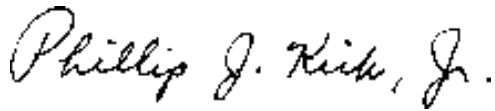


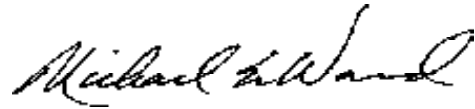
Foreword

Cooperative Education has been a widely utilized work-based method of instruction in North Carolina for more than sixty years. This instructional strategy can be invaluable in allowing students to gain entry-level skills in the career area of their choice. Cooperative education students have the opportunity to apply the skills learned in academic and workforce development education courses when participating in this method of instruction. Additionally, cooperative education empowers students to be responsible, ethical, and productive employees, therefore teaching them to be good citizens in the society they will soon lead.

Maintaining quality Workforce Development Education programs is imperative in preparing students to be the leaders of tomorrow. Build excellence in your schools using this instructional work-based learning method.



Phillip J. Kirk, Jr. Chairperson
State Board of Education



Michael E. Ward, State Superintendent
N.C. Department of Public Instruction

Acknowledgments

This manual has been developed to improve the quality of cooperative education in our public schools and ensure compliance with federal and state legislation authorizing cooperative education as a method of instruction. The State Board of Education has also adopted the policies in this guide to ensure quality in workforce development programs utilizing this instructional method. Additionally, State Board of Education policies have been adopted for the two other forms of work-based learning which may receive credit: high school apprenticeship and internship.

We appreciate the input we received through surveys and questionnaires from all of North Carolina's Workforce Development Administrators as well as the input we received from the teachers utilizing this methodology.

Jeanne Hunt and Carol Rainwater of Charlotte-Mecklenburg Schools were instrumental in the development of the Management Guide for Teacher-Coordinators found in this manual. Their work creating connecting activities for marketing education students is outstanding.

We gratefully acknowledge the following school systems for sharing documents to aid in the development of this guide.

Cabarrus County
Guilford County
Charlotte-Mecklenburg County
Surry County

Additionally, we would like to thank the following Workforce Development Education Regional Coordinators for their input in the development of this manual.

Horace Robertson
Melinda Lassiter
Greg Gift

Willie Randolph
Shirley Ray
Danny Hardee

The standards represented in this manual will ensure that cooperative education maintains a high level of expectation and integrity for all participants in the cooperative method of instruction. Your involvement is crucial in building programs and providing this hands-on strategy to students.

June S. Atkinson, Director
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***North Carolina State Board of Education Policies
for
Work-based Learning Methods Receiving Academic Credit
and
Federal and State Legislation Authorizing Work-based Learning***

***Adopted June, 2000
Public Schools of North Carolina
State Board of Education
Department of Public Instruction***

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Standard Operating Policies for All Work-based Learning Methods Receiving Academic Credit

- Students receiving academic credit for work-based learning experiences must participate in one of the following forms of work-based learning:
 - 1) High School Apprenticeships in which students are officially registered through the Department of Labor
 - 2) Cooperative Education through an appropriate workforce development education course
 - 3) Internships connected to course work in the North Carolina Standard Course of Study (paid or unpaid)

Other work-based learning experiences do not receive academic credit.

- Students participating in high school apprenticeships, cooperative education or internships (paid/unpaid) will earn academic credit based upon the number of hours spent in the workplace and required projects (similar to senior projects/portfolios). *Local Education Agencies may increase the hourly requirements consistently for all forms of work-based learning.* Policy, on the minimum number of hours required, is provided in the chart below.

Schedule	On-the-job/Work-based Experience Required	Credit Earned for Work-based Component
4 x 4 Block (Semester)	135	1 Carnegie Unit
A-B Day (Year-long)	135	1 Carnegie Unit
Traditional (Year-long)	150	1 Carnegie Unit

- Work-based learning experiences must be documented on a student's Career Development Plan to ensure that the student is placed according to his/her career goals.
- Students receiving credit for work-based learning methods of instruction must complete an official agreement among the school, business partner, student and parent/guardian stipulating the requirements and responsibilities of all involved.
- Students desiring to earn academic credit for work-based learning experience outside the academic year must follow the same policies and guidelines required during a regular school year.
- Students cannot receive academic credit by providing school services such as bus driver, cafeteria worker, office assistant, or teacher assistant.

