

**FIELD TRIPS, TOURS  
&  
FIELD STUDIES  
&  
WORKSITE AUDITS**

**CITY SCHOOL DISTRICT  
SCHOOL-TO-WORK TOURS**

See *Field Trips*, Case Study #1

## FIELD TRIP/FIELD STUDY PLANNER FOR TEACHER/ADMINISTRATOR

During this learning activity for students at a workplace, students are assigned a task to complete. They'll receive pre-visit instructions from the trip planner. Data collection and research are part of the activity, as well as written documentation and follow-up.

This planner will help you, the trip coordinator, plan for a successful experience for your students.

### **Plan and arrange:**

- Expenses: transportation, refreshments at the worksite.
- Transportation, paperwork, administrative approval, parent approval.
- Safety, supervision and group size.
- Benefits to the students relative to career education.
- Permission slips signed by parent/guardian are on file.

### **With your students and partner:**

- Discuss the trip in advance with students and chaperons with regard to finances, date, time, place, appropriate dress, behavior and expected results.
- Review the *Company Tour Report* with students.

**Using student ideas and suggestions, design the nature of the research or task students will complete and document.**

### **Give students specifics to observe (see *Company Tour Report*):**

- Types of work or tasks performed at the site.
- Job titles and functions connected to the position.
- Technology available to employees.
- Communication skills required of employees.
- Skills/abilities demonstrated by employees that are also demonstrated in class by students, e.g., cooperation, communication, decision-making, problem-solving, etc.

### **Follow-up on the site visit by:**

- Writing thank you notes to all who helped make the visit possible.
- Sharing your findings with other classes and colleagues.

### **For students:**

- Use the *Company Tour Report*.
- Take notes while at the site for follow-up discussion.
- Write up a summary/task of what was observed at the worksite.
- Share the experience in a class presentation.
- Assist the trip coordinator with thank you note.

### **BEFORE THE EXPLORATION:**

- If you have any questions about expectations, the participants, times, dates, or would like to arrange for audiovisual equipment, contact us at the School and Business Alliance of Broome and Tioga Counties.
- Use the Career Conversations in this guide to help you analyze your job. Space is provided so you can jot down notes.

### **DURING THE EXPLORATION:**

- Put yourself on friendly terms with your audience. Relate a humorous anecdote or a story related to your topic or simply adopt an informal, conversational speaking style.
- Talk about yourself and your job -- minimize your product or service.
- Involve participants in hands-on activities by asking them to take part in a task, assist in a demonstration or answer questions.
- Make use of audiovisuals, pictures, displays, tools and brochures. If you wear a uniform on your job, please wear it.
- Use examples of the skills and attitudes needed on your job that are familiar to the people with whom you're talking.

### **AFTER THE EXPLORATION:**

- Please complete the Presenter/Host Evaluation form and return it to the School and Business Alliance (if appropriate).

## **CAREER CONVERSATIONS:**

**Job Title:** \_\_\_\_\_

### **1. What do you do on the job?**

Do you work more with DATA, PEOPLE, IDEAS or THINGS?

Decisions you make:

Equipment/Tools you use:

Products:

### **2. What personal characteristics and interests are required?**

Job likes and dislikes:

Attitude needed:

Type of interaction with other workers:

### **3. What are the educational requirements of the job?**

High School subjects:

2 year, 4 year degree or further:

On-the-job training, apprenticeship or other training:

**4. In what kind of environment do you work?**

Your work setting: (factory, office, dangerous, high pressure, outside...)

Physical and/or psychological demands:

Travel required:

Hours, shifts:

Union, non-union

**5. Career Paths**

What are some possible career paths leading to this job?

What are some related skills and training?

Other employers?

What are possible future career paths?

**6. What is the employment outlook for people entering your field in the future?**

Salary ranges, benefits:

Geographic location:

See *Field Trips*, Case Study #1

# **Rochester City School District**

## **CAREER EXPLORATION FIELD TRIPS, TOURS AND FIELD STUDIES TRIP PLANNER AND REQUEST PROCESS**

It's easy! Simply follow these steps for a great work-based experience:

- Decide which area(s) of your program students need to observe in use in an office, factory, farm, museum...wherever employees are working.
- Call your district sponsor (contact) to receive approval for funding. Please note that in some cases that funding is on a first-come-first-served basis.
- Set a date for the tour.
- Complete the "Field Trip Request Form" in the school office.
- Get your principal's approval and signature.
- Send the entire form to your district sponsor. It will be coded and one part sent to transportation, and one part back to you.
- Be sure to confirm with your host and with transportation as the date approaches.
- Use the attached "Company Tour Report" to prepare your students a few days before the tour. Tie the trip to your instructional goals! Help them fill out the top portion and go over the rest with them. Add your own (or your students') questions if you'd like.
- Bring their reports on the trip so they can use them to take notes and check off what they observe.
- If requested, share the tour reports with your district sponsor. They will be collated. You will receive a composite report.
- Decide where to take your students next!

# FIELD TRIPS, TOURS & FIELD STUDIES

(For classroom use prior to visit and for follow-up activities)

## A Discussion Guide:

### Who, What and Where??

- Company name and address
- Overview type of business/industry, i.e., product manufactured, or service provided.
- Number of employees, types of jobs, data, people, things, ideas.
- Outline other areas for students to focus on.
- Secure brochures, etc., prior to the tour.
- Can pictures be taken for follow-up discussion?

### The Environment:

- Describe the exterior of the facility.
- Is the facility landscaped?
- What transportation options are there to get to work?
- Describe the neighboring businesses/industry.
- Is it a large facility?
- Describe the interior of the facility.
- Are there windows?
- What are the work areas like?
- How would you like to work in this environment, i.e., noise, windows, etc.?
- How are employees dressed?
- Is the environment friendly?

### Working Conditions:

- Do the workers primarily stand, sit, or walk to perform work tasks?
- What physical demands are required?
- Do workers interact with others or work primarily alone?
- Are uniforms required?
- Are identification badges required?
- What facilities are available for breaks, lunch, etc.?

### Technology:

- Is technology evident? In what form?
- Do you recognize any of the equipment?
- Describe how some of the equipment is used.
- What kind of training or education may be necessary to use the technology?
- What technological experiences have you had in school, at home, or at work that you could build on.?
- How do you feel about a career that uses high tech equipment?
- Do you think it is as important to continue to learn new technology in this occupational area.?

# TOUR LOG OF WORKPLACE VISIT

Tour Date: \_\_\_\_\_

No. of Students/Staff: \_\_\_\_\_

Business or Industry Workplace Visited: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Phone: \_\_\_\_\_

Contact Person: \_\_\_\_\_

(Key) Notes: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Special Arrangements:**

(transportation, lunch, times, safety glasses, equipment, permissions, etc.)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# Rochester City School District

## COMPANY TOUR REPORT

Your name: \_\_\_\_\_ School: \_\_\_\_\_ Date: \_\_\_\_\_

Your grade level: \_\_\_\_\_

Name of company you visited: \_\_\_\_\_

What department did you visit? \_\_\_\_\_

### 1. What kind of business is this:

A. Sales of \_\_\_\_\_

B. Manufacturer of \_\_\_\_\_

C. Services \_\_\_\_\_

D. Personnel \_\_\_\_\_

E. Financial \_\_\_\_\_

F. Other \_\_\_\_\_

2. Did you see: mostly men? \_\_\_\_\_

mostly women? \_\_\_\_\_

both men and women? \_\_\_\_\_

### 3. How old were the employees?

\_\_\_\_\_ young (16-35)

\_\_\_\_\_ middle (35-49)

\_\_\_\_\_ older (50+)

### 4. What did you notice about the employees' appearance and clothing?

\_\_\_\_\_  
\_\_\_\_\_

### 5a. What did you notice about the employees' surroundings?

(quiet, noisy, comfortable, relaxed, fast paced, structured, etc.)

\_\_\_\_\_  
\_\_\_\_\_

### 5b. What work were the employees trying to accomplish?

\_\_\_\_\_  
\_\_\_\_\_

**6. Which employee skills, responsibilities, duties or activities did you observe?**

- |  |                                      |
|--|--------------------------------------|
| <input type="checkbox"/> building                | <input type="checkbox"/> making      |
| <input type="checkbox"/> calculating             | <input type="checkbox"/> managing    |
| <input type="checkbox"/> computing               | <input type="checkbox"/> operating   |
| <input type="checkbox"/> communicating           | <input type="checkbox"/> ordering    |
| <input type="checkbox"/> designing               | <input type="checkbox"/> organizing  |
| <input type="checkbox"/> distributing            | <input type="checkbox"/> speaking    |
| <input type="checkbox"/> explaining              | <input type="checkbox"/> supervising |
| <input type="checkbox"/> filing                  | <input type="checkbox"/> telephoning |
| <input type="checkbox"/> helping                 | <input type="checkbox"/> training    |
| <input type="checkbox"/> interacting with people | <input type="checkbox"/> welding     |
| <input type="checkbox"/> mailing                 | <input type="checkbox"/> any others? |

---

**7. What equipment did you notice?**

- |   |  |
|---|--|
| <input type="checkbox"/> shop equipment       | <input type="checkbox"/> filing equipment  |
| <input type="checkbox"/> business machines    | <input type="checkbox"/> mailing equipment |
| <input type="checkbox"/> calculators          | <input type="checkbox"/> telephone         |
| <input type="checkbox"/> computers            | <input type="checkbox"/> typewriter        |
| <input type="checkbox"/> copiers              | <input type="checkbox"/> any others?       |
| <input type="checkbox"/> duplicating machines |  |

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**8. Did you notice any safety precautions at the worksite?**

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**9. What are two interesting observations related to work and jobs that you made during the visit?**

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**10. What did you observe that was different from what you expected?**

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**11. Would you enjoy working at this business? Why? Why not?**

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# Rochester City School District

## WORKSITE AUDIT

Your name: \_\_\_\_\_ School: \_\_\_\_\_ Date: \_\_\_\_\_

Your grade level: \_\_\_\_\_

Name of company you visited: \_\_\_\_\_

What department did you visit? \_\_\_\_\_

### 1. What kind of business is this:

A. Sales of \_\_\_\_\_

B. Manufacturer of \_\_\_\_\_

C. Services \_\_\_\_\_

D. Personnel \_\_\_\_\_

E. Financial \_\_\_\_\_

F. Other \_\_\_\_\_

2. Did you see: mostly men? \_\_\_\_\_

mostly women? \_\_\_\_\_

both men and women? \_\_\_\_\_

### 3. How old were the employees?

\_\_\_\_\_ young (16-35)

\_\_\_\_\_ middle (35-49)

\_\_\_\_\_ older (50+)

### 4. What did you notice about the employees' appearance and clothing?

\_\_\_\_\_  
\_\_\_\_\_

### 5a. What did you notice about the employees' surroundings?

(quiet, noisy, comfortable, relaxed, fast paced, structured, etc.)

