

DCT/DCHO Manual of Operations 2005

Diversified Cooperative Training
Diversified Cooperative Health Occupations

Industrial & Engineering Systems
Health Careers Pathways



Ohio Department of Education
Office of Career-Technical and Adult Education

Preface

Cooperative career-technical education programs have been an important part of Career-Technical Industrial and Engineering and Health Careers Education* in Ohio for more than 70 years. The Diversified Cooperative Training (DCT) and Diversified Cooperative Health Occupations (DCHO) programs provide a practical means of acquiring skill training in a work environment at a very economical cost and are, therefore, attractive to both the employer and the school.

This manual has been developed and updated to help school personnel, employers, parents/guardians and students better understand the policies and procedures required to operate effective DCT/DCHO programs in Ohio Career-Technical Education.

* The terms Industrial and Engineering and Health Careers Education are generally synonymous with the new career field names in Administrative Rules adopted in May 2004 as follows: Engineering and Science Technologies, Health Sciences and Manufacturing Technologies. The terminology "Industrial and Engineering" and "Health Careers Education" is used in this document, primarily due to its connection to licensure/certification.



Center for
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The Ohio Department of Education, Office of Career-Technical and Adult Education, does not discriminate on the basis of race, religion, gender, nationality, age, disability or ethnic background.

I. DCT/DCHO Programs

A. Description

The Diversified Cooperative Training (17.9960) and Diversified Cooperative Health Occupations (07.9960) programs are defined as specialized programs of instruction designed for high school students who are at least 16 years of age and in their final year of high school. The programs allow students who are enrolled in Career-Technical Industrial and Engineering and Health Careers Education to experience the world of work and to receive high school credit at the same time. The place of employment becomes an extension of the career-technical classroom. Students receive experiences to aid them in making the transition from school to work. The student's on-the-job training is closely supervised and coordinated between the school and place of employment. Students receive monetary compensation (for work performed for employers) while receiving on-the-job training in various occupations. The Career-Technical Industrial and Engineering Systems and Health Careers Education units in the Office of Career-Technical and Adult Education administer funds for the programs. DCT/DCHO programs are not to be confused with Career Based Intervention (CBI) Programs.

B. Structure

Instruction for DCT/DCHO programs is provided by a certificated/licensed instructor/coordinator who directs the related classroom study and coordinates on-the-job experiences. The programs offer work experience in many different skilled occupational areas. An individual student training plan is required by law. The programs must comply with state-adopted standards regarding facilities, equipment, enrollment, staff, curriculum and training stations. The content for the related period(s) of instruction includes life skills, employability, problem solving, academic, leadership skills and individual preparation in the specific occupation in which the student is employed.

C. Types of Program Organization

DCT

1. In the DCT program, a per day minimum of one, forty(40)-minute period is designated for general content and technical related content provided by the DCT instructor/coordinator in DCT related classroom and one-hundred fifty (150) minutes in a paid, on-the-job work experience.
2. An alternative related option includes one period of general and related content with the DCT instructor/coordinator and one, forty (40)-minute period in specific occupational skills with instruction provided by either the DCT instructor/coordinator or the occupationally specific career-technical instructor from the program area in which the student has successfully completed the Level I Occupationally Specific Career-Technical Program.

DCHO

1. In the DCHO program, a per day minimum of one, forty (40)-minute period is designated for general content and technical related content provided by the DCHO instructor/coordinator and one-hundred fifty (150) minutes in a paid, on-the-job work experience.
2. An alternative related option includes one period of general related with the DCHO instructor/coordinator and one period of technical related content.

D. Physical Facilities

The school should provide a minimum of nine hundred (900) square feet of classroom space for the related training. The classroom must be large enough to seat at least twenty-five (25) students at desk-type chairs or chairs and tables comfortably.

It is important that a separate office space adjacent to the related classroom is provided or that the classroom includes an enclosed area equipped with a telephone, computer, internet access, office equipment, a file cabinet, and adequate space for reference materials. The main classroom should include equipment to facilitate the use of audio/visual, computers, and instructional materials; trade journals, magazines, and textbooks. A separate office or enclosed conference area should be available for individual conferences with students, parents, and employment supervisors/employers.

II. Student and Instructor Schedules

1. Cooperative DCT and DCHO students may meet their cooperative training requirements before, during and after the school day provided:
 - a. an approved training plan is on file;
 - b. the cooperative experience meets the time requirements (450 hours per year for each student which equals an average of 12.5 hours per week during the school year) of the program;
 - c. the teacher-coordinator is accessible at all times when the student is at work; and
 - d. the time frame of the cooperative experience does not violate any federal or state labor laws.
2. Teacher coordination time for cooperative programs must be an uninterrupted block of time, exclusive of lunch and planning periods. If the teacher-coordinator teaches two classes, a 150-minute block of coordination time is required. If the teacher-coordinator teaches more than two classes (does not include any type of supervisory or duty time), a 100-minute block of coordination time is required. (Note: These classes include the technical-related periods and may include additional classes.)

Districts are encouraged to ensure adequate coordination time is provided for the teacher prior to considering adding classes. When determining coordination time needed, the district should consider the number of cooperative students, the distance from the school to training stations and the distance between training stations, and the nature and difficulty of work site requirements.

III. Instructor/Coordinator Certification/Licensure and Professional Development

A. Certification/Licensure for DCT Instructor

Individuals desiring to teach a DCT program must hold a valid, unrestricted standard/professional teaching certificate/license in Industrial and Engineering (occupational specific) Education or Technology Education and complete an approved program of preparation at an approved teacher education institution. During the two years necessary to complete this approved program, the instructor/coordinator will teach DCT on provisional teaching certificates/licenses issued on the authority of the approved teacher education institution. Upon completion of the approved program, the instructor/coordinator will be eligible for a DCT endorsement to an existing teaching certificate/license.

