



# **PLACEMENT HANDBOOK**

**Diamond Oaks Career Development Campus**

**Laurel Oaks Career Development Campus**

**Live Oaks Career Development Campus**

**Scarlet Oaks Career Development Campus**

**Satellite Workforce Development Programs**

**2014-2015**

# **PLACEMENT HANDBOOK**

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## **PHILOSOPHY OF GREAT OAKS**

Great Oaks serves 36 school districts in southwest Ohio, preparing students and adults for careers and further education.

This is done through providing career training and education to high school juniors and seniors as well as career certification programs for adults. Great Oaks also provides other services, including training for business and industry, career exploration programs for younger students, and adult basic literacy education and classes for English-language learners.

The goal is to provide graduates with skills and certification needed to begin a career in a professional field.

*Equal Opportunity: Great Oaks offers educational opportunities without regard to age, sex, race, color, national origin, religion, or presence of disability.*

# **GREAT OAKS PLACEMENT CENTER**

## **PURPOSE STATEMENT**

The Great Oaks Placement Center matches students - high school and adult – and graduates with employment opportunities in the region. The Center serves as a clearinghouse for information about eligible students and graduates as well as job openings and employment needs of area businesses.

## **GOALS**

1. Increase job opportunities for Great Oaks students.
2. Increase opportunities to develop new instructor/employer partnerships.
3. Increase opportunities to strengthen and expand existing instructor/employer partnerships.

## **STUDENT PLACEMENT TYPE - DESCRIPTIONS**

### **Youth Apprenticeship**

This registered apprenticeship option will allow for the expansion of apprenticeship and mentorship starting at the completion of the 10th grade level and expanding beyond the high school year. The program is designed to prepare students for a school-to-work transition in collaboration with business, industry, and education, which ensures what is learned at school is aligned with the industry expectations. The students will receive credit for work hours when officially accepted into the appropriate apprenticeship program per their trade area.

The following programs are eligible for Youth Apprenticeship:

- Commercial and Residential Electricity
- Construction Framing and Finishing Technologies
- Culinary Arts and Hospitality Services
- Engineering Technologies & Robotics
- Heating, Ventilating, and Air Conditioning
- Heavy Equipment Operations and Engineering
- Masonry
- Pre-Engineering Technologies
- Welding

Note: See Placement Guidelines, page 10

### **School To Apprenticeship**

Apprenticeship is a system for teaching the practical and theoretical aspects of technical and skilled trades needed by business and industry. It combines on-the-job training with related classroom technical instruction. Apprentices train under the direction of experienced craftsmen commonly called "journeymen."

School-To-Apprenticeship Programs include:

- Automotive Technology - Collision
- Automotive Technology – Mechanics
- Commercial and Residential Electricity
- Construction Framing and Finishing Technologies
- Culinary Arts and Hospitality Services
- Engineering Technologies & Robotics
- Heating, Ventilating, and Air Conditioning
- Heavy Equipment Operations and Engineering
- Industrial/Diesel Mechanics

School-To-Apprenticeship Programs (continued)



## **Career Job Shadowing**

Job Shadowing is an activity that enables young people to observe adults in work settings, learn the requirements of various jobs, and experience the flow of a typical workday. This activity lasts no more than 2-3 days on the worksite.

## JOB PLACEMENT GUIDELINES 2014-2015

**NOTE:** Each Placement Program component has a unique set of criteria. Read carefully to properly qualify your students.

**Youth Apprenticeship** – A delivery option designed for youth who can meet and maintain all of the guidelines listed below.

Qualified students will meet and maintain all of the criteria listed below:

- Participate in a summer camp workshop in pre-approved trade areas.
- Be willing and able to study and work 12 months.
- Valid Driver's License and reliable transportation.
- Be 16 years of age or older.
- Have 95% attendance in ninth and tenth grades.
- Have 95% attendance in ninth and tenth grades.
- Maintain 95% attendance while attending Great Oaks.
- Maintain an overall 2.5 average in high school.
- Pass all subjects.
- Maintain a B or better average in each class taken while attending Great Oaks.
- On track to meet all graduation requirements of the affiliated school.

Students who attend the summer workshop and are enrolled in an approved apprenticeship while attending Great Oaks may begin placement *after the first quarter of the junior year*. Other students may begin placement *after the first semester of their junior year*.

A team of educators and industry representatives will interview students and make recommendations regarding participation.