\_\_\_\_\_  
\_\_\_\_\_

### 5b. What work were the employees trying to accomplish?

\_\_\_\_\_  
\_\_\_\_\_

**6. Which employee skills, responsibilities, duties or activities did you observe?**

- |                               |                   |
|-------------------------------|-------------------|
| _____ building                | _____ making      |
| _____ calculating             | _____ managing    |
| _____ computing               | _____ operating   |
| _____ communicating           | _____ ordering    |
| _____ designing               | _____ organizing  |
| _____ distributing            | _____ speaking    |
| _____ explaining              | _____ supervising |
| _____ filing                  | _____ telephoning |
| _____ helping                 | _____ training    |
| _____ interacting with people | _____ welding     |
| _____ mailing                 | _____ any others? |

\_\_\_\_\_

**7. What equipment did you notice?**

- |                            |                         |
|----------------------------|-------------------------|
| _____ shop equipment       | _____ filing equipment  |
| _____ business machines    | _____ mailing equipment |
| _____ calculators          | _____ telephone         |
| _____ computers            | _____ typewriter        |
| _____ copiers              | _____ any others?       |
| _____ duplicating machines |                         |

\_\_\_\_\_

**8. Did you notice any safety precautions at the worksite?**

\_\_\_\_\_  
\_\_\_\_\_

**9. What are two interesting observations related to work and jobs that you made during the visit?**

\_\_\_\_\_  
\_\_\_\_\_

**10. What did you observe that was different from what you expected?**

\_\_\_\_\_  
\_\_\_\_\_

**11. Would you enjoy working at this business? Why? Why not?**

\_\_\_\_\_  
\_\_\_\_\_

# **FORMS**

## **Parent/Guardian Forms**

# STEP

(Summer Training and Education Program)

**STEPPING into school/STEPPING out to work**

*A Partnership: Cattaraugus-Allegany BOCES and the Allegany County Employment and Training Center*

## PARENT/GUARDIAN FORM

**We, the undersigned, agree to make a strong commitment to the 1995 SUMMER TRAINING AND EDUCATION PROGRAM (STEP). We understand and agree to the following:**

1. **STEP** will operate from **July \_ through August \_\_, 199\_**. The program will provide students with a daily mix of academic instruction and work experience.
2. The program will begin each weekday morning at **8:30 am**. Classes will run from 8:30 am until 12:00 pm. Qualified and committed teachers will provide the instruction and will be available to offer individualized instruction to student s.
3. The student will be taking academic tests and answering questionnaires about his/her sexual attitudes and behavior. All answers will be kept confidential.
4. The student will participate in Life Skills classes that include discussions about preparing for a job and sexual behavior.
5. The student will be visiting a comprehensive health facility as part of the Life Skills classes and I, the parent or guardian:  
( ) do give permission for my child to visit the health facility.  
( ) do not give permission for my child to visit the health facility.
6. Each afternoon, the student will report to their assigned jobsite classroom for three hours of work experience.
7. The student will actively participate in class and at the worksite and agree to work hard to earn their pay. Students experiencing difficulties or problems in class or on the worksite will follow the resolution procedures outlined the fir st week of the program.
8. Families will encourage the student to attend and actively participate at school and on their jobsites. Throughout the summer, families will try to set aside time to discuss the program with the student.
9. Parents/Guardians have the option to inspect all the academic and Life Skills materials which will be used in STEP during the operation of the program. This review can be arranged by contacting the program's Lead Teacher or Practical Academics Teacher any time during the duration of the program.
10. To insure that proper year round support can be provided to students, Parents/Guardians agree to allow the STEP Program access to the student's school year grade and attendance reports.

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

\_\_\_\_\_  
**Parent/Guardian Signature**

\_\_\_\_\_  
Judy Hopkins, **STEP Coordinator**  
Allegany Co. Employment and Training Center

\_\_\_\_\_  
Karen Benjamin, **Education Coordinator**  
Cattaraugus-Allegany BOCES

*See Subsidized Employment, Case Study #1*

# STEP

(Summer Training and Education Program)

**STEPPING into school/STEPPING out to work**

*A Partnership: Cattaraugus-Allegany BOCES and the Allegany County Employment and Training Center*

## **AUTHORIZATION OF CONSENT TO MEDICAL TREATMENT FOR MINOR CHILD**

Allegany County Employment and Training Office, New York

Name of participant: \_\_\_\_\_ Age: \_\_\_\_\_ Birth date: \_\_\_\_\_

Address: \_\_\_\_\_

Duration of consent to cover all STEP program activities from July 1, 19\_\_\_\_ to June 30, 19\_\_\_\_

List health concerns, physical activity restrictions, allergies, or other information you want the staff of the STEP program to know on behalf of your child's welfare.

\_\_\_\_\_

Participant's Doctor: \_\_\_\_\_ Phone: \_\_\_\_\_

Medicines participant is taking: \_\_\_\_\_

Last tetanus shot: \_\_\_\_\_

In the event I cannot be reached in an EMERGENCY, I hereby give permission to the physician selected by the STEP program authorized person in charge to X-ray, hospitalize, secure proper treatment for and to order injection, anesthesia, surgery or dental care for my child as named above.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(Parent or Guardian)

See *Subsidized Employment*, Case Study #1

**AUTHORIZATION OF CONSENT TO MEDICAL TREATMENT FOR MINOR CHILD**

Allegany County Employment and Training Office, New York

Page #2 - continued

PARENT OR GUARDIAN INFORMATION:

Father: \_\_\_\_\_ Mother: \_\_\_\_\_

Address: \_\_\_\_\_ Address: \_\_\_\_\_

Phone (home): \_\_\_\_\_ Phone (home): \_\_\_\_\_

(work): \_\_\_\_\_ (work): \_\_\_\_\_

In case the above person(s) cannot be contacted, notify (close relative or neighbor):

Name: \_\_\_\_\_ Relationship: \_\_\_\_\_

Address: \_\_\_\_\_ Phone (home): \_\_\_\_\_

(work): \_\_\_\_\_

Priest, Pastor, or Rabbi - Name: \_\_\_\_\_ Phone: \_\_\_\_\_

FAMILY MEDICAL AND HOSPITALIZATION COVERAGE:

Name of Plan: \_\_\_\_\_

Health Insurance Company: \_\_\_\_\_

Name of Employer (if group insurance plan): \_\_\_\_\_

Name of Policy Holder: \_\_\_\_\_

Health Policy Number: \_\_\_\_\_

**STEPPING into school/STEPPING out to work**



**Smithtown High School**  
Cooperative Work Experience Program

**PARENTAL AGREEMENT FORM**

Dear Parent:

I am pleased to have your child enrolled in the cooperative Work Experience Program. The Cooperative Work Experience Program strives to accomplish the following goals:

1. Equip the student with employability skills, career awareness, and the framework to make mature decisions about future education and employment.
2. Encourage the student to develop positive self-esteem, respect for others, and strive for excellence.
3. Provide the student with one or more on-the-job experiences that will open doors for future opportunities.

For this program to be successful, **we need your support, permission, and assistance.**

1. Please encourage your child to try new opportunities as they occur. Waiting for the "perfect" job to come along will only mean a loss of learning experiences.
2. Encourage your child to stay with the job for at least 6 to 9 months. Much can be learned from steady employment.
3. Assist your child in purchasing the appropriate clothes for work. It will be expected that the student dress as the other employees dress.
4. Assist your child with transportation. If the regular form of transportation becomes unavailable, the student should consider either paying a taxi or friend for a ride to work.
5. Please notify me about any concerns you may have with your child's employment. Don't hesitate to call me about wages, hours, working conditions, employer/employee relations, etc.

Thank you for your help.

\_\_\_\_\_  
Mrs. Susan Gubing, Coordinator, (516) 361-2435

***Partners in Education***

I give my child \_\_\_\_\_ permission to participate in the Cooperative Work Experience Program.

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Parent Signature)

See *Cooperative Education and Paid Internships*, Case Study #1

**Edison** Technical and Occupational Education Center  
**Eastman Kodak Co.** Capital and Maintenance Organization

## YOUTH APPRENTICESHIP CONTRACT

Student's Name: \_\_\_\_\_ Age: \_\_\_\_ SS#: \_\_\_\_\_  
 Address: \_\_\_\_\_ Homebase: \_\_\_\_\_  
 Telephone: \_\_\_\_\_ Shop: \_\_\_\_\_  
 Employer: \_\_\_\_\_ Address: \_\_\_\_\_  
 Supervisor: \_\_\_\_\_ Telephone: \_\_\_\_\_  
 Job Title: \_\_\_\_\_ Rate of Pay: \_\_\_\_\_

Dates of Training Period: From \_\_\_\_\_ to \_\_\_\_\_

<b>Work Schedule Start/Finish</b>	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.

The specific purpose of the Youth Apprenticeship Program is to link what the student learns in school with a work-based learning experience. The student will receive a certificate upon successful completion of the program that will qualify him/her for advanced standing in the employer's apprentice program. This training contract describes responsibilities of the parties: student, parent/guardian, school authorities, and employer.

### THE STUDENT:

- Will maintain at least a 2.5 GPA in core courses.
- Will maintain an acceptable attendance at school.
- Will comply with the employer's attendance policies.
- Will not attend work if he/she is absent from school due to illness and will notify employer immediately.
- Will conduct her/himself satisfactorily both in the school and on the job.
- Will discuss work-related problems with supervisor or school coordinator.
- Will be responsible for transportation to the job site.
- Will conduct her/himself in a manner that will bring credit to her/himself, the employer and the school.
- Will review all report cards with the mentor at work.
- Will review work Progress Review with school staff.

**THE PARENT OR GUARDIAN:**

- Will work cooperatively with the school and the employer so that the student will achieve the educational and work-based learning set forth in the program.
- Will have an awareness of the conduct expected in the program.
- Will be aware of the requirements for attendance, grades and conduct necessary for the student to remain in the program.

**THE SCHOOL:**

- Will provide an occupational education certificated coordinator.
- Will provide preliminary training by qualified and certificated teachers.
- Will respond to employer-trainee employment concerns.
- Will review Progress Reviews from employer each review period.
- Will provide a system for grading and credit reporting.
- Will work with student to explore career goals.
- Will schedule classes to allow student to work.
- Will explain liability/insurance to students, parents/guardian, and employer.
- Will cooperate and communicate with the employer regarding any problems that may arise.

**THE EMPLOYER:**

- Will comply with local, state and federal labor laws.
- Will provide Workman's Compensation.
- Will provide regular evaluations of student's progress.
- Will train the student on skills associated with the apprenticeship.
- Will cooperate and communicate with the school area coordinator regarding any problems that may arise.
- Will explain pay and benefits to student and parents/guardian.

