



CAREER PRACTICUM

(DoDEA -1342.11)

Program Guide

Dr. Thomas Whittle, Principal

Ms. Dorothy King, Assistant Principal

Dr. R. M. S., CP Coordinator



**DoDEA - NEW YORK, VIRGINIA and PUERTO RICO DDESS
Antilles High School
1062 Victory Road
Fort Buchanan, Puerto Rico 00934-4604
Tel. 787-707-2301/2302 Fax 787-707-2017**

**Welcome Message
SY 2013-14**

Dear Parents/Students and Faculty,

As the new principal of Antilles High School, it is my sincere honor and pleasure to join the school community. Antilles enjoys a rich history and tradition of academic excellence that is the result of a collegial and collaborative partnership among faculty members and parents which provides a diversity of experiences for our students. As I enter the school community as principal, I seek only what is best socially, personally, and academically for Antilles' students. I am truly honored to be appointed to this position and look forward to cultivating the relationship between the faculty, staff, students, community stakeholders, and parents. I believe through this collaborative effort we will be able to continue building an excellent academic program for our students.

As I see it, my task is to move Antilles forward and embrace the district's adoption of common core standards, by collaboratively working with the faculty and assisting each teacher in developing his or her teaching skills, increase academic achievement as measured by standardized test scores to meet the DoDEA benchmark of 75% or more of students scoring in the top two quarters, and continuing to develop programs such as the Career Practicum Program (CP) which is only one of the many programs that will prepare our students for college and the globally competitive workforce.

As we embrace the challenges of the future while we continue to cherish and celebrate the traditions of the past; there are some difficulties that are ahead but working together, I believe we will overcome any and all barriers that are ahead. Remember in the ashes of yesterday the dreams of tomorrow were born as America expanded westward, the horse and wagon, the bicycle, the train, the car, the airplane, and then skyward through the space shuttle. We are in a time where distance learning has arrived, no longer are we telling students what to think they are telling us what they have discovered.

Students First!

Sincerely,

Dr. Thomas L. Whittle, Principal



Table of Contents

Introduction.....	4
Philosophy	4
CP Overview.....	5
CP Program Guidelines	6
Secretaries Commission on Achieving Necessary Skills (SCANS).....	7
Coordinator Responsibilities	8
Training Site Supervisor Responsibilities	11
Student Responsibilities	12
Related Classroom Instruction.....	13
Individualized Educational Programs (IEP).....	14
Examples of Possible Training Sites	15
Advisory Committees	16
Safety Practice and Hazardous Occupations	17
Suggested Beginning/End of Year Coordinator Activities Checklist.....	19
Required Career Practicum Forms	21
Career Practicum Program Agreement	22
Career Practicum Student Application	23
Career Practicum Student Training Plan/Supervisor’s Evaluation	25
Examples of Optional Career Practicum Forms	27
Weekly Time Sheet	28
Student Evaluation	29
Interview Evaluation	31
Training Site Visitation Report	32
Sponsor Permission to Operate POV to CP Training Site	33

Sponsor Permission for Student to Ride POV to CP Training Site.....	34
Appendix.....	35
Health and Human Services Strand	
 Career Development Standards	36



INTRODUCTION

The Department of Defense Education Activity Schools (DoDEA) Career Practicum Program (CP) is concerned with several different areas in the growth and development of students. Two of the important aspects of career practicum are to help students between the ages of 14-20 better understand themselves through the actual employment of their skills and aptitudes in real-life settings and to offer the students opportunities to build their confidence, esteem and reliability. The students are expected to make decisions, accept responsibilities, show initiative, and develop and practice interpersonal relationships in the world of work. In addition, contact with different kinds of work and occupations will aid the students in making important career decisions.

Career Practicum experience is a living demonstration of the concept that education is a community-wide responsibility. This program extends student educational opportunities beyond the curricular, physical, and financial resources of the school. Career Practicum work experience offers the students opportunities to explore career goals through practical experiences. Because educators recognize the wide differences in students in achievement, ability and interest, the DoDEA Career Practicum Program is designed to offer a unique opportunity in the development of individual career potential.