To meet the certification/licensure requirements of the Ohio Department of Education, the instructor/coordinator must possess the following qualifications and enroll in an approved program of preparation:

1. A baccalaureate degree in Industrial and Engineering Education, a related field with thirty (30) semester hours in a technical area related to the teaching area, or Technology Education, from an approved college or university,
and
2. A valid, unrestricted standard teaching (occupationally specific) certificate/license in Industrial and Engineering Education or in Technology Education,
and
3. Two years of successful teaching experience in Industrial and Engineering Education or Technology Education under a standard teaching certificate/license,
and
4. A minimum of two years of full-time, occupationally specific, work experience in an Industrial and Engineering certificate/license area.

To determine eligibility for DCT certification/license, a **CTE-36** Qualification Evaluation Form should be completed and returned to the approved institution along with all supporting documents. Eligible individuals will receive a **CTE-37** Instructor Eligibility and Education Verification Form stating that they are eligible to enroll in the approved program. Upon enrolling in the approved program, a temporary certificate may be issued on the authority of the approved college or university. When the DCT instructor/coordinator has met all of the requirements of the approved program and the institution, he/she is eligible for a standard DCT certificate/license endorsement.

B. Certification/Licensure for DCHO

Individuals desiring to teach a DCHO program must hold a valid, unrestricted standard/professional teaching certificate/license in Health Careers Education and complete an approved program of preparation at an approved teacher education institution. During the two years necessary to complete this approved program, the instructor/coordinator will teach DCHO on provisional teaching

certificates/licenses issued on the authority of the approved teacher education institution. Upon completion of the approved program, the instructor/coordinator will be eligible for a DCHO teaching certificate/license endorsement.

To meet the certification/licensure requirements of the Ohio Department of education, the instructor/coordinator must possess the following qualifications to enroll in an approved program of preparation:

1. A baccalaureate degree in Health Careers education or a related field, with thirty (30) semester hours in a technical area related to the teaching area, from an approved college or university,
- and
2. A valid, unrestricted standard teaching certificate/license in Health Careers Education,
- and
3. Two years of successful teaching experience in Health Careers Education under a standard teaching certificate/license,
- and
4. A minimum of two years of full-time, occupationally specific, work experience outside of education.

To determine eligibility for DCHO certification, a CTE-36 Qualification Evaluation Form should be completed and returned to the approved institution along with all supporting documents. Eligible individuals will receive a CTE-37 Instructor Eligibility and Education Verification Form stating that they are eligible to enroll in the approved program. Upon enrolling in the approved program, a temporary certificate/license may be issued on the authority of the approved college or university. When the DCHO instructor/coordinator has met all of the requirements of the approved program and the institution, he/she is eligible for a standard DCHO certificate/license endorsement.

C. Professional Development

1. An Individual Professional Development Plan (IPDP) is to be fully implemented and updated annually. This is a self-assessment plan based on needs identified by the instructor/coordinator and the employing school district and must be approved by the Local Professional Development Committee (LPDC).
2. Among opportunities for professional development is the annual conference of the Ohio Association for Career and Technical Education. The conference, usually held in July or August, provides instructor in-service activities both of a general nature, and of special interest to the cooperative education instructor/coordinator.
3. Local, regional, and state in-service meetings are held jointly by the Ohio Department of Education, the Industrial and Engineering Systems/Health Careers Pathways, and various taxonomy groups of the Ohio Association for Career and Technical Education (Ohio ACTE). Instructors/coordinators are encouraged to participate in professional career-technical associations including the ACTE, the National Association for Trade and Industrial Education (NATIE), and the SkillsUSA.
4. A statewide conference is held in the spring of each year for DCT/Health Careers Education instructors/coordinators. This conference provides an opportunity to network with others who are involved in cooperative education, in addition to receiving other relevant information concerning Industrial and Engineering Systems/Health Careers Education.

IV. Curriculum Guidance

Individual student training plans are based on the competencies identified in the Occupational Competency Analysis Profile (OCAP), the Integrated Technical Academic Competencies (ITAC) or other technical content standards documents for the student's occupational training station. At the completion of the DCT/DCHO programs assessment should include the appropriate technical content assessment.

V. Career-Technical Unit Funding Through the Educational Management Information System (EMIS)

Secondary career-technical education weighted cost funds is part of the comprehensive Educational Management Information System (EMIS).

Funding for a secondary career-technical education program is based upon foundation basic aid x weighted cost funds x career-technical FTEs x state share percentage. Full time equivalence (FTE) = number of hours x number of career-technical students ÷ 1,080 hours. Funding information specific to the school district can be found on the Form SF3.

The Ohio Educational Management Information System Guideline is published annually to provide specific information pertaining to the data codes for input into the EMIS locally. These guidelines provide specific information regarding:

1. Subject Codes - the six-digit number that identifies the content of the program;
2. Course Type - the three-character code that identifies a program as an in-school, cooperative, academic, or special needs model; and
3. Other special features unique to individual programs.

Secondary career-technical education offerings for which weighted cost funds are being sought will be recommended for funding based upon the data reported in the EMIS files.

It is critical that local program administrators be thoroughly familiar with the information contained in the Ohio Educational Management Information System Guidelines. Cooperative education instructor/coordinators should become familiar with the components of their program for the EMIS as well as cooperative education program guidelines specific to their program type to better enable them to assist persons responsible for inputting data into the system.

For questions and/or concerns regarding EMIS in your district, inquiries should be directed to the individual identified as the district EMIS coordinator.

For specific program requirements and EMIS assistance, inquiries should be directed to your state Industrial and Engineering Systems/Health Careers Pathways Consultant.

VI. Student Selection

A student must be 16 years of age on or before October 15th of the school year to be considered for enrollment in a DCT or DCHO program. The student should be on schedule for graduation at the end of the DCT/DCHO program so that employment opportunity continues. Any academic deficiencies should be eliminated prior to enrolling in the program.

VII. Student Enrollment Process

A. Student Application

Students who have been identified by the guidance counselors and have shown an interest in the DCT/DCHO program should be required to complete the appropriate application.