**THIS AGREEMENT MAY BE TERMINATED AT ANY TIME BY  
MUTUAL NOTIFICATION OF THE PARTIES CONCERNED.**

**SIGNATURES:**

Apprentice: \_\_\_\_\_

Date: \_\_\_\_\_

Parent or Guardian: \_\_\_\_\_

Date: \_\_\_\_\_

School Administrator: \_\_\_\_\_

Date: \_\_\_\_\_

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

Date: \_\_\_\_\_

**Employer Agreements**

*(Insert School Letterhead)*

## MEMORANDUM OF AGREEMENT

*(Must be kept on file in the school district)*

### Career Exploration Internship Program

1. This establishes an agreement between \_\_\_\_\_  
(sponsoring business/agency)  
and \_\_\_\_\_ regarding the non-paid internship  
(name of school)  
experience of \_\_\_\_\_ in the Career Exploration  
(name of student)  
Internship Program.
2. Appropriate general safety/health instruction specific to the intern's *on-the-job* experience at each job station will be provided to the intern by the sponsoring business/agency.
3. An *on-the-job* **mentor** will be identified and assigned to the intern for the duration of the internship program. In addition, a mentor will be designated for each different career area/job station the student rotates through.
4. After appropriate discussion, any party may elect to discontinue this agreement at any time.
5. This program will comply with all Federal and State Labor Department and New York State Education Department laws/regulations.
6. This internship program is formally registered with the State Education Department.
7. The school coordinator will conduct at least one *on-site* visit with the intern during **each** 37-1/2 hour segment of the *on-the-job* portion of the program.
8. Students will be accepted into this program and otherwise treated without regard to age, color, religion, creed, disability, marital status, national origin, race, gender, or sexual orientation.
9. This internship program/experience will comply fully with **all** of the following six criteria points, which are outlined in the United States Department of Labor's *Employment Relationships Under the Fair Labor Standards Act ---*

Whether trainees or students are employees of an employer under the Fair Labor Standards Act will depend upon all of the circumstances surrounding their activities on the premises of the employer. If **all** of the following criteria apply, the trainees or students are **not** considered employees within the meaning of the Act:

See *CEIP*

- (a) the training, even though it includes actual operation of the facilities of the employer, is similar to that which would be given in a vocational school;
- (b) the training is for the benefit of the trainees or students;
- (c) the trainees or students **do not displace** regular employees, but work under their close observation;
- (d) the employer that provides the training **derives no immediate advantage** from the activities of the trainees, and on occasion his operations may actually be impeded;
- (e) the trainees or students are not necessarily entitled to a job at the conclusion of the training period; and
- (f) the employer and the trainees or students understand that the trainees or students are not entitled to wages for the time spent in training.

10. This internship experience will comply fully with **all** of the following **General Operational Guidelines** established by the New York State Department of Labor, the New York State Education Department, and the United States Department of Labor.

- (a) The Career Exploration Internship Program is open to students age 14 and above who are in grades 9-12. **Working papers** are required.
- (b) During the 162 hour internship program for which the student will earn one-unit of credit, the student intern must rotate through a **minimum** of four different job stations\*, spending up to a maximum of 37.5 hours at each station, according to a specific Training Agreement and Training Plan developed by the CEIP coordinator, the employer, and the student intern. **Productive work** on the part of the intern benefitting the sponsoring business/agency is **strictly prohibited**.

\*Three different job stations for the 81 hour program.

- (c) In addition to the on-the-job experience, the student will receive 54 hours\* of in-school instruction as per the CEIP general curriculum outline.

\*27 hours for the 81-hour internship program.

- (d) Interns may not be placed in any of the Prohibitive/Hazardous Occupations outlined by the New York State and/or U.S. Departments of Labor.
- (e) The *on-the-job* segment of the internship may not be provided in a school setting (unless the student is seriously considering a career in the field of education, e.g., teacher, guidance counselor, principal, superintendent); it is the intent of this program to place the student in an outside business/industry enterprise, government agency or private not-for-profit agency.
- (f) Where appropriate, the intern may split time between two or more employers.

- (g) The Memorandum of Agreement and the corresponding Student Training Plan must be kept on file in the school district for a period of two years.
- (h) The student's internship experience must be covered under the sponsoring **educational agency's** insurance provisions. Workers compensation insurance could apply under extenuating circumstances.
- (i) The student must keep a Daily Journal, according to criteria developed by the CEIP coordinator, of *on-the-job* internship activities. The educational agency must retain student journals for a period of two years.
- (j) The internship program must be supervised/coordinated by a teacher certified to teach Occupational Education subjects if it is a discipline-specific program; or by a certified Diversified Cooperative Education Coordinator if the program spans more than one educational discipline.
- (k) The time spent in the *on-the-job* portion of the internship must not exceed the applicable New York State Department of Labor hour regulations governing the paid employment of minors, with the additional requirement that the internship experience **cannot exceed 10:00 p.m.** Also, the student may not be **simultaneously** employed by the business/agency sponsoring the internship.
- (l) The student intern may not be simultaneously enrolled in a paid Cooperative Occupational Education Program a General Education Work Experience Program, or a Work Experience Career Exploration Program while participating in the CEIP.

11. **Failure to comply** with all of the aforementioned guidelines concerning the *on-the-job activities* of a minor in a non-paid training experience/program could result in the sponsoring employer and/or educational agency being liable for the payment of back wages.

I, the undersigned, understand and accept all the aforementioned conditions related to my participation in the Career Exploration Internship Program:

\_\_\_\_\_

Sponsoring Business/Agency (officer's signature/title)

\_\_\_\_\_

Date

\_\_\_\_\_

School Coordinator

\_\_\_\_\_

Date

\_\_\_\_\_

Student Intern

\_\_\_\_\_

Date

\_\_\_\_\_

Parent/Legal Guardian

\_\_\_\_\_

Date

\_\_\_\_\_

School Superintendent (or designee)

\_\_\_\_\_

Date

**MEMORANDUM OF AGREEMENT  
FOR THE  
COOPERATIVE OCCUPATIONAL EDUCATION PROGRAM**

1. This establishes an agreement between the SMITHTOWN HIGH SCHOOL and the \_\_\_\_\_ corporation regarding the employment of this Cooperative Work Experience student: \_\_\_\_\_ as a \_\_\_\_\_ (job title.)
2. The following specific work experience arrangements have been made and will serve as the operating procedure for this work experience program.
  - a. The student-learner shall be given opportunity to progress through the various phases of work listed in the training outline approved by the Cooperative Work Experience Coordinator and the employer.
  - b. Special safety instruction will be provided to the student trainee by the employer when assigned to work with hazardous equipment or in hazardous areas.
  - c. The employee's designated supervisor shall evaluate the trainee during the school year.
3. Organized instruction in safety, occupational and technical theory and other information correlated with the employment training shall be provided by the school. The certified coordinator of this program shall be available for consultation with the employer.
4. The student shall begin employment at no less than the prevailing minimum wage and the program will comply with all state, federal, and local labor laws.
5. This agreement may be discontinued at any time.
6. The cooperating employer agrees that the student will be accepted and assigned jobs and otherwise treated without regard to age, color, religion, creed, disability, marital status, national origin, race, gender, or sexual orientation.
7. This Cooperative Occupational Education Program at this school is registered with the New York State Education Department, Division of Occupational Education.

***We, as employer and Cooperative Work Experience Coordinator of this student agree to follow the above rules to the best of our ability.***

Signed: \_\_\_\_\_ Dated: \_\_\_\_\_  
(For the employer)

Signed: \_\_\_\_\_ Dated: \_\_\_\_\_  
(Mrs. Gubing, Coordinator)



**MEMORANDUM OF AGREEMENT  
FOR THE  
COOPERATIVE OCCUPATIONAL EDUCATION PROGRAM**

1. This establishes an agreement between the SMITHTOWN HIGH SCHOOL and \_\_\_\_\_ regarding the employment of \_\_\_\_\_  
(Name of employing establishment)
- \_\_\_\_\_ in \_\_\_\_\_  
(Name of Student) (Name of Occupation)
2. The following specific work experience arrangements have been made and will serve as the operating procedure for this work experience program.
- a. The student-learner shall be given opportunity to progress through the various phases of work listed in the training outline approved by the Cooperative Work Experience Coordinator and the employer.
  - b. Special safety instruction will be provided to the student trainee by the employer when assigned to work with hazardous equipment or in hazardous areas.
  - c. The employee's designated supervisor shall evaluate the trainee during the school year.
3. Organized instruction in safety, occupational and technical theory and other information correlated with the employment training shall be provided by the school. The certified coordinator of this program shall be available for consultation with the employer.
4. The student shall begin employment at no less than the prevailing minimum wage and the program will comply with all state, federal, and local labor laws.
5. This agreement may be discontinued at any time.
6. The cooperating employer agrees that the student will be accepted and assigned jobs and otherwise treated without regard to age, color, religion, creed, disability, marital status, national origin, race, gender, or sexual orientation.
7. This Cooperative Occupational Education Program at this school is registered with the New York State Education Department, Division of Occupational Education.

Signed: \_\_\_\_\_ Signed: \_\_\_\_\_  
(For the employer) (Coordinator)

Date: \_\_\_\_\_ Date: \_\_\_\_\_

**Smithtown High School  
100 Central Road, Smithtown, NY 11787  
(516) 361-2435**

*See Cooperative Education and Paid Internships, Case Study #1*

**Student Entry**

**School and Business Alliance  
of Broome & Tioga Counties**

**CAREER SHADOWING EXPLORATION**

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Age: \_\_\_\_\_

Address: \_\_\_\_\_ Phone: \_\_\_\_\_

Homeroom Teacher: \_\_\_\_\_ Room: \_\_\_\_\_

Guidance Counselor: \_\_\_\_\_ School: \_\_\_\_\_

Career: \_\_\_\_\_

- 1.) I requested a career exploration because:
  
- 2.) Why are you interested in this career?
  
- 3.) What do you know about this career?
  
- 4.) What specific questions would you like answered about this career?

MOST CONVENIENT DAYS: \_\_\_\_\_

TIMES I AM AVAILABLE: \_\_\_\_\_

DO YOU HAVE TRANSPORTATION? \_\_\_\_\_

You will be informed of the time, date, and place of your visit as soon as it can be arranged.

\*\*\*\*\*

For Office Use Only: Name: \_\_\_\_\_

Title: \_\_\_\_\_

Business: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_

COMMUNITY SCHOOL DISTRICT NINE

QUESTIONNAIRE

For the Business Skills Development Program

Name:

Age:

Class:

School:

Date:

1. I have the following skills...(list everything that you do well such as reading well, being good in math, drawing well, being responsible, being polite in stressful situations, if you are good with your hands, etc.)
2. When I grow up I want to live the following life...(tell us if you want to travel, have a family, own a house, etc.)
3. How much money do you have to make per year in order to afford the life you want? (guess or estimate the amount)
4. My dream job is: (tell us if you want to be a doctor, plumber, hairdresser, accountant, artist, own a business, etc.)