### **Senior Year – School-to-Apprenticeship/Internship (September)**

Qualified students will meet and maintain all of the criteria listed below:

- Maintain 95% attendance in the junior year (no more than nine days absent in junior year).
- Have B or better average in each course presently being taken and in courses completed in the junior year.
- Receive a recommendation from the Career Technical Instructor and the Career & Instructional Specialist.
- Be 16 years of age or older.
- Maintain 95% attendance while attending Great Oaks.
- Maintain a B or better average in each class taken while attending Great Oaks.
- On track to meet all graduation requirements of the affiliated school.

Students may begin placement *the second week of senior year*.

The job position must be in the field of training and lead to full-time employment.

### **Senior Year – Third Quarter (January)**

Qualified students will meet and maintain all of the criteria listed below:

- Have 95% attendance for five quarters (first quarter of junior year may be waived for adjustment period).
- Have passing grades in all subjects with accumulated grade average of 3.0 (B) through five quarters (first quarter of junior year is waived for adjustment period). [Competencies are included in grades.]
- Eligible for a certificate of career-technical preparation
- Not be in danger of failing any subject.
- Receive a recommendation from the Career Technical Instructor.
- On track to meet all graduation requirements of the affiliated school.

The job position must be in the field of training and lead to full-time employment. Students may begin placement *the first day of the third grading period of senior year*. An appeal process can be initiated if there is any extreme and unusual circumstance. The instructor must submit an appeal to the Campus Dean of Instruction for review and approval.

### **Senior Year – Fourth Quarter (March)**

Qualified students will meet and maintain all of the criteria listed below.

- Have 95% attendance for six quarters (first quarter of junior year is waived for adjustment period).
- Have passing grades in all subjects with accumulated grade average of 2.0 (C) through six quarters (first quarter of junior year is waived for adjustment period). Competencies are included in grades.
- Eligible for a certificate of career-technical preparation
- Not be in danger of failing any subject.
- Receive a recommendation from the Career Technical Instructor.
- Meet all graduation requirements of the affiliated school.

The job position must be in the field of training and lead to full-time employment. Students may begin placement *the first day of the fourth grading period of senior year*. An appeal process can be initiated if there is any extreme and unusual circumstance. The instructor must submit an appeal to the Campus Dean of Instruction for review and approval.

## **Senior Year – Transitional Placement (May)**

Students will:

- Not be in danger of failing any subject
- Receive a recommendation from the Career Technical Instructor
- Not be eligible for the Great Oaks Warranty if he or she is unable to meet the requirements for a certificate of career technical preparation.

Students may begin placement *after week five of the fourth grading period.*

An appeal process can be initiated if there is any extreme and unusual circumstance. The instructor must submit an appeal to the Campus Dean of Instruction for review and approval.

## **District Placement Standards and Guidelines**

Because Great Oaks is a public school system, students may not be placed by third party employment agencies during school hours.

These placement guidelines are not appropriate for the cooperative programs and for a few programs that require course hours for a license. Programs that are exempt from these guidelines are Business Management and Marketing Management and Research.

Placement in the cooperative programs is based on instructor recommendations of students' competencies and employability skills. The courses of study for the cooperative programs require on-the-job training.

Aviation Maintenance Technician, Law Enforcement, Firefighting/EMS, and Cosmetology require a fixed number of hours for licensure; therefore these guidelines do not apply for these two programs.

Students enrolling in senior only programs must be on track to graduate from their affiliated school and meet all other placement criteria prior to a recommendation for any job placement option available through Great Oaks.

## **Termination Procedures**

**The instructor is responsible for notifying the Placement Office if a student is terminated from a job or removed from a job for any reason for more than three weeks. Use Termination of Placement Form page 43.**

A student removed from the job for any period longer than three weeks due to grades, temporary layoff or any other extenuating circumstances must have a new training plan completed by the instructor before returning to placement (to verify the job is still the same and the student is still eligible for placement).

New training plans must be completed at the start of senior year of placement or at any time the student changes employment.

## PLACEMENT OF STUDENTS WITH SPECIAL NEEDS

**Career Technical instructors have primary responsibility for placement of their students.** Special Needs Employment Specialists may assist in the placement process for students on an Individual Education Plan (IEP) and those on a 504 Plan. These students may be enrolled in regular career technical programs or career technical programs designed specifically for students with special needs.

**A Special Needs Coordinator will refer the student to the Ohio Rehabilitation Services Commission (RSC). Eligibility must be determined before other services can proceed.** If the student is not eligible for RSC, other options for placement can be considered. Referrals can also be made to other agencies such as the County Board of DD to plan for long-term follow-along services.

When an instructor believes that a student with special needs may need additional assistance gaining and/or maintaining employment, they can refer the student to the Employment Specialist. It can be made through the Special Needs Coordinator on the campus. **The Special Needs Employment Specialist can assist with job development, job match, job analysis, as well as on-the-job support with a job coach.** Placement opportunities and services must not be discriminatory.