B. Parent/Guardian Contact

The instructor/coordinator should arrange a meeting with the parents/guardians. This meeting is an ideal time to brief the parents/guardians on the purpose of the DCT/DCHO program and outline the responsibilities of all the concerned participants. This also provides an opportunity to get the necessary signatures for the Training Agreement and other forms.

C. Home Visits

Home visits by the instructor/coordinator are strongly encouraged and may provide for a greater understanding of the student.

D. Student Data

The student's file should include the following information: eligibility for final year of high school and/or has demonstrated competencies for the Level I Occupationally Specific Career-Technical Program; attendance records verifying 90% attendance during previous school year; and verification of passing 9th grade proficiency tests or the Ohio Graduation Test.

VIII. Job Placement

A. State and Federal Minor Labor Laws

All DCT/DCHO job placements must be paid employment in a job identified as an Industrial and

Engineering/Health Careers Education area of training. Students may not be placed in an occupational area where an occupationally specific program for the subject area exists within the CTPD. The only exception to this guideline will be for students who have successfully completed Level I of a two year program. DCT/DCHO job placements must adhere to all state and federal labor laws. Students must be paid wages in accordance with the appropriate guidelines.

For current information regarding labor regulations, tax credits, and hazardous occupations please contact the following agencies:

STATE

Ohio Department of Industrial Relations
Prevailing Wage, Minimum Wage & Minors
2323 West Fifth Avenue, Room 2160
Columbus, Ohio 43216
614/644-2239

FEDERAL

U.S. Department of Labor
Wage and Hour Division
646 Federal Office Building
200 North High Street
Columbus, Ohio 43216
614/469-5415, or 5677, or 5678

B. Instructor/Coordinator Responsibilities

- ❖ Know the current laws and regulations regarding placement of DCT/DCHO students.
- ❖ Locate and evaluate prospective training stations and know entry level jobs available at each training station. It is the responsibility of the instructor/coordinator to place each student at an approved job training station.
- ❖ Observe safety conditions at each training station and maintain a record of observations for each student. Safety violations should be annotated and brought to the immediate attention of the supervisor.
- ❖ Confer with employer/supervisors regarding the following:
 - Student wages
 - Tax credit information
 - Student learner's potential
 - Student hours and restrictions
 - Responsibilities of the employer/supervisor
 - Development of a Training Plan for each student
 - Periodic student evaluations
 - Information to be presented in related class
- ❖ Enforce existing school policy.
- ❖ Maintain complete records for each student with respect to the following:
 - Follow-up procedures
 - Student attendance
 - Evaluation procedures
 - Training Plan
 - Training Agreement
 - Parent/Student Agreement
 - Coordinator visitation/conferences
 - Credits needed for graduation
- ❖ Work with individual students to do the following:
 - Resolve job difficulties
 - Assist in making career decisions and setting goals
 - Provide related classroom instruction
- ❖ Submit an itinerary of coordination activities to your immediate supervisor.
- ❖ Organize and provide leadership for career-technical student organization (CTSO), the SkillsUSA.
- ❖ Organize and incorporate an employee-employer banquet at the end of the school year.

C. Job Supervisor Responsibilities

The job supervisor is responsible for providing work experience with instructional value and career development. In addition, the job supervisor will provide training under the close supervision of an experienced and qualified person (mentor). All student work will be performed under safe and hazard free conditions.

The job supervisor is expected to confer with instructor/coordinator concerning the student's performance and objectives as outlined in the Training Plan at least once each grading period. The job supervisor is responsible for employing the student in accordance with all applicable Federal and/or State Minor Wage and Hour laws and regulations.

D. Training Agreement

The training agreement is an agreement entered into by the student, parent or guardian, employer and the school and is required for all DCT/DCHO students. It addresses the responsibilities of all parties.

No student should participate in their job placement until there is a written training agreement signed by the employer, student, instructor/coordinator, and the parent or guardian. A copy of the written training agreement for each student participating in the program should be on file at their work site and with their instructor/coordinator.

E. Training Plan

The training plan is a written device to be used by the student, instructor/coordinator, and employer in developing and evaluating job competencies. Every student **must** have a training plan on file both at the school and at the job site for each job the student holds during the school year. The training plan specifies the competencies the student will learn on the job. Included on the training plan are generic job competencies, competencies specific to the job that are taken from the job description, and generic and specific safety competencies. These are competencies for which the student will be evaluated. The training plan should be reviewed and annotated at each instructor/coordinator visit.

F. Evaluation

Students should be evaluated frequently on their job performance. Evaluations are based on the competencies listed in the student's training plan. In addition to a list of competencies being evaluated, a rating scale should be developed and explained to all concerned parties. The evaluation should be easy for the employer to use and useful to the student in his/her attempt to develop and improve job skills. As job evaluations are made, areas targeted for improvement can be identified on the training plan.

IX. Coordination and Extended Service

Program responsibilities require that the instructor/coordinator be in the community and away from the school site part of the time. The coordination time is to be used only for job coordination activities. It is therefore imperative that the instructor/coordinator establish a system of accountability. This may be done through the use of a coordination log. This log may be a local form but should provide at least the following information:

1. Date
2. Destination
3. Time spent
4. Person contacted
5. What occurred at the meeting

A. Coordination Activities

The following is a partial list of activities that may be appropriate during coordination time:

- ❖ Visit job stations regularly
- ❖ Confer with job supervisors to reinforce goals
- ❖ Evaluate job performance and alter job training plans
- ❖ Establish public relations program
- ❖ Develop new job stations
- ❖ Complete forms
- ❖ Make home visits
- ❖ Contact agencies and support services
- ❖ Hold student conferences
- ❖ Make instructor contacts
- ❖ Initiate and follow-up on interventions

Your local supervisor should be kept informed of coordination activities. Logs and other documentation of activities should be submitted to your local supervisor on a regular basis.

B. Extended Service/Programming

1. Extended service for cooperative education programs is not mandated but is strongly recommended and may be provided beyond the regular school year.
2. Approved extended service for career-technical instructors shall not be in conflict with other school-related education-sanctioned duties and/or assignments, including professional education requirements for teacher certification/licensure.