5. Tell us why you want to work in your dream job (such as: I want to help people, I want to be artistic, etc.)
  
  
  
  
  
  
  
  
  
  
6. In order to get my dream job I have to do the following: (tell us what you have to do such as: finishing high school, learning to type, etc.)
  
  
  
  
  
  
  
  
  
  
7. I am already preparing for my dream job...(tell us what you are doing now or plan to do in order to be prepared for your dream job such as: reading books, volunteering, paying special attention to math, etc.)
  
  
  
  
  
  
  
  
  
  
8. YES, I know I will be able to get my dream job because...
  
  
  
  
  
  
  
  
  
  
9. NO, I won't be able to get my dream job because...(tell us why you think you might not succeed such as: I don't have enough money, I think it's too hard, etc.)

\*\*Please return your recommendation to the student in a sealed envelope.

**SAMPLE**

**Career Exploration Internship Program  
RECOMMENDATION FORM**

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Applicant: \_\_\_\_\_ [Print]

1. How long have you known the applicant? \_\_\_\_\_
2. In what capacity have you known the applicant? \_\_\_\_\_
3. What are the first words which come to mind to describe this applicant?  
\_\_\_\_\_

**A. ATTENDANCE:**

- |                           |                         |
|---------------------------|-------------------------|
| _____ absent rarely       | _____ absent frequently |
| _____ absent occasionally | _____ rarely in class   |

**B. INVOLVEMENT IN CLASSROOM ACTIVITIES:**

- |                                  |                               |
|----------------------------------|-------------------------------|
| _____ active, usually interested | _____ attention often wanders |
| _____ mild, politely attentive   | _____ usually disinterested   |

**C. PERSONAL RESPONSIBILITY:**

- |                            |                         |
|----------------------------|-------------------------|
| _____ always accepts fully | _____ sometimes refuses |
| _____ usually accepts      | _____ often refuses     |

**D. PARTICIPATION:**

- |                        |                                 |
|------------------------|---------------------------------|
| _____ always involved  | _____ occasionally participates |
| _____ usually involved | _____ seldom participates       |

**E. CONSIDERATION OF OTHERS:**

- |                           |                               |
|---------------------------|-------------------------------|
| _____ always considerate  | _____ sometimes inconsiderate |
| _____ usually considerate | _____ often inconsiderate     |

ADDITIONAL COMMENTS: \_\_\_\_\_

I recommend this student for the Internship Program. \_\_\_\_\_

I do not recommend this student for the Internship Program. \_\_\_\_\_

## Career Development Resume Request Form

### COOPERATIVE WORK EXPERIENCE

Please Print Neatly

Name: \_\_\_\_\_ Street: \_\_\_\_\_

City: \_\_\_\_\_ NY ZIP \_\_\_\_\_ Phone: \_\_\_\_\_

Social Security #: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Counselor: \_\_\_\_\_

Driver's License: Yes/No? Do you have your own car? Yes/No?

Working Papers: Yes/No? Expected time of release from school next year: \_\_\_\_\_

Email Address: \_\_\_\_\_

#### **CAREER INTEREST AREA: Check one or more of the following career categories.**

\_\_\_\_\_ **BUSINESS** - Office assistant, word processor, bank teller, account clerk, file clerk, computer data entry operator, insurance clerk, law clerk, mail clerk.

\_\_\_\_\_ **RETAIL** - sales associate, cashier, stock clerk, customer service representative, telemarketing.

\_\_\_\_\_ **WAREHOUSE** - stock clerk, driver, forklift operator, shipping/receiving clerk.

\_\_\_\_\_ **HEALTH CARE** - Residence assistant, nurse's aide, laboratory aide, dental assistant, medical office assistant, transporter, home health care aide.

\_\_\_\_\_ **HOTEL** - Housekeeping, banquet set-up, front desk, cashier, restaurant helpers.

\_\_\_\_\_ **RESTAURANT** - Food prep, cook, waitress, waiter, cashier, host/hostess.

\_\_\_\_\_ **MECHANICAL** - Automotive technician, diesel mechanic, small engine repair, machine operator, engineering helper.

\_\_\_\_\_ **TRADES** - Electrician's helper, plumber's helper, carpenter's helper, roofer, printing trainee, grounds people, laborers, landscapers.

\_\_\_\_\_ **COMPUTERS/ELECTRONICS/ARCHITECTURE** - Assemblers, technicians, inspectors, drafts people, CAD/CAM operators, programmers, computer operators.

\_\_\_\_\_ **CHILD CARE** - day care assistant, nursery school assistant.

\_\_\_\_\_ **OTHER:** Please describe \_\_\_\_\_

**SCHOOL COURSES:** Check as many courses as you have completed or are presently completing.

**BUSINESS**

- Keyboarding
- Word Processing I & II
- Cooperative Work Experience
- Accounting (College)
- Computerized Bookkeeping
- Business Analysis
- Business Computer Applications
- Intro to Occup./Intro to Business
- Business Math
- Business Law
- Business Ownership
- Marketing
- Fashion Marketing
- Travel & Tourism
- Skills for Success or College Notetaking
- DECA
- FBLA

**ART**

- Studio in Art 1
- Studio in Art 2
- Cartooning
- Studio in Drawing
- Advanced Drawing
- Studio in Painting
- Advanced Painting
- Advertising Design
- Advertising Design 2
- Studio in Fashion Illustration

- Film & TV Media Arts
- Studio in Filmmaking
- Film History & Criticism
- Studio in Video
- Video Yearbook
- Photography
- Creative Crafts
- Creative Crafts 1
- Studio in Ceramics
- Advanced Ceramics
- Studio in Sculpture
- Art Major/Portfolio
- Independent Study/Advanced
- Radio Broadcasting

**TECHNOLOGY**

- Design & Drawing for Prod.
- Construction Systems
- Wood (Materials Processing)
- Cabinet Woodworking
- Communications Systems
- Electricity/Electronics
- Solid State Electronics
- Aerospace
- Fundamentals of Flying
- Computer Applications
- Engineering I & II
- Architecture I & II
- Architectural & Engineering Modeling
- Photography
- Graphic Communications

- Small Engine Repair
- Consumer Auto Repair
- Automotive Technology
- Advanced Auto Repair
- Technical Electronics or Computer Science in "C"
- Theater Set and Lighting Design

**HOME AND CAREERS**

- Human Development
- Child Development
- Early Childhood & Nursery
- Advanced Early Childhood
- Survival
- Relationships (Changing Lifestyles)
- Clothing & Textiles
- Interior Decorating
- Basic Cooking (Food & Nutrition)
- Food Preparation
- Baking/Gourmet Foods
- International Foods
- Computer Programming
- Foreign Language: \_\_\_\_\_
- Health Careers
- First Aid
- Economics & Computer Applications

**BOCES**

Course \_\_\_\_\_  
1 or 2 years?



---



---

**SKILLS and PERSONALITY TRAITS:** Check off **only 7** items from the list below:

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Non-smoker  | <input type="checkbox"/> Measure with a ruler                           | <input type="checkbox"/> Responsible/dependable                                |
| <input type="checkbox"/> Keep neat accurate records                          | <input type="checkbox"/> Knowledge of color codes for electrical wiring | <input type="checkbox"/> Eager to learn  |
| <input type="checkbox"/> Telephone Skills                                    | <input type="checkbox"/> Timing light                                   | <input type="checkbox"/> Operate office machines such as fax, copier, computer |
| <input type="checkbox"/> Human Relations Skills (get along well with people) | <input type="checkbox"/> Operate printing press                         | <input type="checkbox"/> Geography   |
| <input type="checkbox"/> Checking numbers and proof reading                  | <input type="checkbox"/> Good speller                                   | <input type="checkbox"/> Customer Service Skills                               |
| <input type="checkbox"/> Organizational Skills                               | <input type="checkbox"/> Good Handwriting                               | <input type="checkbox"/> Teamwork  |
| <input type="checkbox"/> Sales Skills  | <input type="checkbox"/> Follow instructions well                       | <input type="checkbox"/> Good Attendance                                       |
| <input type="checkbox"/> Handle Money  | <input type="checkbox"/> Good verbal skills                             | <input type="checkbox"/> Filing Skills   |
| <input type="checkbox"/> Use hand and power tools                            | <input type="checkbox"/> Knowledge of Geography                         |  |
| <input type="checkbox"/> Operate radial arm saw, circular saw                | <input type="checkbox"/> Conscientious                                  | <input type="checkbox"/> _____   |
| <input type="checkbox"/> Operate drill press                                 | <input type="checkbox"/> Enthusiastic                                   | <input type="checkbox"/> _____   |
| <input type="checkbox"/> Read a Micrometer                                   | <input type="checkbox"/> Perseverance                                   | <input type="checkbox"/> _____   |
|  | <input type="checkbox"/> Punctual                                       |  |
- 
- 

**CLUBS/SPORTS:****HONORS:**

- Honor Roll       Highest Honors  
 Grade Point Average     Renaissance Card
- 
- 

**COMPUTER SKILLS:**  IBM Compatible       Apple MacIntosh

- Word Processing (Microsoft Word, WordPerfect, Microsoft Works)  
 Data Base (Professional File, Microsoft Access, Microsoft Works)  
 Spreadsheet (Excel 5.0, Lotus 1 2 3, Microsoft Works)  
 Desktop Publishing (Microsoft Publisher, Ami Pro)       Organizational Chart  
 Install software onto hard drive  
 Use modem and/or fax       Program in C or C+  
 Install additional cards to machines       Trouble shoot problems
- 
-

**WORK EXPERIENCE:**

Current Job:

JOB TITLE: \_\_\_\_\_ COMPANY: \_\_\_\_\_

STREET: \_\_\_\_\_ CITY: \_\_\_\_\_ NY 117 \_\_\_\_\_

Dates of Employment: From \_\_\_\_\_ to \_\_\_\_\_. Your duties included: \_\_\_\_\_

Previous Job

JOB TITLE: \_\_\_\_\_ COMPANY: \_\_\_\_\_

STREET: \_\_\_\_\_ CITY: \_\_\_\_\_ NY 117 \_\_\_\_\_

Dates of Employment: From \_\_\_\_\_ to \_\_\_\_\_. Your duties included: \_\_\_\_\_

=====  
**VOLUNTEER EXPERIENCE:**

JOB TITLE: \_\_\_\_\_ COMPANY: \_\_\_\_\_

STREET: \_\_\_\_\_ CITY: \_\_\_\_\_ NY 117 \_\_\_\_\_

Dates of Time: From \_\_\_\_\_ to \_\_\_\_\_. Your duties included: \_\_\_\_\_

**BABYSITTING OR LAWN MAINTENANCE:**

JOB TITLE: \_\_\_\_\_ Family or # of Customers: \_\_\_\_\_

STREET: \_\_\_\_\_ CITY: \_\_\_\_\_ NY 117 \_\_\_\_\_

Dates of Employment: From \_\_\_\_\_ to \_\_\_\_\_. Your duties included: \_\_\_\_\_