When planning for employment **the IEP team should be involved** for information and planning to insure successful job placement. The student and his family, Career Technical instructors, affiliate school staff, the Rehabilitation Services Commission Counselor and other community agency personnel are all important members of the IEP team. Students with disabilities will have a transition statement with appropriate employment goals as part of their IEP. The team should develop these goals and implement them to insure long term success. The goals can include other activities such as driver training that will support the student's independence.

Campus administration as well as special needs staff members of the IEP team may be flexible in determining job placement. Students may be considered for job placement at any time during their Career Technical program if it meets their individual needs and assists in the successful transition from school to work.

Job Placement should be a joint effort with communication between all team members. The instructor should be an active member during this process and is critical to the Employment Specialist, giving job leads and contacts. Parents and the RSC counselor need to remain involved throughout the entire process.

Great Oaks Training Plans and other job placement paperwork must be processed for any student with special needs in order to meet district, support agency and CARF requirements.

If students are eligible for services from the County Boards of DD they may take advantage of follow-along services for job retention, re-training and career advancement.

Instructors, counselors, and Employment Specialists need to give consideration to the three major federal laws concerning the placement of students with disabilities.

The first is: **The Individuals with Disabilities Education Improvement Act (IDEIA)** some of the major requirements under this act include:

- Assurance of a free public, appropriate education to students with disabilities in the least restrictive environment.
- Guarantee of policies and procedures to protect confidentiality of data and information.
- Assurance of maintenance of an Individual Education Plan (IEP) for all students with disabilities.
- A statement of needed transition services in the IEP.
- Identification of a coordinated set of activities in the areas of instruction, community experiences, employment and adult living.

A second law having additional significance is **Section 504 of the Rehabilitation Act of 1973**. It prohibits discrimination on the basis of disability in any private or public programs receiving federal financial assistance. A school that provides personal, academic, or career technical counseling, guidance, or placement services to its students shall provide these services without discrimination on the basis of disability. Qualified students with disabilities should receive similar counseling services and be given information toward more inclusive educational and career objectives as are students without disabilities.

The third piece of legislation is the **Americans with Disabilities Act (ADA)**. The ADA establishes a clear and comprehensive prohibition of discrimination on the basis of disability. Specific guarantees include:

- Equal opportunity in selection, training and hiring of qualified applicants.
- Reasonable accommodations for workers with disabilities
- Identification of the essential functions of the job

**Note:** *Employers are only required to accommodate applicants and employees when applicants and/or employees disclose the disability prior to testing or hiring and ask for the reasonable accommodations.*

## JOB ORDER PROCESSING

Job orders are generated by direct employer calls and visits to business and industry. They represent a request by the employer to hire a current student or graduate. These job orders are routed to the appropriate campus and instructor for immediate response.

Job order requirements often overlap program curricula. The instructor assigned to contact the employer should reply as soon as possible. This professional courtesy will let the employer know he/she has made a good decision when contacting Great Oaks.

- This job order serves to introduce you, the instructor, to the employer. This is your opportunity to market your specific program, your students, and Great Oaks in general (**Please review Employer Participation Opportunities p17**). Contact should be made even if you may not currently have eligible students for referral to a specific job order. This contact should be included with all other contacts logged on the monthly Employer Visitation Report. This network will benefit your students as they become eligible for placement in upcoming months.

The individual job orders are entered into the Employer Resource database for record keeping and reporting.

A weekly job bulletin is produced from the Employer Resource database. This bulletin is circulated throughout the District.

- A generalized job bulletin is posted for the students. This generalized job bulletin does not contain the specific company name, contact, and phone number of the listed job. Students are advised to seek further information from their Career & Technical Instructor. (Only the instructor is provided with this specific information.) This allows you, as the instructor, to advise your students on eligibility and guide them through the job seeking process.

## EMPLOYER VISITATION REPORTS

Employer Visitation reports are an integral part of the Placement philosophy. Instructors are required to submit a thorough report to their Deans once a month providing them with all employer contacts they have made throughout the month. This report must contain at least four (4) employer visits per month.

## **STUDENT PLACEMENT PROCEDURES (SECONDARY)**

These procedures are adopted to comply with our Board policies and the regulations formulated by the State Division of Career Technical Education.

It is essential that placement is consistent in all matters, and that placement employers conform to Federal and State laws, with State Department of Education policy and Great Oaks procedures.

