STUDENT'S SIGNATURE ___________________________ DATE ____________

PRINT OR TYPE PARENT/GUARDIAN'S NAME ___________________________ PARENT/GUARDIAN'S SIGNATURE ___________________________ DATE ____________

PRINT OR TYPE EMPLOYER'S NAME ___________________________ EMPLOYER'S SIGNATURE ___________________________ DATE ____________

PRINT OR TYPE TEACHER/COORDINATOR'S NAME ___________________________ TEACHER/COORDINATOR'S SIGNATURE ___________________________ DATE ____________

PRINT OR TYPE PRINCIPAL'S NAME ___________________________ PRINCIPAL'S SIGNATURE ___________________________ DATE ____________

A copy of this agreement shall be maintained by the employer and OJT teacher.