

Connecticut State Department of Education



The Cooperative Work Education Framework

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**Bureau of Career & Adult Education
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Cooperative Work Education Connecticut

Cooperative Work Education in Connecticut is offered through the comprehensive public high schools and vocational-technical schools. Most are familiar with the title Cooperative Work Education/Diversified Occupations (CWE/DO) referring to the placement of students throughout all occupational cluster areas. However, CWE programs also exist in Business and Finance Technology, Marketing, Technology, Family and Consumer Sciences, Medical Careers and Vocational-Agriculture. The programs are designed to prepare students for postsecondary education and/or entry into the workforce. Ideally career guidance plays an important role in connecting the elements of cooperative work education with student transition plans onto higher education and/or employment. All students regardless of their career or educational aspirations benefit from the types of skills offered through this program as contributing successful members of the future workforce.

CWE/DO programs provide yearlong classroom instruction as described in the CWE framework. The framework should be utilized in developing a comprehensive CWE curriculum. In addition to the classroom component, students are also placed in paid positions related to career interests, monitored by a qualified teacher coordinator. The employer and teacher/coordinator prepare a work-based learning plan for each student to ensure that the student is receiving appropriate job task and safety instruction on-the-job. The student parent, teacher/coordinator and employer are made aware of and agree to the responsibilities of each party related to the student's participation in this program by signing a work-based learning plan and partnership agreement of similar school district contract. The students receive credit for both the classroom and worksite placement. Local school districts following the procedures as described above meet eligibility requirements for state-approved CWE programs.

The CWE framework includes the following elements:

- Career Readiness: character traits, career interests, labor trends
- Career Acquisition: skills, aptitudes, ethics
- Career Retention: employment skills, diversity, labor trends and regulations
- Integrated Learning and Lift Skills: Academic skills, personal life and life-long learning
- Technology and Information: Technology skills
- Economics: personal, business, and government decisions

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Margaret Kelly
Bassick High School
Bridgeport

Virginia Waller
Ellington High School
Ellington

Gregory Zinck, Adjunct Professor
Central Connecticut State University
New Britain

Shirley Walker
Pomperaug High School
Southbury

Al Blancato
Tyrrell Middle School
Wolcott

Calvin Vinal, Vice President
Webster Bank
Community Development
Waterbury

Florence Goodman
Tyrrell Middle School
Wolcott

Laurence Eiden
Vocational-Technical Schools
CT State Department of education
Middletown

Linda DiCorleto
Housatonic Valley Regional High School
Falls Village

Andrew Parker
Hallmark TotalTech, Inc.
Wethersfield

Richard Harvey
Torrington High School
Torrington

Brian Stranieri
Southington High School
Southington

Janice Penta
Wakelee Elementary School
Wolcott

Elizabeth Casarella
Regional School District #19, E.O. Smith High
School
Storrs

Inez Hartigan
Wakelee Elementary School
Wolcott

June S. Sanford, Project Facilitator
CT State Department of Education
Middletown

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Cooperative Work Education

By the end of Grade 12, students will know about career opportunities as related to personal interests and abilities, what skills are necessary to acquire and retain employment and to be successful contributing members of our global economy.

PROGRAM GOALS

As a result of education in Grades 9-12, students will:

- Assess personal aptitudes and abilities relative to career opportunities.
- Identify postsecondary choices and requirements.
- Develop skills and strategies necessary for employment acquisition.
- Understand concepts and personal attributes required for employment retention.
- Understand how academic education and career and technical education foundation skills are integrated as essential elements recognizing that education is a life-long learning process.
- Understand how integrated learning encourages students to use essential academic concepts, facts and procedures in applications are related to life skills and the world of work.
- Recognize how technology impacts all occupations and the workplace.
- Understand safety and labor laws.
- Understand entrepreneurship concepts and value of business ownership.
- Understand our global economy, labor trends and government regulations.
- Understand how the economy influences personal, business and government decisions.

9-12 CONTENT STANDARDS

1. Career Readiness Students will assess and identify character traits, career interests and aptitudes in developing a career plan relative to labor trends of the global economy.
2. Career Acquisition Students will become aware of skills, aptitudes and ethics required for employment acquisition in a competitive global marketplace.
3. Career Retention Students will demonstrate mastery of the employment foundation skills, competencies and character education essential for success in the workplace including issues of diversity, expectations, trends and labor regulations.
4. Integrated Learning and Life Skills Students will demonstrate how academic knowledge and skills are applied to the workplace, personal life and life-long learning.
5. Technology and Information Students will demonstrate technological knowledge and skills required for future careers.
6. Economics Students will learn economic concepts that influence personal, business and government decisions.