Great Oaks Institute of Technology and Career Development wants to establish linkage with employers and to provide a transitional training program from school to work for the student. The following steps must take place for successful placement:

1. Qualify your students for eligibility in the Placement Program (See Student Placement Type - Descriptions). Consult with Student Services to verify student eligibility.
2. Obtain Dean of Instruction Check Sheet and Training Plan/Agreement from Microsoft Outlook (Public Folders).
3. Contact parent/guardian of qualified student and review the parent, student, and employer responsibilities as outlined on Placement Training Plan/Agreement.
4. Visit the potential job site. This visit serves to determine the related nature of occupational tasks to your curriculum, allow you to make an appropriate match of employer expectations to your student's ability, and to observe the safety and health aspects of the work environment. Inform the employer of the Great Oaks Warranty and the Career Passport.
5. Verify that the student on placement is covered by Workers' Compensation.
6. Write a training plan, in cooperation with the employer, outlining the job tasks that the student will be expected to perform for the employer. Forms are available in Microsoft Outlook (Public Folders).
7. Discuss with the employer the requirements for evaluation. Forms are available in Microsoft Outlook (Public Folders). Evaluations are conducted one week after start of employment and every three weeks thereafter. These evaluations provide the documentation required for assigning a quarterly grade to the student for his/her career technical lab.
8. After collecting the required signatures, present the completed Training Plan/Agreement along with the Dean of Instruction's Check Sheet to the campus Dean of Instruction or designee for signing.

**NOTE:** The student may begin employment only after the campus Dean of Instruction or designee has signed off.

9. Send the original Training Plan/Agreement to the Placement Center for processing and filing. Distribute copies to employer, parents, and instructor's file.
10. Monitor and enforce all placement regulations as outlined under student responsibilities. Proper supervision requires coordination with academic instructors regarding student progress. Some student placement results in loss of scheduled meetings between student and instructor. This requires the instructor to provide weekly face-to-face meetings with students to review progress of employment.
11. In the event that any party (employer, student, parent) fails to maintain his/her respective responsibilities the career technical instructor shall have the authority to transfer or withdraw a student at any time after consulting all parties, including student's academic instructors and counselor.
12. Job Placement training plans are terminated at the end of the summer of the year that the student was placed. New training plans are to be provided at the beginning of the next school year and proper signatures are required.

## **Networking**

Networking can be defined as assembling an initial list of contacts and broadening that list continuously. Instructor communication with employers on a regular basis forms the foundation of a quality placement program. This stream of information keeps employers aware of available qualified students for placement. Instructors also gain current knowledge to identify the best opportunities for their students.

The strength of a good employer network will frequently result in instructors being the first people notified of pending job opportunities. In addition to directly placing students, there are a variety of opportunities for employers to become involved in campus activities. These activities can include advisory committee membership, judging student competition, classroom presentations, and field trip host sites, just to name a few.

Employer involvement has the added dimension of supporting the recruiting efforts of each instructor.

## **Employer Participation Opportunities**

Many business partners have indicated a desire and willingness to assist instructors and support our students through a variety of campus activities. The involvement of Business Partners helps to validate the decision our students made to pursue an applied learning curriculum at Great Oaks while enhancing the credibility of your instruction. Business partners depend on your experience and professional guidance in order to achieve the greatest benefit from taking part in a campus event. Through your continuing communications you will meet many employers who will welcome your invitation to support your program. Please review the listed opportunities for employer participation.

**Note:** The following list of campus activities is meant to be suggestive and not limiting in nature.

- **Class Presentations** - Employers visit classrooms and share with students the expectations of employers, career ladders, training, etc.
- **Judging** - Student youth organizations hold annual skill competitions requiring experienced judges.
- **Advisory Committees** - Each career technical program has an advisory committee to assist in curriculum development.
- **Open House Consultant** - Campuses host open houses for parents and prospective students. Employers serve as visiting consultants regarding occupational guidance.
- **Field Trip Host** - Business and Industry complement classroom learning through valuable field trip experiences.

### **Assertive Encouragement**

Students are often reluctant or hesitant to pursue job opportunities in their career field. Instructors can help students overcome their lack of confidence or other barriers to employment through assertive encouragement. This may include:

- Calling the student's parent/guardian to discuss the student's eligibility and your desire to assist in the job search. This contact can prevent miscommunication on the student's part and gain the support of the parent/guardian.
- Getting a commitment from the student to follow up on job leads provided.
- Advising students on proper grooming and interviewing techniques.
- Helping the student to understand how to learn from unsuccessful job interviews in order to prepare for future interviews.
- Calling employers to actively and accurately promote students.
- Monitor the progress of students' placement.