Extended service may be used for but not limited to:

- ❖ Assure that all federal and state laws regarding student employment are being met.
- ❖ Locate and evaluate prospective training stations to determine suitability for possible student placement.
- ❖ Observe safety at each training station and maintain a record of visits and possible violations.
- ❖ Confer with job supervisors in the development of training plans, job descriptions, and student evaluations.
- ❖ Work with the job supervisor/s, parent/s, and the student in explaining and obtaining appropriate signatures on the training agreement.
- ❖ Make home visits.
- ❖ Confer with instructors regarding DCT/DCHO students.
- ❖ Contacting social service agencies that may be of assistance to DCT/DCHO students and provide follow-up activities.
- ❖ Gather needed data for student forms.
- ❖ Set up schedules for home visitations, employer contacts, and agency contacts.
- ❖ Establish and work with advisory committees.
- ❖ Participate in the Ohio Career-Technical Education Conference.
- ❖ Select students.

- ❖ Gather materials that may be helpful for instructional units.
- ❖ Begin a public relations program for the coming year.
- ❖ Contact resource people who can be helpful in your program.
- ❖ Initiate CTSO (Ohio SkillsUSA) activities for the upcoming school year.

X. Program Accountability

A. Evaluation

Program evaluation is a continuing process. All school districts offering career-technical educational programs are required to undergo formal evaluation on a regular basis. The basis for evaluation is primarily student outcomes and performance measures as opposed to the traditional aspect of examining school facilities, equipment and instructional practices. Outcomes and recommendations should be useful in affecting the CTPD Plan.

B. Program Opening Report

Each cooperative instructor/coordinator MUST collect and maintain accurate information on an opening report. The information may be revised throughout the year as the situation warrants. This report is **NOT** to be submitted to the Ohio Department of Education but must be maintained for audit purposes. The information in the opening report contains data for each program that can be aggregated to represent all of I&ES/HC cooperative education programs in the state. The data provides information regarding the scope of the program and the appropriateness of job placement. This can be shared with students, parents/guardians, school district personnel, school board members, and employers.

XI. Record Keeping

All instructor/coordinators are responsible for maintaining up-to-date records that should be readily available and accessible to your building administration. Records are to be maintained as follows:

A. Student Files

The following information is required and must be included or be readily accessible to the student file.

- ❖ Intake information
 - Application
 - Birth date/certificate
 - Social security number
 - Name of parent/s or guardian/s
 - Home address and phone number
- ❖ Achievement Records
 - Copy of previous grades
 - Achievement test scores
 - Pre and post testing results

- Current grades
- ❖ Agreements/Permits
 - Student/parent contract
 - Training agreement
 - Work permit
- ❖ Training Plan
 - Job competencies
 - Safety competencies
- ❖ Employment Records
 - Employer address and phone number
 - Current wage rate
 - Hours worked (day, week, pay period, etc.)
 - Cumulative hours worked
 - Cumulative wages
- ❖ Interventions
 - Disciplinary actions
 - Student intervention actions
 - Work suspensions
 - Probation agreements
 - Request for removal
- ❖ Home Visits

Records including dates, times, contact person/s and a summary of the home visitation should be kept on file.

B. Instructor/Coordinator Records

The following information should be recorded and kept in the instructor/coordinator's file:

- ❖ Travel reports (mileage and itinerary logs)
- ❖ Phone logs (parent contacts, employer contacts, and professional contacts)
- ❖ Job site visits
- ❖ Extended time records
- ❖ Anecdotal records

C. Program Data

The following information should be kept on file to complete necessary reports throughout the year.

- ❖ EMIS information
- ❖ Opening report information
- ❖ Year end report data
- ❖ Follow-up information

XII. Advisory Committees

All cooperative education programs are required to implement and maintain an active, local board approved advisory committee. The purpose of the advisory committee is to assist the instructor/coordinator and the program administrators in keeping abreast of the needs of local businesses, the school, and the community. This committee of 6-12 members, composed of representatives including employers, local business leaders, parents, educators, social service organizations, and civic groups, should convene at least two formal meeting during the year. This group can be very effective by assisting with program evaluations, by securing training stations for students, and by promoting positive public relations.

XIII. Public Relations

A successful cooperative education program requires the support of all school personnel, business leaders and the local community. Instructors/coordinators need to promote the benefits of cooperative education within the school and the community at large.

The instructor/coordinator must meet with instructors, administrators, and other building personnel to explain the purpose and scope of the program and to enlist their assistance in placing qualified students in the cooperative Education program. The positive aspects of the program, including student achievements, can be highlighted throughout the year. This may be accomplished through announcements, notes in instructor bulletins, use of display cases and bulletin boards, and articles in the school newsletter or newspaper. Thank you notes and certificates of appreciation from students and instructors/coordinators to building personnel can help in promoting the positive aspects of the program.

Enlist the aid of local media to promote the positive effects of the cooperative education program in the community. Articles (including pictures) about public service projects are a good way to place students in a positive light in the community. The advisory committee can be very helpful in arranging the media sessions.

Arrange to speak to local civic and business groups about career-technical education and the cooperative education opportunities available to qualifying students. If a business or group does something to benefit the program, be certain that it gets widespread recognition. An appreciation banquet or ceremony near the end of the school year for employers, instructors, parents, and students will help to develop good public relations.

XIV. Career-Technical Student Organization

Students enrolled in cooperative education programs should participate in a state sanctioned Career-Technical Student Organization (CTSO). The SkillsUSA is the sanctioned CTSO for students enrolled in

Industrial and Engineering/Health Career Education. Through CTSO participation, students develop leadership skills, gain experience using parliamentary procedure, increase confidence in public speaking, improve performance in job interview skills, and develop occupationally specific job skills.

The SkillsUSA Professional Development Program (PDP) is a noncompetitive skill-building program designed to reinforce the development of school-to-work competencies. The program is based on competencies that have been determined by business and industry professionals to be important for success into the work force. Students are recognized for individual achievement as they develop their knowledge and professional and occupational skills. The PDP also enables local employers to become involved in student development and evaluation.