Content Standard 1: Career Readiness

Students will assess and identify character traits, career interests and aptitudes in developing a career plan relative to labor trends of the global economy.

9-12 PERFORMANCE STANDARDS

Educational experiences in **Grades 9-12** will assure that students:

- Explain the importance of life-long learning;
- Evaluate/research occupational interests;
- Demonstrate attitudes/ethics needed for career success;
- Assess personal strengths, talents, values and interests to appropriate jobs and careers to maximize career potential;
- Use a variety of research tools (e.g., computer-assisted programs, newspapers, books, industry tours, job shadows, career fairs and the Internet) in the career exploration process;
- Evaluate postsecondary training opportunities related to career interests, including certification, licensing, apprenticeships, college and military options;
- Relate and identify career interests and transferable skills necessary for opportunities in the global workforce;
- Develop an individual career plan and portfolio;
- Analyze needs of business and industry on labor and economic trends; and
- Describe the changing roles including non-traditional occupations in the workplace.

Content Standard 2: Career Acquisition

Students will become aware of skills, aptitudes and ethics required for employment acquisition in a global competitive marketplace.

9-12 PERFORMANCE STANDARDS

Educational experiences in **Grades 9-12** will assure that students:

- Participate in work-based learning opportunities such as: mentoring, cooperative work, job shadows, apprenticeships and internships;
- Demonstrate effective oral and written communication skills necessary for employment;
- Demonstrate job search skills using a variety of resources;
- Apply the decision-making process to the various stages of the work life cycle;
- Identify and demonstrate employability skills including job search, selection, the interviewing process, proper dress and presentation; and
- Compare and contrast compensation packages that include varying levels of wages and benefits.

Content Standard 3: Career Retention

Students will demonstrate mastery of the employment foundation skills, competencies, and character traits essential for success in the workplace including issues of diversity, expectations, trends and labor regulations.

9-12 PERFORMANCE STANDARDS

Educational experiences in **Grades 9-12** will assure that students:

- Demonstrate positive personal qualities and self-management skills (i.e. time management, organization, punctuality and attendance);
- Describe how productivity, work ethic and quality affect job stability;
- Demonstrate communication team-building and leadership skills;
- Demonstrate personal health and workplace safety procedures;
- Identify biases, harassment and discriminatory behaviors impacting job success and advancement;
- Understand the need to accept and seek out new challenges and opportunities for advancement and transition;
- Acknowledge and respond to constructive criticism and employment evaluation;
- Understand the importance of following company policy and procedures and the legal ramifications of labor laws impacting employment; and
- Understand the role of compromise in conflict resolution.

Content Standard 4: Integrated Learning and Life Skills

Students will demonstrate how academic knowledge and skills are applied to the workplace, personal life and lifelong learning.

9-12 PERFORMANCE STANDARDS

Educational experiences in **Grades 9-12** will assure that students:

- Demonstrate the integration and application of academic and occupational skills in school, work and personal lives;
- Use communication, mathematical and technical skills to compare compute, and analyze complex information;
- Discuss how personal choices, experiences, technology, education/training and other factors correlate with earning a living;
- Discuss how income from employment is affected by factors such as supply and demand, geographic location, level of education, type of industry, union membership, productivity skill level and work ethic;
- Compare and contract strategies for personal finance and risk management; and
- Demonstrate the ability to set, monitor and achieve clearly defined goals.

Content Standard 5: Technology and Information

Students will demonstrate technological knowledge and skills required for future careers.

9-12 PERFORMANCE STANDARDS

Educational experiences in **Grades 9-12** will assure that students:

- Apply knowledge of technology to identify and solve problems;
- Identify and evaluate how information technology developments have changed the way people work;
- Select, apply and troubleshoot software and hardware as they apply to a variety of work applications;
- Describe how new developments in varied fields or technology affect the job market and the level of worker's responsibilities;
- Analyze the ethical issues surrounding access, privacy and confidentiality of information in emerging technologies; and
- Explore current and future positions and career paths in field of technology.

Content Standard 6: Economics

Students will learn economics concepts that influence personal, business and government decisions.

9-12 PERFORMANCE STANDARDS

Educational experiences in **Grades 9-12** will assure that students:

- Demonstrate understanding of goals, resources and structure of an organization;
- Understand the concepts and contributions of entrepreneurship;
- Compare and contrast the advantages and disadvantages of the various forms of business ownership;
- Understand economic principles affecting business cycles and the workforce;
- Analyze possible solutions to specific business problems;
- Apply economic decisions related to personal financial affairs, the successful operation of organizations and within a global economy; and
- Understand the role of a consumer, producer, saver and investor in the market system.