## **Great Oaks Warranty**

Just as the employers' reputation and ultimate success are built on the quality of the products and services provided to their customers, Great Oaks' reputation depends on the excellence of our programs and the on-the-job performance of our graduates. And just as highly reputable companies stand behind their products, we have so much confidence in the quality of our programs and the abilities of our graduates that we are willing to be accountable to the employers we serve. We therefore, make the following pledge to employers of our graduates:

"Great Oaks graduates hired by your company through the campus placement program will perform satisfactorily in the guaranteed competency areas certified in the Career Passport. If at any time during the first year on the job the employee fails to perform satisfactorily in any of the guaranteed competency areas, we will retrain the employee at no cost to you."

Employers are formally enrolled in the Warranty Program at the conclusion of the school year by completing the Warranty Program Certificate.

## **Career Passport**

The Career Passport is a credentialing tool that documents the specific occupational skills, academic skills, and employability skills of students who participate in a secondary or postsecondary program in Ohio. It contains a cover letter from the Great Oaks President/CEO or Dean of Instruction for the campus, a Personal Data sheet highlighting the graduate's education and employment history, activities, awards, and special recognitions, community service, etc.; and a competency profile which is a list of the skills mastered.

The Career Passport provides employers with an accurate, reliable tool for evaluating job applicants. It enhances the individual career planning process for students and assists them in marketing themselves to prospective employers. It increases the accountability to the community by documenting each student's mastery of specific competencies that business and industry has said their employees must have to be successful.

## **Certificate of Career-Technical Preparation**

In order for a student to receive a Certificate of Career-Technical Preparation and a Career Passport, he/she must have successfully completed his/her career-technical program.

Students who do not meet the above criteria may be eligible for a Certificate of Recognition of Participation and a Career Passport.

## **Risk Management**

The question of liability as it applies to work-based learning activities is not an easy one to address. There are no legal mandates that provide complete immunity for institutions, organizations, or individuals that participate in work-based learning initiatives. Risk management is synonymous with good program management. The purpose of developing a written risk management plan is to: identify potential risks; develop plans to prevent accidental injuries or damage; and reduce the risk of legal accountability. Business and education partners involved in work-based learning programs need to jointly develop risk management plans. Most schools already have procedures and policies for field trips, cooperative education guidelines, and other program guidelines that could be adapted into a comprehensive plan to serve all parties.

Guidelines to developing a risk management plan include:

Prepare students appropriately for the work-site learning experience. Students should know what to expect and what is expected of them. Provide them with clear position descriptions and insist they operate within those bounds.

Communicate roles and responsibilities to all stakeholders. Every business and education partner should thoroughly understand their roles and responsibilities as well as the benefits of the work experience.

Maintain written training agreements and training plans, required by state and federal law, that provide for safety instruction, supervision and schedule of organized and progressive work for the student (Paris & Mason, 1995).

Screen and select only appropriate individuals to serve as work-site mentors and supervisors.

Provide orientation and appropriate training for work-site mentors and school staff members and maintain a support system.

Confirm the employer's Workers' Compensation coverage before placing a student at a work-site;

Require students who drive to the workplace to provide proof of auto liability insurance and verify they hold a valid driver's license;

Provide assurances that the work-site is in compliance with Occupational Safety and Health Administration (OSHA) regulations;

Provide adequate supervision. The standard of care provided should be directly related to the degree of risk associated with the student's work-based activities. The more dangerous the occupational tasks, the greater the need for close student supervision (Piper, 1996, p.91). The degree of care required and need for close supervision decreases as the age, maturity, and abilities of the students involved increase;

Provide for proper instruction. Instruction provided at the work-site must be complete and appropriate for the occupation, including safety and health instruction as an integral part of all occupational instruction. Each work-based assignment should be preceded by a demonstration of acceptable occupational practices in either the school or work-based learning environment (Piper, 1996, p.91). Student participants should know how and be able to perform their assigned duties properly and safely.

Maintain equipment in a reasonable state of repair. Neither students nor other employees should be expected to work on poorly maintained equipment that would put their health and safety at risk. This does not mean all equipment must be new, but it should be in good repair (Piper, 1996, p.91).

Keep on file at the work-site an official age certificate, state or federal, that validates the date of birth for every employee under the age nineteen (DOL, 1996). This will comply with federal law and avoid unintentional violations of minimum age standards.

Provide regularly scheduled on-site visitations. School personnel have an obligation and a duty to observe students in the work-based learning environment.

Assess student work-site performance on a regular basis using the skills and knowledge cited on the training plan as the basis for evaluation.