There are seventy separate skill and leadership competencies covered in the seven levels of the program. These skills include personal awareness, goal setting, community service, career knowledge, communication skills, teamwork, government awareness, ethics, conflict resolution, portfolio development and interaction with community leaders as well as business and industry professionals.

The program's strength lies in its flexibility. It can be used as an individual self-development course or for group instruction. It can be integrated into the existing curriculum or used as a separate course of study.

In addition to the PDP, SkillsUSA members are eligible to participate in all SkillsUSA leadership development contests, and selected Industrial, Engineering, Technical, and Health Careers contests at the local, regional, state, and national levels.

XV. Agency Coordination

The cooperative education instructor/coordinator is often required to coordinate with other agencies and/or organizations servicing students. It may be necessary to recommend the involvement of other agencies and/or organizations to assist students.

Some of the agencies and/or organizations and their representatives that may be involved with students are: Local Workforce Investment Policy Board, local health department, human services (welfare), domestic violence centers, Big Brother and Big Sister, Salvation Army, school attendance officers, school intervention/prevention specialists, and family counseling centers.

XVI. Career-Technical Planning Districts (CTPD)

The planning and structure for providing career-technical education programs to meet state standard of providing a minimum of twelve (12) programs in at least eight (8) of the following career fields:

1. Agricultural and Environmental Systems
2. Arts and Communication
3. Business and Administrative Services
4. Construction Technologies
5. Education and Training

6. Engineering and Science Technologies
7. Finance
8. Government and Public Administration
9. Health Science
10. Hospitality and Tourism
11. Human Services
12. Information Technology
13. Law and Public Safety
14. Manufacturing Technologies
15. Marketing
16. Transportation Systems

is called a Career-Technical Planning District (CTPD). A CTPD is defined as the local education agency configuration (single district, contract, compact, jointure) that meets the minimum requirements of law and subsequent standards to offer state sanctioned career-technical programming.

The career-technical cooperative education instructor/coordinator should be familiar with all career-technical programs offered in the CTPD. This will allow them to promote career-technical education in the community and to assist the instructor/coordinator in recruiting students for their cooperative education programs.

XVII. State Staff

The Diversified Cooperative Training and Diversified Cooperative Health Occupations programs are administered by the Ohio Department of Education, Office of Career-Technical and Adult Education, Industrial and Engineering Systems/Health Careers Pathways. One person is identified as the state consultant for each of these programs. This person's duties include but are not limited to:

1. Provide technical assistance to schools for program planning
2. Interpret program guidelines
3. Implement regional and state in-service activities
4. Conduct state staff reviews

For additional information contact:

Industrial and Engineering Systems/Health Careers Pathways
25 South Front Street, MS 608
Columbus, Ohio 43215-4183

614/466-2901
Fax: 614/644-6720

Definitions

Career-Technical Education: Organized education programs that (a) offer a sequence of courses that provide individuals with the academic knowledge and skills the individuals need to prepare for further education and careers in current or emerging employment sectors; and (b) include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills and occupational-specific skills of an individual. Includes secondary education, adult workforce, work and family studies, ABLE, career-based intervention and career development.

(Co-op) Cooperative Program: Delivery system that provides specific occupational and employability skills through paid employment under a written cooperative training arrangement between the school and an employer.

Career-Technical Student Organization (CTSO): Intracurricular component of career-technical programs having activities designed to support instructional objectives by helping student members develop interpersonal, citizenship and leadership skills.

Individualized Education Plan (IEP): A written statement specifying the special educational program and related services that will be provided to a handicapped child.

DCT/DCHO Instructor/Coordinator: A member of the school staff responsible for administering the school DCT/DCHO program and for resolving all problems that arise with the employed student relating to school regulations and on-the-job activities. The instructor/coordinator acts as a liaison between the school and employers in programs involving cooperative education or other part-time job training.

Coordination: That function in career-technical education that is concerned with providing a liaison relationship between employers, parents/guardians, the advisory committee and the school. In cooperative programs, this function includes the correlation of curriculum between skill instruction and related technical instruction.

Training Plan: An outline of learning experiences an employer agrees to provide for a student learner enrolled in a cooperative education program.

Training Agreement: A student-learner agreement designating hours of employment, wages, student responsibilities, school responsibilities, and parent/guardian responsibilities, which is a basis of employment for a student enrolled in a cooperative program of instruction.

Career-Technical Completer: A student becomes a completer upon attaining the skills sufficient for employment in a cluster of specific occupations, and after completion of at least 450 clock hours of instruction, and being no longer enrolled in the program.

Disadvantaged: Those individuals (other than individuals with handicaps) who have economic or academic disadvantages and who require special services and assistance in order to succeed in career-technical education programs. Such term includes individuals who are members of economically disadvantaged families, migrants, individuals of limited English proficiency and individuals who are dropouts from, or who are identified as potential dropouts from, secondary school. (CDP)

Academically Disadvantaged: An individual who lacks knowledge in one or more of the seven academic areas (Mathematics, The Arts, English Language Arts, Foreign Language, Science, technology and Social Studies) and performs two or more years below grade level on standardized tests.

Economically Disadvantaged: An individual, parent/s or guardian who is unemployed, is receiving public assistance, is institutionalized or under state guardianship, or has a family income at or below the national poverty level.

Health Careers Education: Courses and planned experiences designed to impart knowledge and develop understanding and skills required in services supporting the health professions. Instruction is organized in the diagnostic, therapeutic, health informatics, biotechnology research and development and health support services pathways.

Trade and Industrial Education: Now referred to as Industrial and Engineering, courses that prepare students for initial employment or with upgrading and retraining workers in a wide range of trade and industrial occupations.

The above definitions are taken from the Ohio Career-Technical and Adult Education Dictionary. For more information contact the Ohio Department of Education, Office of Career-Technical and Adult Education at 614/466-3430.