=====  
**SPECIAL PROJECT OR RESEARCH WORK:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

=====

## COOPERATIVE WORK EXPERIENCE INTEREST SURVEY

Student: \_\_\_\_\_

<b>Code</b>	<b>Totals</b>	<b>Career Clusters</b>	<b>Sample Jobs</b>
M		MANUFACTURING - These workers change raw materials into useful products like changing iron ore into sheet metal to make a car.	Inspector, Tester, machinist, photo lab worker, riveter, sheet metal, welder, power plant, contractor
BP		BUSINESS, PROFESSIONAL - These workers make plans, direct people, and run high levels of work in business, industry and government.	Accountant, credit manager, computer programmer, financial manager, employment interviewer, stockbroker, public relations, purchasing agent.
BO		BUSINESS, OFFICE - These workers help business professionals. They keep and file business records, perform office work and meet customers.	Cashier, court clerk, data entry clerk, mail carrier, payroll clerk, receptionist, secretary, shipping clerk, word processor, law clerk, insurance.
PS		PERSONAL SERVICE - These workers help people by offering household, food, cleaning, and protection services.	Hotel worker, child care worker, police officer, cosmetologist, custodian, guard, home health aide, waiter, fire fighter, food service, animal caretaker.
E		EDUCATION - These workers help people learn new skills. Many of these jobs are in schools.	Teacher, librarian, counselor, pre-school teacher, sports professional coaches.
S		SALES - These workers sell or make plans for how to sell products and services.	Car sales, retail sales, real estate sales, advertising sales, insurance sales, sales engineer.
C		CONSTRUCTION - These workers build, remodel, and repair buildings and other structures. They also operate drilling and mining equipment.	Carpenters, electrician, mason, crane operator, painter, plumber, roofer, drafter, glazier, architect, civil engineer.

### COOPERATIVE WORK EXPERIENCE - INTEREST TEST

Read through the columns below. Decide if the activity is something that might interest you in the future. Rank your interests using the numbers below:

**1 = Dislike    2 = Little Interest    3 = Not Sure    4 = Might Like    5 = Really like**

Write the number that matches your interest level in the lower right hand corner of each box.

T	To learn about planes, cars and boats	To use a CB radio	To ride go-carts around obstacle courses	To go on long car trips	To drive a taxi, bus or truck or fly a plane	To send fire and police cars to an emergency	To help passengers enjoy their trip	To check and weight boxes and packages	Totals
F	To watch animals grow	To take care of plants and animals	To explore nature	To camp, fish and hike	To plant flowers or crops	To plant trees and bushes	To plant a beautiful landscape	To help farmers improve crops	
RM	To figure out how to use stereos, VCRs and other electronic equipment	To put together and repair bikes	To figure out how something works	To read mechanical or car design magazines	To repair cars and trucks.	To install phone equipment.	To repair TVs or home appliances	To fix computers	
H	To help people who are sick or injured	To study about how the human body works	To develop good health habits	To watch TV shows about medicine	To diagnose and treat diseases	To examine patients	To care for people who are sick	To find cures for diseases	
SS	To help friends with their problems	To think about how people are different	To learn about people in other countries	To read about real events in history	To talk with people who have problems	To help someone find a job	To study different groups of people	To analyze why people behave the way they do	
DC A	To use my imagination to create ideas	To act in a play or sing in a choir	To work on the school newspaper or write stories	To draw pictures and designs	To write a TV script	To take pictures for a magazine	To direct actors in a play	To play a musical instrument in a band	
ST	To watch animal specials on TV	To collect and sort things	To solve word problems in math	To do science experiments	To help solve water and air pollution problems	To prepare slides and use microscopes	To study and research space flight	To do chemical tests on new products	

# Tell me about yourself!

## WORKSHEET

<p><b>What courses have you taken in high school?</b></p> <p>a. I have successfully completed:</p>  <p>b. I am currently enrolled in:</p>  <p>c. I have also completed:</p>  <p>TB: What courses or skills do I need for this position?</p>	<p><b>What type of worker will you be?</b></p> <p>a. I am a</p>  <p>b. I am also</p>  <p>c. I am a</p>  <p>TB: What type of person would you like to hire for this position?</p>
<p><b>What work experience do you have?</b></p> <p>a. I am currently employed by: _____ _____ as a _____. I have been there for _____ months. My duties include: _____ _____ _____ _____</p>	<p><b>What are your future plans after high school?</b></p> <p>a. After graduation I am considering going to a local college to study _____. Would I be able to keep this job while I attend college?</p> <p>b. After graduation I am considering going to college off Long Island to study _____. Would I be able to help out the company during my breaks from school?</p> <p>c. After graduation I would like to enter a full-time position. Would this part-time job go into full-time?</p>

# **Tell me about yourself!**

## ***What courses have you taken in high school?***

- a. I have successfully completed Keyboarding in which I learned how to type letters, envelopes, reports, on an IBM computer.
- b. I am currently enrolled in Food Preparation in which I am learning how to cut, prepare and serve food.

TB: What courses or skills do I need for this position?

## ***What work experience do you have?***

- a. I am currently employed by Block Buster Video in Smithtown as a cashier. I have been there for 6 months. My duties include handling the cash register, credit cards, and returning the merchandise to the shelves.

TB: What type of work experience are you looking for?

## ***What type of worker will you be?***

- a. I am a hardworking individual who likes to get the job done correctly.
- b. I am also very eager to learn. I like to face new challenges.

TB: What type of person would you like to hire for this position?

## ***What are your future plans after high school?***

- a. After graduation I am considering going to local college to study business. Would I be able to keep this job while I attend college?
- b. After graduation I am considering going to college off Long Island to study Math. Would I be able to help out the company during my breaks from school?

### ***DO YOU HAVE ANY QUESTIONS?***

#### **3 D's**

1. When will you make a decision?
2. What is the dress code?
3. What is the rate of pay for this position? (Dollars)

## **COOPERATIVE WORK EXPERIENCE MISSION STATEMENT**

The Cooperative Work Experience Program strives to accomplish the following goals:

1. Equip the student with employability skills, career awareness, and the framework to make mature decisions about future education and employment.
2. Encourage the student to develop positive self-esteem, respect for others, and strive for excellence.
3. Provide the student with one or more on-the-job experiences that will open doors for future opportunities.

# **PAY DAY**

## **Cooperative Work Experience Program**

**Smithtown Central High School**

### **Cooperative Work Experience Oath**

As a Co-op student of the Smithtown School District you represent the students of Smithtown in the employment world. Your words, actions and deeds will reflect upon the other students who will be entering the employment world in future years.

When your work performance and behavior are above standards, the Smithtown employers will think highly of all Smithtown students. When your work performance and behavior are below standards, the Smithtown employers will prefer not to hire future Smithtown students. Read and sign the Co-op Oath if you believe that you can be an outstanding Smithtown High School representative in the employment world.

*"As a Cooperative Work Experience student I promise that my work behavior and performance will be to my best ability so that future students will have the same opportunities that I am accepting at this time."*

\_\_\_\_\_  
(Signature)

\_\_\_\_\_  
(Date)











# YOUTH APPRENTICE

**COMMUNICATION - Consider the ability to listen and to present information. The resume should be used to judge the ability to communicate in writing.**

- 1) Do you tend to talk differently when you talk to your friends as compared to talking to your teachers? In what way is it different?
  
  
  
  
  
  
  
  
  
  
- 2) Have you ever had a situation where another student, your parent/guardian or a teacher did not explain something to you clearly and you did not understand what they wanted you to do? What did you do about it?
  
  
  
  
  
  
  
  
  
  
- 3) Have you ever had to speak in front of a group of other students, friends, or teachers? How did you like it? What was the topic?

Look for the - **Situation** - **Task** - **Action** - **Result**

# YOUTH APPRENTICE

**Relationship with others** - Consider the way he/she interacts with people. Determine if the individual has understanding and respect for others' opinions as well as the ability to secure cooperation from others.

1) Have you ever been upset with someone? Why were you upset? How did you resolve the problem?

2) Do you ever get frustrated or impatient with someone else? How do you deal with the situation?

3) Have you ever had a teacher that you had a hard time getting along with? What did you do to improve the relationship?

Look for the - **S**ituation - **T**ask - **A**ction - **R**esult



# **FORMS**

## **Student Training Planning**

**School and Business Alliance**  
*of Broome & Tioga Counties*

**CAREER SHADOWING**

Questions

In order to get the most out of a career shadowing experience, you should do some research about the career and prepare specific questions which you would like to have answered. Following is a list of general questions you may want to ask:

1. How did you get interested in this type of work?
2. What type of education or training is necessary?
3. What courses did you take in high school to prepare for this career?
4. What part-time jobs would help to prepare me for this career?
5. What do you like/dislike about your job?
6. What interpersonal skills are necessary to perform this type of work?
7. Could you describe for me a typical day on the job?
8. What are your normal working hours?
9. What is the employment outlook for this field?
10. What are the opportunities for advancement?

**435 Glenwood Road, Binghamton, New York 13905-1699**  
**(607) 763-3654**

*See Job Shadowing, Case Study #1*



(Insert School Letterhead)

**SAMPLE**

**STUDENT TRAINING PLAN**

(Must be kept on file in the school district)

**Career Exploration Internship Program**

**CEIP**

Student Intern: \_\_\_\_\_ Age: \_\_\_\_\_

Class (9th, 10th, 11th, or 12th grade) \_\_\_\_\_

Number of Weeks/Days of Week/Time Internship will occur (example: M, W, F/ 2 pm - 3:30 pm each day for 33 week).

\_\_\_\_\_

Sponsoring Business/Agency: \_\_\_\_\_

Address: \_\_\_\_\_

Telephone #: \_\_\_\_\_

- A) The intern will participate in \_\_\_\_\_ hours of in-school instruction and \_\_\_\_\_ hours of *on-the-job* internship experience.
- B) The intern will rotate through each of the following career areas/job stations, according to the number of hours specified:

	<u>Career Area</u>	<u>Job Station</u>	<u># of Hours</u>
1.			
2.	<b><i>(This section is to be completed by the teacher-coordinator, the sponsoring business, and the student intern.)</i></b>		
3.			
4.			