Provide participants with the opportunity and procedure to report problems or suggest changes.

The purpose of these suggestions is to provide guidance to business and education partners when they engage in work-based learning activities. Unfortunately, these guidelines will not provide all the answers, nor do they carry the force of legal opinion. However, the profusion of laws, regulations, and liability issues present a compelling case for a risk management plan regarding basic provisions for student safety and the liability of business and education partners.

## References

Paris, K. & Mason, S.A. (1995). *Planning and implementing youth apprenticeship & work-based learning*. Madison WI: Center on Education and Work.

Piper, J.W. (1996). *Mentor Handbook: A school to work approach*. Toledo, Ohio: The University of Toledo.

## **PROGRAM CONCENTRATOR FOLLOW-UP (SECONDARY)**

All Great Oaks Program Concentrators are surveyed in the Fall after their graduation and again the following Spring. These surveys provide valuable data for the following purposes:

- Continued support and job placement of graduates
- Assessing the employment status of former students
- Evaluating and improving career technical programs
- Diagnosing the continuing viability of career technical programs
- Reporting requirements to:
  - Great Oaks Board of Directors
  - Ohio Department of Education

### **Procedures**

#### **May**

The Placement Center will prepare the Program Concentrator Follow-up record.

- Individual instructors will review these follow-up records with their students to correct any errors or omissions on the pre-printed labels. Students are to include all contact phone numbers and e-mail addresses.
- Employment History 'MAY' should be completed at this time.
- Instructor completes final attendance, final grade, makes recommendation, and signs off.

#### **September**

- Follow-up records are re-distributed to instructors for Fall survey.
- Instructor contacts each concentrator to determine job-seeking status. Be prepared with a job referral if requested. Complete all information on the 'SEPT' portion of the Follow-up record. This data is reported to the Great Oaks Board of Directors.
- Ask concentrator if Career Passport was presented to employer.
- List all certifications and test results concentrator has received since last reporting period.
- Make sure wage is indicated.
- Ask concentrator if participating in an apprenticeship program with employer.

#### **FINAL (October-December Reporting)**

- Follow-up records are re-distributed to instructors for Final survey (Oct/Dec Reporting Period).
- Instructor contacts each concentrator to determine job-seeking status. Ask concentrator for the outcome of any job referral. Be prepared with additional job referrals if requested. Complete all information on the 'Oct/Dec Reporting' portion of the Follow-up record. This data is reported to the Great Oaks Board of Directors and the Ohio Department of Education.
- Ask concentrator if career passport was presented to employer.
- Verify diploma or GED status.
- List all certifications and test results concentrator has received since last reporting period.
- Make sure wage is indicated.
- Ask concentrator if participating in an apprenticeship program with employer.

**IMPORTANT:** Although follow-up surveys are conducted at specific times, referring job orders and documenting those referrals is an ongoing activity. Remember, good placement efforts will most assuredly support and enhance your upcoming recruitment efforts. These efforts will ensure optimum placement results. As a consequence of improving placement, our former students are being helped to become gainfully employed, a most practical and noble goal.

## **Follow-up Report Indicators of Secondary Statement Performance Measures for Workforce Development Programs**

The revised performance system provides new opportunities for evaluating program concentrator success. The following statewide performance measure "Post Program Placement" indicators have been developed to take full advantage of the new high performance system's ability to recognize program concentrator success in various ways. After each indicator, a formula is given indicating which concentrator status categories are used to calculate the percentage.

Placement Performance measures are now based on the Concentrator definition:

A secondary student who has completed a minimum of 50% of the high school credits allowed for a single career and technical education (CTE) workforce development program (e.g., health sciences or marketing), and has enrolled for additional credit at the secondary level.

Concentrator status categories:

- Entered military related
- Entered military non-related
- Employed related and pursuing related education
- Employed related and pursuing non-related education
- Employed related and not pursuing additional education
- Employed non-related and pursuing related education
- Employed non-related and pursuing non-related education
- Employed non-related and not pursuing additional education
- Not working and pursuing related education
- Not working and pursuing non-related education
- Not working, but actively seeking employment
- Not working, not seeking employment
- Status unknown
- Deceased
- Reported incorrectly as concentrator in prior school year's Yearend (N) reporting and student is not currently enrolled
- Reported incorrectly as concentrator in prior school year's Yearend (N) reporting and student is currently enrolled.