- Schools shall not allow early work release during the school day for students participating in any other forms of work experience, such as a part-time job, unsupervised by the school.
- Multiple academic credits may not be given for the same work-based experience. *For example, a student cannot simultaneously receive academic credit for any two forms of work-based learning.*

Requirements for Apprenticeship

High school apprenticeship must follow all guidelines determined by Administrative Code, State Law, and Federal Law, as well as the following:

- X Registration by the Department of Labor, Bureau of Apprenticeship and Training.
- X Standards of Apprenticeship by which each program operates. These standards are adjusted to meet the needs of each employer.
- X A work process, which is a document that lists all the skills an apprentice will be learning and the number of hours required for each skill during the course of the experience.
- X A schedule of related instruction listing all related courses that must be completed by the apprentice.
- X A progressive wage scale must be followed for the apprentice, increasing as the skill levels of the apprentice develop.

Requirements for Cooperative Education

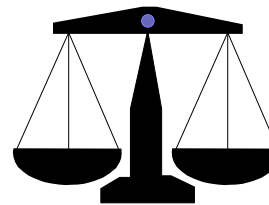
- Students must be enrolled in a workforce development education (vocational and technical education) course offering the cooperative method. The following five program areas offer the cooperative education method of instruction:
 - 1) Agricultural Education
 - 2) Business Education
 - 3) Family and Consumer Sciences Education
 - 4) Marketing Education
 - 5) Trade and Industrial Education
- A signed training agreement must be on file for each cooperative education student. This agreement must outline the responsibilities of all parties involved.
- A training plan must be developed for each cooperative education student.
- Classroom instruction and coordination activities must be provided by a licensed teacher in the content area.
- Teacher/coordinators must be provided twenty-five minutes per week per student for the coordination of cooperative education activities. Extended contracts may be used to provide the required time needed to complete this function.

- Students who would like to continue to earn academic credit for their cooperative work-based experience in the school term following a successful classroom experience may do so during the *same academic school year (summer, fall, spring)*, provided:
 - The teacher-coordinator approves the student as a cooperative education placement for the school term.
 - A teacher-coordinator is available to provide coordination of work-based learning.
 - All coordination policies are followed.
 - A training agreement is on file for the student.
 - The student is following a progressive training plan.

Requirements for Paid or Unpaid Internships

- X All interns must be supervised by a licensed teacher who has an appropriate background for creating placements and supervising interns.
- X A written agreement must be developed among the school, student, parents and the participating business describing the responsibilities of all parties. This document must be signed by all parties involved and maintained on file. Each party must have a copy of this document.
- X A written program of work must be developed for each intern, outlining the goals of the internship, the competencies to be mastered by the intern, and the strategies to be employed to achieve the goals of the internship.
- X At the completion of the internship, each intern must submit a written report/project documenting the competencies gained through the experience. The school and the participating business must evaluate the project to make a collaborative decision concerning the intern's grade for the internship experience.

Legislation Authorizing Work-based Learning



Federal Law

- ***Carl D. Perkins Vocational Technical Education Act of 1998:***
The Perkins Act of 1998, also known as Perkins III, is the authorizing legislation providing federal funds to local education agencies utilizing the cooperative method of instruction. Perkins III authorizes and supports cooperative education by requiring schools to:
 - ✓ Recognize the definition of Cooperative Education
 - ✓ Further develop the academic, vocational and technical skills of vocational students through high standards
 - ✓ Link secondary and post-secondary vocational programs

State Law

Public School Laws of North Carolina

- ***Chapter 115C of the General Statutes of North Carolina***
Article 10. Vocational and Technical Education.
115C.154. Duties of the State Board of Education.
 - (5) A professionally and occupationally qualified staff is employed and organized in a manner to assure efficient and effective State leadership for vocational and technical education. Provisions shall be made for such functions as planning, administration, supervision, personnel development, curriculum development, vocational student organization and coordination research and evaluation, and such others as the State board may direct.
 - (9) Appropriate minimum standards for vocational and technical education programs, services and activities shall be established, promulgated, supervised, monitored and maintained. These standards shall specify characteristics such as program objectives, competencies, course sequence, program duration, class size, supervised on-the-job experiences, vocational student organization, school-to-work transition programs, qualifications of instructors, and all other standards necessary to ensure that all programs conducted by local school administrative units shall be of high quality, relevant to student needs, and coordinated with employment opportunities.
- ***115C.154.1. Approval of local vocational and technical education plans or applications.***
Local programs using the cooperative workforce development education (vocational and technical educational) method will be approved subject to students enrolled being placed in employment commensurate with the respective program criteria.