See CEIP

C) The **primary on-the-job mentor** (and his/her job title) will be:

\_\_\_\_\_

D) The **mentors** (and job title) for the various career areas/job stations will be:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

E) Anticipated **student learning activities** and **outcomes** are:

JOB STATION #1:

JOB STATION #2:

*(This section is to be completed by the teacher-coordinator, the sponsoring business, and the student intern.)*

JOB STATION #3:

JOB STATION #4:

F) **Evaluation** criteria/procedure:

*[ outline procedure to be used for evaluation of student progress ]*

G) Approximate schedule for coordinator **on-site visits**:

*[ list tentative schedule ]*

H) Outline/checklist of required correlated **in-school instruction**:

*[ outline how/when the 27 or 54 hours of in-school instruction will occur ]*

- I) Procedure to be used with intern, during and at the conclusion of the program, to identify and discuss his/her deficiencies, continued or revised career goals, correlated educational program (**school-to-postsecondary study and/or school-to-work plan** ), etc:

*[ general outline ]*

- J) **Other:**

*[ list if relevant ]*

*I, the undersigned, have assisted in the development of the above Training Plan as required per my participation in the Career Exploration Internship Program.*

Coordinator: \_\_\_\_\_ Date: \_\_\_\_\_

Sponsoring Mentor: \_\_\_\_\_ Date: \_\_\_\_\_

Student Intern: \_\_\_\_\_ Date: \_\_\_\_\_

**Workplace Assignments**

### WORKPLACE ASSIGNMENTS

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Job Title: \_\_\_\_\_ Employer: \_\_\_\_\_

DAY	Sunday 6/4	Monday 6/5	Tuesday 6/6	Wednesday 6/7	Thursday 6/8	Friday 6/9	Saturday 6/10
IN							
OUT							
TOTAL TIME							

TOTAL TRAINING HOURS FOR THE WEEK: \_\_\_\_\_

DAY	Sunday 6/11	Monday 6/12	Tuesday 6/13	Wednesday 6/14	Thursday 6/15	Friday 6/16	Saturday 6/17
IN							
OUT							
TOTAL TIME							

TOTAL TRAINING HOURS FOR THE WEEK: \_\_\_\_\_

DAY	Sunday 6/18	Monday 6/19	Tuesday 6/20	Wednesday 6/21	Thursday 6/22	Friday 6/23	Saturday 6/24
IN							
OUT							
TOTAL TIME							

TOTAL TRAINING HOURS FOR THE WEEK: \_\_\_\_\_

### WORKPLACE ASSIGNMENTS

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Job Title: \_\_\_\_\_ Employer: \_\_\_\_\_

DAY	Sunday 6/25	Monday 6/26	Tuesday 6/27	Wednesday 6/28	Thursday 6/29	Friday 6/30	Saturday 7/1
IN							
OUT							
TOTAL TIME							

TOTAL TRAINING HOURS FOR THE WEEK: \_\_\_\_\_

DAY	Sunday 7/2	Monday 7/3	Tuesday 7/4	Wednesday 7/5	Thursday 7/6	Friday 7/7	Saturday 7/8
IN							
OUT							
TOTAL TIME							

TOTAL TRAINING HOURS FOR THE WEEK: \_\_\_\_\_

DAY	Sunday 7/9	Monday 7/10	Tuesday 7/11	Wednesday 7/12	Thursday 7/13	Friday 7/14	Saturday 7/15
IN							
OUT							
TOTAL TIME							

TOTAL TRAINING HOURS FOR THE WEEK: \_\_\_\_\_

## WORKPLACE ASSIGNMENTS

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Job Title: \_\_\_\_\_

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

DAY	Sunday 7/16	Monday 7/17	Tuesday 7/18	Wednesday 7/19	Thursday 7/20	Friday 7/21	Saturday 7/22
IN							
OUT							
TOTAL TIME							

TOTAL TRAINING HOURS FOR THE WEEK: \_\_\_\_\_

DAY	Sunday 7/23	Monday 7/24	Tuesday 7/25	Wednesday 7/26	Thursday 7/27	Friday 7/28	Saturday 7/29
IN							
OUT							
TOTAL TIME							

TOTAL TRAINING HOURS FOR THE WEEK: \_\_\_\_\_

DAY	Sunday 7/30	Monday 7/31	Tuesday 8/1	Wednesday 8/2	Thursday 8/3	Friday 8/4	Saturday 8/5
IN							
OUT							
TOTAL TIME							

TOTAL TRAINING HOURS FOR THE WEEK: \_\_\_\_\_

### WORKPLACE ASSIGNMENTS

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Job Title: \_\_\_\_\_ Employer: \_\_\_\_\_

DAY	Sunday 8/6	Monday 8/7	Tuesday 8/8	Wednesday 8/9	Thursday 8/10	Friday 8/11	Saturday 8/12
IN							
OUT							
TOTAL TIME							

TOTAL TRAINING HOURS FOR THE WEEK: \_\_\_\_\_

DAY	Sunday 6/13	Monday 8/14	Tuesday 8/15	Wednesday 8/16	Thursday 8/17	Friday 8/18	Saturday 8/19
IN							
OUT							
TOTAL TIME							

TOTAL TRAINING HOURS FOR THE WEEK: \_\_\_\_\_

DAY	Sunday 8/20	Monday 8/21	Tuesday 8/22	Wednesday 8/23	Thursday 8/24	Friday 8/25	Saturday 8/26
IN							
OUT							
TOTAL TIME							

TOTAL TRAINING HOURS FOR THE WEEK: \_\_\_\_\_



### WORKPLACE ASSIGNMENTS

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Job Title: \_\_\_\_\_ Employer: \_\_\_\_\_

DAY	Sunday 8/27	Monday 8/28	Tuesday 8/29	Wednesday 8/30	Thursday 8/31	Friday 9/1	Saturday 9/2
IN							
OUT							
TOTAL TIME							

TOTAL TRAINING HOURS FOR THE WEEK: \_\_\_\_\_

WEEK BEGINNING:	TOTAL TRAINING HOURS:
6/4	
6/11	
6/18	
6/25	
7/2	
7/9	
7/16	
7/23	
7/30	
8/6	
8/13	
8/20	
8/27	
<b>TOTAL HOURS:</b>	

# APPRENTICE WEEKLY WORK SHEET

Week No. \_\_\_\_\_

NAME: \_\_\_\_\_ %

INS. NO. \_\_\_\_\_

PROGRAM NO. \_\_\_\_\_

DAY	I T E M	C O D E	H R S. W K D.	H R S. T R N G.
MONDAY				
TUESDAY				
WEDNESDAY				
THURSDAY				
FRIDAY				
SATURDAY				
SUNDAY				

**TOTAL HOURS:** \_\_\_\_\_

**Student Assessment**

# COMMUNITY SCHOOL DISTRICT NINE

## **Workforce Preparation Portfolio**

See Career Exploration, Case Study #1

# Community School District #9

## Criteria for the Assessment of the Workforce Preparation Portfolio

### Workforce Universal

- \_\_\_ Each piece demonstrates an integration of competencies
- \_\_\_ Each item is completed to an acceptable level
- \_\_\_ As a whole, the pieces demonstrate the student's effort and progress, as well as achievement
- \_\_\_ The student's work shows balance between the teacher and student initiative
- \_\_\_ Work is displayed in more than one medium

### Workforce Specific

- \_\_\_ Work shows pride and conviction in accomplishing a task
- \_\_\_ As a whole, the pieces indicate the student's preparation and progress toward multiple areas of choice
- \_\_\_ Student's interests are apparent
- \_\_\_ Shows understanding that people have dual or more roles
- \_\_\_ Indicates that the student has some understanding of the importance of adaptability
- \_\_\_ Work indicates an awareness of job/career opportunities
- \_\_\_ Work represents experience with the *SCANS* competencies
- \_\_\_ Work shows acquisition of key words, concepts and understandings
- \_\_\_ Certain pieces may be exhibited
- \_\_\_ Certain pieces were completed *on demand*

## *Kinds of Portfolios*

### **Process Portfolio**

This portfolio contains representative samples of all the work done in the class. Preliminary work on extended problems, examples of research, written reflections on what the student intended and comments on whether expectations were met may also be included. There may also be a written critique by a peer and a final assessment of the work. Shorter performances would have less data.

### **Product Portfolio**

The most representative materials from the Process Portfolio which provide the clearest picture of the student's growth would be selected as a basis for the Product Portfolio. The student participates in the process of making the selections. This portfolio may be used to show progress at the end of semester or for parents' night.

### **Final Portfolio**

It is created to be used at the end of a school level, e.g., elementary, middle/junior high and high school. The final Portfolio is made up of selections from the Product Portfolios which show the level of accomplishment of the student and her eligibility to enter the next level of learning.

## CSD #9 Workforce Preparation Project

### **Workforce Preparation Project**

#### **Major Themes & Topics**

- Eighth Grade - Experience: How will I made good decisions regarding my future schooling & job or career choices? What mentoring, internships & apprenticeships are available?
- Seventh Grade - Focus: Where am I now in terms of my preparation to pursue a job or career area which best suits me? How will I get there?
- Sixth Grade - Focus: Who am I? What job or career areas best suit me?
- Fifth Grade - Exploration: What have I learned about the jobs & careers that interest me?
- Fourth Grade - Exploration: What jobs & careers really interest me? How can I learn more about them? Who are the people that are in these jobs & careers?
- Third Grade - Exploration: What jobs can I begin to experience? What more can I learn about jobs & careers from pen pals & others?
- Second Grade - Exploration: Who are our community helpers & what are their jobs like?
- First Grade - Exploration: What kinds of jobs do people do in my neighborhood? What do I want to be?
- Kindergarten - Exploration: What kinds of jobs do the members of my family, relatives & friends have?





Community School District #9

# Student Portfolio

Name: \_\_\_\_\_ School: \_\_\_\_\_

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

## Overview to the Reader

*What this portfolio says about me as a learner:*

What is my favorite subject?

How do I learn?

What have I learned this year?

Community School District #9

## Student Portfolio

Name: \_\_\_\_\_

School: \_\_\_\_\_

Grade: \_\_\_\_\_

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

### Reflections

What this piece represents:

How I went about completing this piece:

How I dealt with problems:

What I learned from this piece:

How I felt doing this piece:

Community School District #9

**Student Portfolio**

Name: \_\_\_\_\_ School: \_\_\_\_\_

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

Reflections

Date: \_\_\_\_\_ Name of Item: \_\_\_\_\_

Reflection on the piece:

Date: \_\_\_\_\_ Name of Item: \_\_\_\_\_

Reflection on the piece:

Date: \_\_\_\_\_ Name of Item: \_\_\_\_\_

Reflection on the piece:

**Student reflections cont'd.**

Student's Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Date: \_\_\_\_\_

Reflection on the piece:

Name of Item: \_\_\_\_\_

Date: \_\_\_\_\_

Reflection on the piece:

Name of Item: \_\_\_\_\_

Date: \_\_\_\_\_

Reflection on the piece:

Name of Item: \_\_\_\_\_

Date: \_\_\_\_\_

Reflection on the piece:

Name of Item: \_\_\_\_\_

# **FORMS**

## **Program Planning**

# *Workforce-Preparation Portfolio*

## *Grade 8*

A decision making piece with reflection on HS courses  
(Culminating Exhibition)

Autobiography

\*An up-dating of the grade 7 self-assessment profile  
(Self Inventory & Image Evaluation)

A school & career planning checklist with timelines & events

Journal entries on career-prep planning

A resume, working papers, job & HS application &  
familiarity with computers & software packages

A business letter(s) requesting information on careers

An annotated bibliography on jobs & career areas

A budget allocation for HS & job related costs

An overview to the reader of the portfolio

Reflections on selected portfolio pieces.