## **Placement Award**

Placement awards are presented to Career Technical programs based on the results of the Spring 2014 Follow up survey of the Class of 2013. Those programs meeting or exceeding the Mission Goals for Job Placement receive an award in recognition of Great Oaks' continuing commitment to job seeking assistance for our successful concentrators. The programs listed below have met or exceeded each of the following performance measures in this survey:

### **Secondary**

Positive Post Program Placement  $\geq$ **92%**  
Status Known  $\geq$ **90%**

### **Adult**

Positive Post Program Placement  $\geq$ **96%**  
Status Known  $\geq$ **100%**

<p style="text-align: center;"><b>2014 Placement Awards</b> <b>Based on the Department of Education Performance Measures Class of 2013</b></p>
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**Diamond Oaks Career Development Campus**

Automotive Technology (Mechanics)  
Chef Training  
Computer Service Technician & Networking  
Construction Framing & Finishing Technologies  
Cosmetology  
Health Technology  
Heating, Ventilating & Air Conditioning  
Sports Rehabilitation & Therapy

**Laurel Oaks Career Development Campus**

Automotive Technology - Mechanics  
Cosmetology  
Equine Science & Management  
Health Technology (Adams)  
Health Technology (Chmidling)  
Sports Rehabilitation & Therapy

**Live Oaks Career Development Campus**

Computer Science Technology & Networking  
Digital Arts & Design  
Early Childhood Education  
Health Technology (Moore)  
Heavy Equipment Operations & Engineering  
Pre-Engineering Technologies (Smith)

**Scarlet Oaks Career Development Campus**

Automotive Technology (Body)  
Career Exploration (Dumont)  
Construction Framing & Finishing Technologies  
Cosmetology  
Culinary Arts & Hospitality Services  
Dental Assisting  
Early Childhood Education  
Firefighting/Emergency Medical Services  
Health Technology (Jonovski)  
Industrial Diesel Mechanics  
Law Enforcement  
Secondary Practical Nursing

Scarlet Oaks Placement Awards (continued)

Surgical Technology  
Veterinary Assisting  
Welding

**Satellite Programs**

Agricultural Science – Miami Trace (Bennett)  
Business Management – Amelia  
Business Management – Taylor  
Legal Office Management - Batavia  
Marketing Management & Research – Anderson  
Marketing Management & Research I – Indian Hill  
Marketing Management & Research II – Indian Hill  
Marketing Management & Research – Milford  
Marketing Technology – Sycamore  
Principles of Finance – Harrison  
Principles of Finance – Mariemont  
Principles of Management – Washington Court House  
Project Lead the Way Engineering Design & Development – Amelia  
Project Lead the Way Biomedical – Harrison  
Project Lead the Way Aerospace Engineering – Milford  
Project Lead the Way Civil Engineering – Winton Woods  
Project Lead the Way Aerospace Engineering – Wyoming  
Project SEARCH – Xavier University  
Project SEARCH – Children’s Hospital Medical Center  
Teaching Professions - Anderson  
Teaching Professions – Harrison  
Teaching Professions – Mason (Hensley)  
Teaching Professions – Mason (Flickinger)  
Teaching Professions - Milford  
Teaching Professions – North College Hill  
Teaching Professions - Turpin

**Adult Workforce Development 2014 Placement Awards**  
**Based on the Department of Education Performance Measures Class of 2012-2013**

Heating, Ventilating & Air Conditioning - Live  
Industrial Diesel Mechanics  
Plumbing  
Police Academy (End Date January 2012)  
Police Academy (End Date July 2012))

## **STUDENT PLACEMENT PROCEDURES (FULL-TIME ADULT)**

Instructors should read and familiarize themselves with the mission of the Placement Center and job order processing.

### **Program Instructor Placement Responsibilities (Full-Time Adult):**

- As the instructor, you serve as a resource person for your students and will provide qualified job leads while your students are currently enrolled in your program. Maintain an employer resource file by accumulating all related job leads; specifically Great Oaks Job Bulletin, job orders, job visitations, newspaper classified ads, etc. This employer resource file will provide leads for your job visitations.
- Assess your student's skills and job readiness, minimum two-thirds (2/3) of the completion of the program curriculum.

- Make job referrals to your students generally and specifically:

Generally - announcing any pertinent opportunities to the class.

Specifically - matching specific students to specific job opportunities, encouraging and assisting those students to follow-up these opportunities. You should document these referrals on the placement card.

- Each full-time adult student will be assisted in preparing a resume, acquiring job-seeking skills, completing an Individual Career Plan and Career Passport.
- Upon successful completion of your program each student currently identified as unemployed will be automatically registered with the Great Oaks Placement Center to receive qualified job leads related to your curriculum.

Part-Time Program Instructors may serve as valuable resource persons for any student desiring information on job opportunities. Each instructor will receive the Great Oaks Job Bulletin to be used as a reference for his or her students. Each instructor should keep the weekly bulletins in an "Employer Resource" file as a ready reference for their students.