PHILOSOPHY

In contemporary society occupational opportunities are in a constant state of flux; consequently, it is not possible within the limits of the school plant to acquaint students with the range of skills, knowledge and attitudes needed for their respective careers. Students, parents, educators, and employers increasingly recognize that education takes place not only in schoolrooms but also in a work setting under the guidance of a successfully employed adult. In the career practicum program, employers in the community become teachers who help the schools provide career education for our youth.

Career practicum education is a form of practical and applied career guidance. The basic skills for job entry and a lifetime of learning are taught in the schools. However, the attitudes involved in employer-employee human relationships and those needed in working for and with other people can be better learned in a job situation. The job setting is the proper environment for the development of critical work habits, such as dependability, punctuality, accountability, ethical behavior and attention to detail. The development of these work habits has proven to be a determining factor in students' future successes in both higher education and in their careers. This educational program illustrates the cooperative endeavors of schools and community in preparing high school students to become responsible, productive citizens. Career practicum experience can offer a head start to occupational adjustment. There is no better reference on an employment application than successful work experience.

CAREER PRACTICUM

OVERVIEW

DoDEA Professional Technical Studies encompass four program areas (strands)

- Business/Computer Technology
- Communication Technology
- Health/Human Services
- Pre-Engineering/Scientific Technology

Career Practicum, as an integral part of the Professional Technical Studies, is designed to offer opportunities for students to acquire school to career experience and jobs through a work practicum and related classroom instruction. This course was formerly known as Cooperative Work Experience (CWE).

Career Practicum includes the following possibilities:

- Capstone experience for completion of any of the Professional Technical Studies programs and transition from high school
- On the job work experience based on the student's specific career goals, aptitudes, and experiences
- Culminating activity for other disciplines

Important aspects of Career Practicum are:

- to provide students an opportunity to acquire an understanding of actual employment settings utilizing their skills and aptitudes.
- to apply problem solving skills in the work environment.
- to develop communication techniques.
- to utilize electronic information systems to search for career information.
- to explore information resources.
- to acquire learning and self management tools.
- to develop intrapersonal and interpersonal competencies.

In addition, the exploration of different occupations will aid the students in making important career decisions. Career Practicum extends student educational opportunities beyond the curricular, physical, geographical and financial resources of the school.

CAREER PRACTICUM

PROGRAM GUIDELINES

In order to provide system wide consistency and to bring the program in line with current educational philosophy, the following guidelines have been developed.

Staffing Criteria

- A full time Career Practicum coordinator position is recommended for 45 student participants. The principal shall make the final decision.
- The same criteria will apply to meet additional staffing requirements.
- A half-time Career Practicum Coordinator must be scheduled for a minimum of two Career Practicum classes exclusive of any other teaching assignment.
- The Career Practicum Coordinator in each school shall be authorized adequate time to perform field supervision duties. It is a requirement that all students are observed regularly by the Coordinator. In cases of a half-time CP Coordinator position, alternative arrangements should be made by the administration to allow for observations during assigned teaching periods.

Eligibility for Enrollment

- Career Practicum is intended for students with a declared career interest and/ or prior training or experience in said field. This can be satisfied by the student being in a pathway.
- Students on an early release or part-time schedule should be considered for the career placement course. This is not a course for students who just want to get out of school.
- Office and teacher aide positions within schools should only be filled by students enrolled in the Career Practicum course. The duties should be tutor, teacher, secretary, computer assistant, or lab trainer.

Student Schedule

- In order to meet individual needs, students may be scheduled for one or more periods and for one or more semesters.

Training Sites and Training Plans

- The student must complete appropriate interest and aptitude instruments prior to placement.
- The Coordinator establishes appropriate training sites.
- Student initiated placements that meet course criteria may be accepted.
- The Coordinator will meet at the beginning of the school year with the Community Commander and appropriate personnel in regard to the course, training site possibilities, and base security concerns.
- An individual training plan must be developed by the Coordinator in cooperation with the training site supervisor for each student.

Transportation

- Transportation to training sites, when required, will be provided by the local school transportation office.

Forms

- Career Practicum forms have been developed. All Coordinators must use the required forms for consistency and accountability.