\*Note: May replace the overview to replace the update of the 7th grade self-assessment.

## **Workforce-Preparation Portfolio**

### **Grade 7**

\*A self-assessment profile

Writing to pen pals.

Autobiography

A letter(s) requesting information on a HS

Initial school planning checklist with timeline & events

Journal entries on careers of interest

Preliminary bibliography on jobs & careers areas

An overview to the reader of the portfolio

Reflections on selected portfolio pieces

## **Workforce-Preparation Portfolio**

### **Grade 6**

An autobiographical sketch with reflections

A listing of abilities, interests & aspirations

Writing to pen pals

Journal entries on school & community service

A research paper on school & community jobs & careers

An overview to the reader of the portfolio

Reflections on selected portfolio pieces

# *Workforce-Preparation Portfolio*

## *Grade 5*

A research paper on career area of interest

Completion of biopoem

A self-inventory of interests

A career inventory

A tape of the oral presentation of the research paper

Contribution to class book of reflections on careers studied

Creatively designed career field ad for print, TV, radio & computers

Samples & designs of work for a career resource book done on computer

(Word Processing, spreadsheet & graphics)

An overview to the reader of the portfolio

Reflections on selected portfolio pieces



# *Workforce-Preparation Portfolio*

## *Grade 4*

An autobiographical piece

Completion of a biopoem

A report on two career areas of interest

Interview of workers in each career area of interest

Creative design of competencies needed in each career area of interest

A character study of a person in the career area of interest

Tape of oral presentation of the character study

Critique of resource books used to find information on careers

An overview to the reader of the portfolio

Reflections on selected portfolio pieces

# *Workforce-Preparation Portfolio*

## *Grade 3*

Draft of an autobiographical piece

Completion of a biopoem

Letters to pen pals

A business letter to request school or career information

Journal entries which reflect interest & experiences.

A research paper on a career of interest

A taped oral presentation on a career of interest

An overview to the reader of the portfolio

Reflections on selected portfolio pieces

# *Workforce-Preparation Portfolio*

## *Grade 2*

Complete an illustrated narration entitled *When I Grow Up*  
(This is a self-portrait with student depicting self in the future)

Write a poem entitled *My Favorite Things*

Do a written piece entitled *Is There Anything I Can't Do?*  
(Students will use their knowledge of dual roles in life to explore possible future  
career opportunities)

Create a story entitled *What can Mommies/Daddies Do?*  
(Expose students to dual roles)

Write & illustrate a piece entitled *My Role Model/Hero*  
(Student should reflect upon any change in view of selected role  
model/hero & explain how & why one would like to be like or  
unlike this person)

Write letter to penpals on *What I Like; What Do You Like?*

Write journal entries which reflect interests & experiences

Participate in an entrepreneurial class experience  
(students will participate in a paper recycling project which  
will culminate in the production of salable items such as  
holiday cards, get well cards & wrapping paper)

Reflections on one piece

Overview to the reader

# *Workforce-Preparation Portfolio*

## *Grade 1*

Draw a self-portrait depicting whole self

Complete a written piece about *Things I Can Do*  
(This will be part of the self-portrait task)

Create an Autobiographical Collage

Do a written & illustrated piece entitled *My Family at Work & Play*

Make a List Book entitled *My Role Model/Hero*  
(Each illustration should include a caption & possibly a reflection)

Complete a written work entitled *Who Am I?*  
(Student will identify dual roles in life, e.g., a son/daughter, a sister/brother, a friend, etc.)

Participate in an entrepreneurial class experience  
(students will participate in a paper recycling project which will culminate in the production of salable items such as holiday cards, get well cards & wrapping paper)

Reflections on one piece

Overview to the reader

# *Workforce-Preparation Portfolio*

## *Kindergarten*

Draw a self-portrait depicting whole self

Make a list-book entitled *My Favorite Toys*  
(Illustrated & narrated by student [teacher may write the words as student dictates])

Make a list-book entitled *I like to ...*  
(Student expresses interests through illustrations & narration [teacher may write words as student dictates])

Create a story entitled *What Can Mommies/Daddies Do?*  
(Expose students to dual roles)

Draw a map of the community  
(Each student depicts relevant landmarks [home, school, grocery store] & enlist participation of parents)

Tape a discussion on *A Job Well Done*  
(students reflect on classroom jobs they have performed & reflect on the questions: Which job did you enjoy/why? Which job did you do best/why? Task may also include an illustration of student engaging in favorite task)

Participate in an entrepreneurial class experience  
(students will participate in a paper recycling project which will culminate in the production of salable items such as holiday cards, get well cards & wrapping paper)

Reflections on one piece

Overview to the reader

Central Park East Secondary School  
 Community Service/Learning Program  
 1573 Madison Ave.  
 New York, NY 10029  
 (212) 860-5808

Supervisor's Name: \_\_\_\_\_

Placement: \_\_\_\_\_

Student Name: \_\_\_\_\_ Advisor: \_\_\_\_\_

Please list the specific activities in which the student has been involved and the skills that were practiced/learned.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Please update the student's performance below: (Use letter code)  
 E-Excellent, VG-Very Good, S-Satisfactory, LS-Less than Satisfactory

	Comments
<b>Attendance/Punctuality:</b>	
Is consistent in attendance	___
Reports to community site on time	___
<b>Attitude:</b>	
Accepts responsibility	___
Is enthusiastic & interested	___
Displays appropriate appearance & dress	___
Is courteous & cooperative	___
Displays emotional maturity	___
Exercises good judgment	___
Is sincere	___
Relates well to a variety of people	___
<b>Learning Process:</b>	
Shows initiative	___
Assumes responsibility for own learning	___
Asks appropriate questions	___
<b>Performances:</b>	
Begins work promptly	___
Appreciates suggestions	___
Completes assigned tasks	___
Exhibits competence	___
Progressively requires less supervision	___
Is a dependable worker	___
Follows directions carefully	___

# COOPERATIVE WORK EXPERIENCE PROGRAM PERFORMANCE APPRAISAL FORM

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Training Establishment: \_\_\_\_\_

**PLEASE READ BEFORE APPRAISING THE STUDENT!**

This is a rating sheet for a student learner in your employ, under the Cooperative Experience Program of the Board of Co operative Educational Services.

Please rate the student learner's qualifications by checking the appropriate columns below, then, return this appraisal form as soon as possible so that your evaluation of the student's work may be included in the quarterly or final report card grade.

	(A) Excellent	(B ) Above Average	(C) Average	(D) Below Average	(F) Unsatisfactory					
						A	B	C	D	F
<b>QUALITIES</b>	<b>EXPLANATION</b>					---	---	---	---	---
Ability to Learn	Quickness to learn, retains new ideas and methods					---	---	---	---	---
Attendance	Regularity and Punctuality					---	---	---	---	---
Personal Attitude	Appearance and Courtesy					---	---	---	---	---
Work Attitude	Interest, Enthusiasm; Willingness to do extra work					---	---	---	---	---
Cooperation	Able to get along with people in various capacities					---	---	---	---	---
Dependability	Consistent and reliable					---	---	---	---	---
Obligation	Care of equipment, safe work habits Respect for company rules and regulations					---	---	---	---	---
Initiative	Resourceful and ready to assume responsibility					---	---	---	---	---
Quality of Work	Accurate and thorough					---	---	---	---	---
Quantity of Work	Completes the expected amount of work					---	---	---	---	---

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

\_\_\_\_\_  
Evaluater

\_\_\_\_\_  
Title

**Student Survey:**  
EMCC New Visions Medical Careers Program

1a. What did you learn about yourself as a person?

---

---

---

1b. What did you learn about yourself as a worker?

---

---

---

2. What did you learn that you would not have learned in the regular school program (about work habits, job and academic expectations)?

---

---

---

3. What did you learn that was above and beyond what your peers learned in their home school or what you learned in previous years when you attended your home school?

---

---

---

4. What did you learn from using computers? Could you have learned more? How would you rate the amount of time you had on computers?

---

---

---



5. Would you recommend this program to a friend? (Check one)

Yes       No       Not Sure

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

6. What do you see as the STRENGTHS of the New Visions Medical Careers Program? (Be specific)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. What improvements would you suggest? (Be specific)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8. At this time, what are your plans for next year?

4 Year college (Fulltime) program name: \_\_\_\_\_

2 Year college (Fulltime) program name: \_\_\_\_\_

Employment (Fulltime) Employer and job: \_\_\_\_\_

Parttime employment and college. (Please list college, course, job)

\_\_\_\_\_  
 Other: \_\_\_\_\_

9. General Comments about the New Visions Medical Careers Program:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**PRE-ASSESSMENT**

**POST-ASSESSMENT**

% of Time: \_\_\_\_\_

3	2	1	0	STUDIO OPERATION:
___	___	___	___	13. Operating Switcher
___	___	___	___	14. Character generator
___	___	___	___	15. Tape room.
___	___	___	___	16. Staging.
___	___	___	___	17. _____

3	2	1	0	3	2	1	Gain
___	___	___	___	___	___	___	___
___	___	___	___	___	___	___	___
___	___	___	___	___	___	___	___
___	___	___	___	___	___	___	___

% of Time: \_\_\_\_\_

3	2	1	0	EDITING:
___	___	___	___	18. Cuts only
___	___	___	___	19. Audio
___	___	___	___	20. _____

3	2	1	0	3	2	1	Gain
___	___	___	___	___	___	___	___
___	___	___	___	___	___	___	___
___	___	___	___	___	___	___	___

% of Time: \_\_\_\_\_

3	2	1	0	SOUND:
___	___	___	___	21. Microphone setup
___	___	___	___	22. Operating sound studio
___	___	___	___	23. _____

3	2	1	0	3	2	1	Gain
___	___	___	___	___	___	___	___
___	___	___	___	___	___	___	___
___	___	___	___	___	___	___	___

% of Time: \_\_\_\_\_

3	2	1	0	ON AIR EXPERIENCE:
___	___	___	___	24. Camera presence
___	___	___	___	25. Interviewing techniques
___	___	___	___	26 Speech
___	___	___	___	17. _____

3	2	1	0	3	2	1	Gain
___	___	___	___	___	___	___	___
___	___	___	___	___	___	___	___
___	___	___	___	___	___	___	___
___	___	___	___	___	___	___	___

Pre-Assessment Supervisor: \_\_\_\_\_ Post-Assessment Supervisor: \_\_\_\_\_

**Smithtown High School  
Cooperative Work Experience Program**

**Co-op Student:** \_\_\_\_\_

*Dear Employer:*

*Please rate the Cooperative Work Experience student using the evaluation scale outlined below:*

*Mrs. Susan Gubing, School/Industry Coordinator, (516) 361-2435*

<b>Personal Qualities</b>	4 Superior	3 Above Average	2 Satisfac- tory	1 Below Ex- pectations
Appearance				
Dependable				
Punctual				
Poise				
Interest and enthusiasm				
Initiative/self starter				
Cooperation				
Courteous				
Judgment				
Honest				
Loyalty				
<b>Basic Skills</b>				
Ability to follow instructions				
Ability to think and solve problems				
Ability to communicate verbally				
Ability to use basic math on the job				
Ability to work productively alone				

**EVALUATOR'S SIGNATURE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

## KODAK YOUTH APPRENTICE PROGRESS REVIEW

Name	Job Title	Job Code	Ins. No.	Reg. No.
------	-----------	----------	----------	----------

Supervisor Code	Appraisal Period	Assigned Location
-----------------	------------------	-------------------

Rate performance by placing an S or U in the boxes for those measures important to the job. Record the Overall Rating, either S or U.