APPENDIX

DCT/DCHO Program Procedures

To explain clearly the procedures that govern students enrolled in a work-experience program, the following guidelines have been established:

School Performance

1. If a student is unable to attend school, the student shall not report to work on that day. Any student violating this provision will be considered truant.
2. In the event of absence, the student must notify both the coordinator and the employer. Notify the coordinator by _____ (enter time) and the employer as soon as possible. Car trouble is not an acceptable reason for absence.
3. Each student will conduct himself/herself according to the school code at school and at any career-technical, school-sponsored activity.
4. The expected academic achievement level of each student enrolled in DCT/DCHO training shall be the same as that required of all other students in the school.
5. A student enrolled in a DCT/DCHO training program is expected to abide by the dress code established by the school and by the employer.
6. If a student is unemployed for a period of time, he or she will remain at the school until the end of the normal school day and be available for assignment by the coordinator. Such students will be assigned an education experience during the regular school hours in accordance with local school policies.
7. A student enrolled in the DCT/DCHO training program must successfully complete the course work and perform satisfactorily upon the job in order to receive credit for the program.
8. The student will attend the employer-employee banquet, with the employer as his/her guest.

Employment Performance

1. The student must contact the employer and the instructor/coordinator when he/she is not going to report for work. This should be done in advance of the scheduled starting time.
2. The coordinator must approve all training stations. Students may not change job training stations without permission of the Instructor/Coordinator.
3. Transportation to and from the training station is the responsibility of the student.
4. A student may be expected to work during school vacation periods.
5. Any student injured on the job must report the accident immediately to the instructor/coordinator.
6. The student should notify the instructor/coordinator of any problems at school or at work.
7. A student enrolled in a DCT/DCHO training program must work in an approved occupation a minimum of 450 hours during the regular school year. This is an average of 12.5 hours per week during the 36-week school year. Maximum work hours per week are governed by state labor laws and by the student's ability to work and to maintain satisfactory grades in school work.
8. Although full-time employment upon graduation may be offered, the company is under no obligation to do so. If a student decides not to remain employed at his/her training station after graduation, it will be necessary to go through proper resignation procedures.

I have read the above procedures for DCT/DCHO Programs and agree to abide by them.

Student/Employee *Date*

Parent/Guardian *Date*

Instructor/Coordinator *Date*

Program Supervisor *Date*

DCT/DCHO Training Program Application

Name _____ Date _____ Grade _____
Address _____ Phone Number _____
Age _____ Birth Date _____ Social Security # _____
Health _____
Hobbies (athletics, school, church, or community) _____

Father's Name _____ Employer _____
Address _____ Phone Number _____
Mother's Name _____ Employer _____
Address _____ Phone Number _____
Do you live with your parents? _____

HIGH SCHOOL CREDITS

What graduation requirements do you need to get your high school diploma? _____

What are your long-range goals? _____

List three teachers as references:

List previous work experience:

| Employer | Job Title | Dates |
|----------|-----------|-------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |

Are you available for summer employment? _____ Do you have a driver's license? _____

If I am accepted in the DCT/DCHO Program, I agree to put forth my best efforts to complete the training program.

Student Signature _____ *Date* _____

I consent to having _____ enter the DCT/DCHO Program and agree to cooperate with the school and the employing agency.

Parent/Guardian Signature

Guidance Counselor

Date

Date

Cooperative Training Agreement

Program: _____

Student Trainee: _____ Job Title: _____ Home Phone: _____

Instructor/Coordinator: _____ School Phone: _____ Home Phone: _____

Firm: _____ Supervisor: _____ Title: _____ Phone: _____

In order to operate an effective cooperative education program, it is necessary that all parties understand and adhere to the terms of the cooperative training agreement.

Everyone understands that:

1. The term of employment is for the current school year only.
2. This agreement shall not be terminate without the knowledge of all parties concerned.
3. The student must be 16 year of age, must have secured a social security card and must have secured a work permit when required by the employer.

The student trainee agrees to:

1. Conduct himself/herself using exemplary behavior in school, on the job, and in the community at all times.
2. Abide by the regulations set forth by the school, the employer, and the Instructor/Coordinator.
3. Perform all duties in a manner that will reflect credit to himself/herself, the school, and the firm.
4. Notify the employer and the Instructor/Coordinator in advance of necessary absence and under no circumstance report to work on a day when you are absent from school. Any student violating this provision shall be considered truant.
5. Participate in club activities as a part of the related instruction.
6. Arrive at school on time and understand that car problems will not be accepted as an excuse for tardiness or absence.
7. Serve assigned detention at _____ p.m. and provide advance notice to the employer when detentions are assigned that conflict with the work schedule.
8. Work only with advance permission from the parent/guardian when the home school or the Career Center is closed due to adverse weather or other conditions.
9. Provide weekly report of wages and hours to Instructor/Coordinator.
10. Not quit or change jobs unless having received approval of the Instructor/Coordinator and understand that a violation of this rule may result in failure for the grading period.
11. Wear attire to school and to work that is regarded as appropriate by the school administration.

The parent/guardian agrees to:

1. Assume responsibility for the personal conduct of the student.
2. Assume responsibility for transportation of the trainee.
3. Recognize that club activities are a part of related instruction.
4. Encourage the student to make the most of this training opportunity.

(continued)

The instructor/coordinator agrees to:

1. Develop a training plan cooperatively with the employer
2. Observe the trainee frequently at the training station.
3. Assist the employer with the trainee's progress.
4. Enforce attendance and disciplinary regulations.
5. Consult with all parties before making adjustments in employment.
6. Communicate with the employer, parents, and school administration concerning disciplinary actions relevant to the trainee.