### **Resume Bank (Part-Time Adult)**

The Placement Center of the Great Oaks Institute of Technology and Career Development has expanded the placement services to assist students enrolled in part-time classes. To meet this expanded service the Placement Center has developed a Resume Bank. Students wishing to be considered for future openings should submit a resume, with a clearly stated career objective, to their class instructor to be forwarded to the campus Adult Workforce Supervisor. When positions develop that match the experience, educational, and career interests of applicants, resumes will be forwarded to the respective Human Resources Departments during the posting period. Resumes will remain active for six months.

**NOTE:** Persons may contact the Placement Center at any time to have their resumes removed from the resume bank. Please call (513) 612-3665, 1-800-821-HIRE (4473).

### **Adults with Special Needs**

- Adults with disabilities and/or students on Adult Education Plans (AEP's) may be sponsored by the Rehabilitation Service Commission (RSC).
- These adults may need additional placement assistance upon completion of their program.
- Great Oaks staff may arrange for the RSC Counselor to vendor job placement services from the Great Oaks Adult Job Placement Staff or any other appropriate agency.
- For assistance in this process, please call the Manager of Disability Education, (513) 612-3652.

## **PROGRAM CONCENTRATOR FOLLOW-UP (FULL-TIME ADULT)**

The Ohio Department of Education has established reporting requirements for all concentrators of full-time career technical programs. These reporting requirements are described in the VE23 Program Concentrator Survey.

### **Procedures**

- AWD support staff will provide a Program Concentrator Follow-up Record for each student in your class.
- Individual instructors will distribute these follow-up records and direct their students to complete the top portion of the record. Be certain that your students provide a primary and secondary phone number for future contact.
- Upon completion of the class each instructor should complete final attendance, final grade, make recommendations, and sign-off. Make notes of all specific job referrals and job placements. The entire set is sent to the campus AWD secretary for processing and filing.
- Follow-up records are re-distributed to instructors for the Spring Survey.
- Instructors will contact each concentrator to determine job-seeking status. Ask concentrator for the outcome of any job referrals of record and note response. Be prepared with a job referral if requested. Complete all information on the "FEB" portion of the Follow-up Record. This data will be reported to the Ohio Department of Education.

**IMPORTANT:** Although this follow-up survey is conducted in the fall following program completion, referring job orders and documenting those referrals are ongoing activities.

## **EMPLOYER OF THE MONTH**

The Employer of the Month Program is held at each campus to honor an outstanding employer of Great Oaks students.

The Schedule of Employer of the Month Luncheons is sent to the Host Programs at the beginning of the school year. Company invited guests should be contacted by the Host Program Instructor by visit or telephone for consideration at least a month in advance to determine suitability of date and time.

The Dean of Instruction of each campus sends each Employer of the Month a letter at least two weeks in advance to company invited guests.

The Placement Office invites Board Members, administrative staff, and other affected staff personnel and invited guests at each campus.

The day before the event, the instructor is to call the Employer and confirm that he/she will attend the luncheon and how many guests will attend. This information should be reported back to the Dean/Campus Secretary.

Prior to the luncheon, the Employer of the Month should be invited to talk with the students in the honoring program regarding the company and its consideration and requirements for employees.

These are the considerations for designating an Employer of the Month:

- Hires and/or provides exceptional support of Great Oaks Institute of Technology and Career Development students from more than one:
  - program
  - campus
- Uses adult programs:
  - On campus
  - In plant
- Provides campus speaker/discussion leader
- Permits plant visits/tours
- Community involvement and commitment
- Has an employee(s) serving on campus advisory team
- Has an employee(s) holding public office
- Donates equipment/material
- Provides "career day" displays and representatives
- Helps provide instructors
- Uses campus facilities such as student restaurants

The forms titled "Instructor's Employer of the Month Report" should be completed by the host instructor and submitted to the placement coordinator the day of the Employer of the Month luncheon. It will be used to write a board report for each campus employer honoree.



## **PLACEMENT FORMS**

Dean Check Sheet

Training Plan/Agreement

- Employer Responsibilities
- Student Responsibilities

Training Evaluation

Termination of Placement

Placement Appeal

Short-Term Internship/Externship Agreement

Student Field Trip/Job Shadowing Permission Slip

Employer Visitation Form (Adult)

Employer Visitation Form (High School)

Instructor's Employer of the Month (write-up)

Job Posting Form

Locator Card (Adult)

Locator Card (High School)

Work-Based Learning Quick Facts