**S Satisfactory** - Demonstrates ability and progress toward meeting or exceeding Youth Apprenticeship performance expectations.

**U Unsatisfactory** - Does not demonstrate ability or progress toward meeting Youth Apprenticeship Program performance expectations.

___	Quality of Results
___	Work Habits
___	Job Skills
___	Safety
___	Teamwork
___	Communications
___	Attendance
___	<b>OVERALL RATING</b>
___	School GPA
___	School Citizenship
___	School Attendance
_____ Author/Appraised by	_____ Date
_____ Approved by	_____ Date

COMMENTS AND SUMMARY:

Summarize the most important considerations, both favorable strengths and development opportunities, that support the overall appraisal. For any "U" ratings, provide enough detail for documentation purposes. Describe plans for personal guidance and training which will help the individual improve performance.

HIGHLIGHTS OF POST APPRAISAL INTERVIEW:

SIGNATURES:

This appraisal has been discussed with me. My signature does not signify agreement or disagreement.

\_\_\_\_\_  
Signature of Employee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Post-appraisal Interviewer

\_\_\_\_\_  
Date

**Program Evaluation**

**School and Business Alliance  
of Broome & Tioga Counties**

**STUDENT EVALUATION**

EVALUATION OF: (Check one)

Speaker

Tour

Career Shadowing

**Name of Presenter/Host:** \_\_\_\_\_ **Program Date:** \_\_\_\_\_

1. In general, how would you rate the program? (Check one)

Excellent

Good

Average

Needs Improvement

2. Briefly explain what you did or heard:

3. What did you like most about this speaker or career? (Be specific)

4. What did you like least about this speaker or career? (Be specific)

5. After your experience today, how did this program change your thinking about this speaker or career? (Please give a few examples.)

Your Name: \_\_\_\_\_ School: \_\_\_\_\_

Grade: \_\_\_\_\_ Teacher/Counselor's Name: \_\_\_\_\_

Please return this form to the School and Business Alliance of Broome and Tioga Counties through your teacher or guidance counselor, or mail it to 435 Upper Glenwood Rd., Binghamton, NY 13905.

See *Field Trips*, Case Study #1  
See *Job Shadowing*, Case Study #1



**School and Business Alliance  
of Broome & Tioga Counties**

**EDUCATOR EVALUATION**

EVALUATION OF: \_\_\_\_\_ Career Tour                      \_\_\_\_\_ Career Speaker Presentation

Name of presenter/host: \_\_\_\_\_ Program Date: \_\_\_\_\_

Employer: \_\_\_\_\_ Job Title: \_\_\_\_\_

	Needs Improvement	Good	Excellent
1. Your overall rating or presentation effectiveness?	_____	_____	_____
2. How well did presenter(s) interact with students?	_____	_____	_____
3. Organization and content of presentation?	_____	_____	_____
4. Student responses to presentation?	_____	_____	_____

5. Briefly describe the presentation including format, materials, content and setting.

6. How did you prepare your students for this career experience?

7. Presentation strengths?

8. Presentation weakness/suggestions for improvement?

9. What significant student comments or suggestion resulted from your discussion after the presentation?

10. What other follow-up activities are planned?

Your Name: \_\_\_\_\_ Subject: \_\_\_\_\_

School: \_\_\_\_\_

Number of students involved: \_\_\_\_\_

Please return this form to the School and Business Alliance of Broome and Tioga Counties, via BOCES mail. 435 Glenwood Rd., Binghamton, New York 13905-1699 (607) 763-3654

*See Field Trips, Case Study #1*

**School and Business Alliance  
of Broome & Tioga Counties**

**PRESENTER/HOST EVALUATION**

**THANK YOU for your participation .** Please return this evaluation at your earliest convenience.

EVALUATION OF:

Career Speaker Presentation                       Shadowing/Career Observation Group  
 Career Field Trip                                       Operation Interview

Your Name: \_\_\_\_\_ Job Title: \_\_\_\_\_

Company: \_\_\_\_\_ Date of Program: \_\_\_\_\_

Name of Participants/School: \_\_\_\_\_

Who participated from your business in addition to yourself? \_\_\_\_\_

1. In general, how would you rate the visit/program?

Needs Improvement     Good     Excellent

2. Briefly describe what happened:

3. What did you most enjoy about the experience?

4. Did you feel the students were well prepared?

5. What suggestions do you have for improving the experience both for yourself and the students?  
(program format, room setting, topic appropriate for age level, etc.)

6. Would you be willing to be a resource person again?     Yes     No

Please return this form to the School and Business Alliance of Broome and Tioga Counties, 435 Upper  
Glenwood Road, Binghamton, New York 13905

*See Field Trips, Case Study #1, or Job Shadowing, Case Study #1*

# WORKFORCE PREPARATION PROJECT

## COMMUNITY SCHOOL DISTRICT 9

1377 Jerome Avenue  
Bronx, New York 10452

Name: \_\_\_\_\_ School: \_\_\_\_\_

Grade(s): \_\_\_\_\_ Program Title: \_\_\_\_\_

### Teacher/Facilitator Survey 1995 - 1996

Please fill out the following survey and return it to Judith Marks Spokony, no later than May 26, 1995. It is important that we keep track of the programs that we implemented during this year's Workforce Preparation Project. Please attach student rosters for Peer Tutoring and Career Club Activities and student Pre- and Post-visit surveys for classes who visited the NYC Job and Career Center. Student evaluations may be sent by June 15, 1995 for Innovative Community Enterprises Classes, Career Clubs and Peer Tutoring Clubs. These evaluations will be sent to you by the first of June.

1. In which component(s) of the Workforce Project did you (your class) take part during the 1995-1996 school year?

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2. Briefly describe the nature of your workforce activities and how you developed them with your students.

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See *Career Exploration*, Case Study #1



5. Briefly describe the Community Service Project that was undertaken for the Workforce Project this year. (June evaluations will request more specific information as to the activities and results of these projects.)

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6. How would you go about spreading the Workforce preparation project throughout the District in the coming years, especially if outside funding is not available?

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To:

From: Colleen

Date:

Re: Evaluation of the 1993 PECE Program

First of all -- thank you for all of the hard work you have done this summer. I appreciate the help you gave in organizing and starting up this new program. Now that the program is just about over, I would like to get your observations on how you think things went. Your candid comments (what you feel worked well/not so well) will help us in designing any future programs.

Given your experiences this summer, please comment on each of the following components of the program:

STUDENT LEARNING ACTIVITIES Please give your overall reaction to the Teacher and Student curriculum materials, the Topic Areas, Lesson Plans, Time allotments, etc.

SILENT SUSTAINED READING Do you feel this was a valuable component of the program? Did this component complement the other academic and work components of the program?

JOURNAL WRITING Do you feel this was a valuable component of the program? Did it complement the other components of the program?

WRITING CLASSES Did this activity help the students in preparing for/completing their work projects?

SCRIPT WRITING Did this component help the students prepare for/complete their work projects?

PORTFOLIOS Do you think this was an important/valuable component of the program? Do you think the students felt this was an important activity?

VIDEO PROJECTS Given the objectives of the PECE model, do you feel this was an appropriate work activity for the students? Were the projects of interest to the students? Was there adequate time and planning to complete the project?

What do you think were the strongest elements of the overall program?

What do you think were the weakest elements of the overall program?



Are there any changes you would like to see made to the program?

Please list any comments (positive or negative) you have on the following aspects of the program:

STAFFING PATTERN. STAFF TO STUDENT RATIO.

COMMUNICATION BETWEEN THE MORNING AND AFTERNOON COMPONENTS

PARTICIPANT SELECTION/ASSIGNMENT

SUSTAINED SILENT READING MATERIALS

FACILITY, CLASSROOM SPACE

THE INCENTIVE POLICY

MANAGEMENT AND ADMINISTRATION

OTHER COMMENTS

Again, thanks for all of your help this summer. I appreciate your comments. Colleen

# **FORMS**

## **Previsits and Postvisits**

# WORKFORCE PREPARATION PROJECT

## COMMUNITY SCHOOL DISTRICT 9

1377 Jerome Avenue  
Bronx, New York 10452

### NEW YORK CITY JOB AND CAREER CENTER VISIT

#### PRE-VISIT SURVEY

Your class has been chosen to visit the N.Y.C. Job and Career Center as a part of your school's participation in the Workforce Preparation Project. You will meet some interesting people and get a chance to ask some questions that you may wish to have answered with respect to your future career plans and aspirations. Please take a few moments now to complete this short questionnaire in preparation for the visit.

- 1. What do you feel that you need to know at the age you are now in order to begin to prepare yourself for a job once you graduate from High School? (Please try to list 1, 2 or 3 items.)**

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- 2. If you could have any job/career that you chose to, what would it be? Why?**

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See *Career Exploration*, Case Study #1



**WORKFORCE PREPARATION PROJECT**  
**COMMUNITY SCHOOL DISTRICT 9**

1377 Jerome Avenue  
Bronx, New York 10452

**NEW YORK CITY JOB AND CAREER CENTER VISIT**  
**POST-VISIT SURVEY**

You and your class have had a visit to the New York City Job and Career Center. Hopefully, you found out some things that will help you to think more clearly about what things you will need to do to plan for the job or career that you will be involved with after graduation from school. Please take some time to complete the following questionnaire about your visit. Thank you.

**1. What are some of the things that you learned about during your visit?**

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**2. What did you think was the most valuable part of the visit?**

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**3. What do you think you will need, educationally, in order to work in the occupation in which you are most interested?**

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**4. Now that you have visited the NYC Job and Career Center, what do you think you should be doing to prepare for your future career opportunities?**

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**5. How would you rate the trip to the NYC Job and Career Center? Please circle the number from 1 to 5 on the scale below that best describes your feeling about the value of the trip. Briefly explain why you chose the rating that you did.**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Poor	Not Very helpful	Somewhat helpful	Very helpful	Great

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