The employer agrees to:

1. Place a trainee on the job for the purpose of providing work orientation and assign training of instructional value according to the training plan.
2. Develop with the Instructor/Coordinator a training plan directed toward the trainee's career objective.
3. Evaluate the student's performance periodically.
4. Cooperate with the Instructor/Coordinator to assist in the advancement of the student's training.
5. Provide the trainee with the same consideration given other employees regarding safety, health, social security, general working conditions, and other regulations.
6. Provide employment in accordance with federal, state, and local regulations.
7. Pay the trainee an amount comparable to that paid beginning workers doing similar work and consider the possibility of periodic raises.
8. Not restrict employment opportunities due to race, creed, sex, national origin, religious belief, or handicapping conditions.
9. Notify the Instructor/Coordinator prior to the discharge of a trainee realizing that discharging a student is a serious matter and may result in his/her failure for the current grading period.

Minor Agreement

We have employed this minor to be paid \$_____ per hour
For approximately _____ hours per week.
We also have a work certificate on file (only if required by the employer).
Student's date of birth: _____

Student/Employee Signature

Date

Parent/Guardians Signature

Date

Instructor/Coordinator Signature

Date

Employer

Date

C: Instructor/Coordinator
 Employer
 Student
 Parent/Guardian

Training Plan

Student: _____ School: _____ Date: _____

Job Title: _____ Instructor/Coordinator: _____

Employer: _____ Job Description: _____

| Job/Safety Competencies | Related Competencies | Date Reviewed | Visitation Date |
|-------------------------|----------------------|---------------|-----------------|
| | | | |

Student/Employee Signature Employer Signature Instructor/Coordinator Signature

Observations: _____

continue on back

Age and Schooling Certificate

Ohio law state that all employed minors between 14 and 18 years of age must have an Age and Schooling Certificate (work permit). Work permits are not issued to minors under 14 years of age. A new Age and Schooling Certificate is required each time an individual changes place of employment.

Under House Bill 1002, minors age 16 or 17 who are employed for seasonal work during summer vacation months after the last day of the spring school term and before the first day of the fall school term in nonagricultural and nonhazardous employment, do not require an Age and Schooling Certificate. The employer must retain in employment records a copy of proof of age (in same form as proof of age is provided to most public schools) and a statement signed by the minor's parent or guardian consenting to the proposed employment.

Certain types of employment are considered dangerous or undesirable and are prohibited to minors. A list of such occupations is available in the office of any secondary school or from the Ohio Department of Industrial Relations, Division of Women and Minors and Minimum Wage (614/466-4340). High school graduates are exempt from the prohibited occupations laws for minors.

Minors must have at least 30 consecutive minutes for lunch after 5 hours from starting time.

Notice to students: You must provide proof of your age! A birth certificate is the best document for this purpose. If you do not have a birth certificate, a passport, a baptismal record, a probate court record, or an insurance policy is satisfactory. (An insurance policy must be at least two years old to be valid for this purpose). Driver's licenses and social security cards are not acceptable.

~~~~~  
Applicant's Name: \_\_\_\_\_

Applicant's Address: \_\_\_\_\_  
\_\_\_\_\_

School: \_\_\_\_\_ Present grade or highest grade completed: \_\_\_\_\_

Date of birth: \_\_\_\_\_ Current Age: \_\_\_\_\_ Years, \_\_\_\_\_ Months

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

Application is for (check one).

- Part-time or vacation employment
- Full-time employment

State-approved Work Program:

- Yes
- No

# Employer's Grade Sheet

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_ Grading Period: 1 2 3 4 5 6

1. Quality of Work (Accuracy, neatness, thoroughness)

|               |   |                 |   |                    |   |                 |   |             |   |    |
|---------------|---|-----------------|---|--------------------|---|-----------------|---|-------------|---|----|
| Inferior Work |   | Rather Careless |   | Meets Requirements |   | Highly Accurate |   | Exceptional |   |    |
| 0             | 1 | 2               | 3 | 4                  | 5 | 6               | 7 | 8           | 9 | 10 |

2. Quantity of Work (Volume, amount, speed)

|           |   |                   |   |          |   |              |   |                   |   |    |
|-----------|---|-------------------|---|----------|---|--------------|---|-------------------|---|----|
| Very Slow |   | Insufficient Work |   | Moderate |   | Rapid Worker |   | Highly Productive |   |    |
| 0         | 1 | 2                 | 3 | 4        | 5 | 6            | 7 | 8                 | 9 | 10 |

3. Knowledge of Work

|             |   |         |   |          |   |                    |   |                         |   |    |
|-------------|---|---------|---|----------|---|--------------------|---|-------------------------|---|----|
| Almost None |   | Limited |   | Adequate |   | Good Understanding |   | Excellent Comprehension |   |    |
| 0           | 1 | 2       | 3 | 4        | 5 | 6                  | 7 | 8                       | 9 | 10 |

4. Dependable (Reliability, attendance, punctuality)

|                            |   |                         |   |                    |   |                       |   |                 |   |    |
|----------------------------|---|-------------------------|---|--------------------|---|-----------------------|---|-----------------|---|----|
| Needs Constant Supervision |   | Needs Frequent Checking |   | Usually Dependable |   | Seldom Needs Checking |   | Highly Reliable |   |    |
| 0                          | 1 | 2                       | 3 | 4                  | 5 | 6                     | 7 | 8               | 9 | 10 |

5. Cooperation (Working with other employees)

|              |   |                |   |                       |   |                 |   |                     |   |    |
|--------------|---|----------------|---|-----------------------|---|-----------------|---|---------------------|---|----|
| Troublemaker |   | Has Difficulty |   | Generally Cooperative |   | Gets Along Well |   | Excellent Relations |   |    |
| 0            | 1 | 2              | 3 | 4                     | 5 | 6               | 7 | 8                   | 9 | 10 |

6. Judgment (Ability to make decisions, plan work)

|              |   |                  |   |            |   |                 |   |          |   |    |
|--------------|---|------------------|---|------------|---|-----------------|---|----------|---|----|
| Disorganized |   | Limited Judgment |   | Plans Well |   | Logical Thinker |   | Creative |   |    |
| 0            | 1 | 2                | 3 | 4          | 5 | 6               | 7 | 8        | 9 | 10 |

7. Initiative (Motivation, interest in work)

|             |   |               |   |          |   |              |   |                  |   |    |
|-------------|---|---------------|---|----------|---|--------------|---|------------------|---|----|
| Indifferent |   | Needs Pushing |   | Adequate |   | Considerable |   | Highly Motivated |   |    |
| 0           | 1 | 2             | 3 | 4        | 5 | 6            | 7 | 8                | 9 | 10 |

8. Personality (Courtesy, appearance, public relations)

|      |   |             |   |                  |   |                   |   |             |   |    |
|------|---|-------------|---|------------------|---|-------------------|---|-------------|---|----|
| Rude |   | Indifferent |   | Adequate for Job |   | Polite, Courteous |   | Exceptional |   |    |
| 0    | 1 | 2           | 3 | 4                | 5 | 6                 | 7 | 8           | 9 | 10 |

9. Safety (Including use and care of equipment)

|                      |   |                                   |   |              |   |                                    |   |                             |   |    |
|----------------------|---|-----------------------------------|---|--------------|---|------------------------------------|---|-----------------------------|---|----|
| No Thought of Safety |   | Unable to Perceive Safe Practices |   | Usually Safe |   | Reacts Well to Safety Requirements |   | Usually Conscious of Safety |   |    |
| 0                    | 1 | 2                                 | 3 | 4            | 5 | 6                                  | 7 | 8                           | 9 | 10 |

10. Ability to React to Suggestions

|         |   |             |   |                            |   |               |   |                    |   |    |
|---------|---|-------------|---|----------------------------|---|---------------|---|--------------------|---|----|
| Hostile |   | No Reaction |   | Accepts But Not Positively |   | Good Reaction |   | Excellent Reaction |   |    |
| 0       | 1 | 2           | 3 | 4                          | 5 | 6             | 7 | 8                  | 9 | 10 |

Employer Comments: \_\_\_\_\_

Days Absent: \_\_\_\_\_

Times Late: \_\_\_\_\_

# Career-Technical Education Planning and Accountability Report for Extended Service (Contractual\* Days Beyond the School Year)

Year: \_\_\_\_\_

This form is provided for local use by career-technical teachers to document the planning and accountability of extended service. Extended service activities relate primarily to career-technical extended instruction, related projects, and job placement. This form is to be on file locally and it is to be made available to local committees and state supervisors.

Teacher: \_\_\_\_\_ Program: \_\_\_\_\_

Number of contractual days approved beyond the regular school year: \_\_\_\_\_

Approved travel budget: \_\_\_\_\_



| <u>Goals</u> |               |                                                                                                                            | <u>Accomplishments</u> |               |
|--------------|---------------|----------------------------------------------------------------------------------------------------------------------------|------------------------|---------------|
| Days         | No. of Visits |                                                                                                                            | Days                   | No. of Visits |
| _____        | _____         | 1. Supervision and instruction of occupational experience programs for enrolled or scheduled high school students through: | _____                  | _____         |
| _____        | _____         | ❖ Home visits                                                                                                              | _____                  | _____         |
| _____        | _____         | ❖ Placement visits (including training plans and training agreements)                                                      | _____                  | _____         |
| _____        | _____         | ❖ Group instruction                                                                                                        | _____                  | _____         |
| _____        | _____         | ❖ Prospective high school students                                                                                         | _____                  | _____         |
| _____        | _____         | ❖ Prospective cooperative work experience employers                                                                        | _____                  | _____         |
| _____        | _____         | ❖ Other: State sanctioned workshops,** judging, recognition                                                                | _____                  | _____         |

Total Mileage \_\_\_\_\_

\*Contractual days are regarded as those days when school is not formally in session.

\*\*Certification and college credit workshops are not included.

*Continued*

*Career-Technical Planning and Accountability Report for Extended Service, Page 2*

| <u>Goals</u> |               |                                                                                             | <u>Accomplishments</u> |               |
|--------------|---------------|---------------------------------------------------------------------------------------------|------------------------|---------------|
| Days         | No. of Visits |                                                                                             | Days                   | No. of Visits |
|              |               | 2. Instructionally allied activities and services:                                          |                        |               |
| _____        | _____         | ❖ New enrollees and visitation and orientation                                              | _____                  | _____         |
| _____        | _____         | ❖ Career-Technical student organization activities<br>Meetings<br>Camps                     | _____                  | _____         |
| _____        | _____         | ❖ Participation in fairs/shows (if instructionally related)<br>Community<br>County<br>State | _____                  | _____         |
| _____        | _____         | ❖ Advisory committees                                                                       | _____                  | _____         |
| _____        | _____         | ❖ Business and industry visits                                                              | _____                  | _____         |

Total Mileage\_\_\_\_\_

|       |       |                                                              |       |       |
|-------|-------|--------------------------------------------------------------|-------|-------|
|       |       | 3. Professional improvement:                                 |       |       |
| _____ | _____ | ❖ Career-technical state-sanctioned teachers' conference     | _____ | _____ |
| _____ | _____ | ❖ Special state sanctioned workshops or technical field days | _____ | _____ |

Total Mileage\_\_\_\_\_

Grant Total Days Worked to Date\_\_\_\_\_

Grand Total Mileage to Date\_\_\_\_\_

Submit two copies, with the two columns on the left completed, to your local administration prior to the beginning of the extended service period. After administration sign-off, retain one copy for your file. At the conclusion of the extended service period, submit one copy with both the left and right columns completed to your local administration as a record of accomplishment.

\_\_\_\_\_  
*Instructor/Coordinator Signature* *Date*

\_\_\_\_\_  
*Administrator/Supervisor Signature* *Date*

# Instructor's/Coordinator's Visitation Evaluation DCT/DCHO Program

Name of Student \_\_\_\_\_

Place of Employment \_\_\_\_\_ Date \_\_\_\_\_

Contact Person \_\_\_\_\_ Time \_\_\_\_\_  
*From To*

Student activity during the observation:

Comments for the employer:

Positive:

Negative:

Instructor's/Coordinator's overall comments on this visitation:

Excellent     Above Average     Average     Below Average     Poor