Curriculum and Instruction

- A minimum of eight hours of related classroom instruction is required per semester.
- A minimum of fifty hours on-site work experience is required per semester.
- Classroom related instruction must include basic orientation, trainer-student relationship, analysis of world of work, and the changing aspects of the professional and labor forces

Supervision and Observation

- The Coordinator is encouraged to observe each student on the training site up to three to four times per quarter. (With an absolute minimum of two formal documented observations per quarter.)
- The Career Practicum Coordinator in each school shall be authorized adequate time to perform field supervision duties.
- A written evaluation of student performance is to be completed by the site supervisor at the end of each quarter.

Advisory Committee

- A representative advisory committee shall be formed with full participation of CP coordinator in each school to provide guidance and to aid in the operation of the Career Practicum course.
- This committee must meet a minimum of two times a year.

**US DEPARTMENT OF LABOR
SECRETARIES COMMISSION ON ACHIEVING NECESSARY SKILLS (SCANS)**

The Career Practicum Program will train students in the importance of obtaining the necessary skills (SCANS) determined by the Secretary of Labor Commission to be most critical to the successful employment within the work force. The nine areas of competence as developed by this commission are:

- Collecting, analyzing, and organizing information
- Communicating ideas and information
- Planning and organizing resources
- Working with others and in teams
- Solving problems
- Using mathematical ideas and techniques
- Using technology
- Teaching and learning on demand
- Understanding and designing systems

COORDINATOR RESPONSIBILITIES

INTRODUCTION

Since the Coordinator is personally involved with many agencies and institutions, the need for sound planning cannot be overemphasized. Plans must be made to ensure that classroom instruction is correlated with site training so that the unique needs of students are met; the advisory committee is properly selected and functioning; site trainers are kept abreast of current activities and methods; and students are attaining their occupational objectives.

RESPONSIBILITIES

The CP Coordinator will:

1. Select and guide students.
 - a. Describe the program to students.
 - b. Work with guidance personnel and planners of master schedule in regard to CP related concerns.
 - c. Provide occupational information.
 - d. Counsel students about entering the program.
 - e. Maintain records on students.
 - f. Assist students with career planning.
2. Place students at training sites.
 - a. Enlist participation of cooperating site trainers/ community volunteers.
 - b. Select suitable and safe training sites for each student.
 - c. Orient community employers, training supervisors and co-workers.
 - d. Prepare students for job interviews.
 - e. Coordinate program agreement. This is required in accordance with DoD Instruction 1342.11, "Cooperative Work Experience Guidelines for High Schools Operated by DoD Dependents Schools."
3. Assist students in adjusting to their work environment.
 - a. Solving training site problems.
 - b. Plan personal development with training site supervisors and students.
 - c. Evaluate student progress.
4. Improve training for the student.
 - a. Help establish student responsibilities for the training site.
 - b. Assist with training plan development.
 - c. Consult with and assist training site supervisors.
 - d. Maintain training emphasis.
 - e. Communicate with the training site supervisor every two weeks.

5. Assist students in making personal adjustments.
 - a. Aid students in correcting poor personal habits that relate to employment and career opportunities.
 - b. Counsel students with personal concerns and training site problems.
 - c. Assist student with educational problems.

6. Administer program.
 - a. Implement program objectives.
 - b. Communicate school policy.
 - c. Prepare reports.
 - d. Participate in professional meetings.
 - e. Consult with military and civilian agencies.
 - f. Have on file and be thoroughly familiar with Career Practicum Procedural Guidelines.
 - g. Develop training plans within three weeks after placement of the student at the training site.
 - h. Conduct site supervision orientation.
 - i. Work with transportation office in developing/modifying student transportation, schedules, if applicable.

7. Integrate at least 8 hours of classroom instruction with on-the-job training.
 - a. Administer interest and aptitude tests as appropriate.
 - b. Assist students in obtaining and learning of resources and how to interpret current career information.
 - c. Assist students in obtaining job acquisition skills and in the development of human relations skills.
 - d. Research avenues of further education and training.

8. Maintain good public relations.
 - a. Plan the publicity program as appropriate.
 - b. Contact school and community media through the school administration.
 - c. Maintain communication with faculty, parents, community, employers, school administrators, and the student body.
 - d. Promote cooperation and involvement of school, community, and base associations through the school administration.
 - e. Serve as a resource person for career days, career seminars, job fairs, and other career guidance activities.

9. Use and maintain appropriate evaluation forms and records.
 - a. Keep up-to-date files of student progress and development.
 - b. Use both Coordinator visitations and student input to evaluate training site effectiveness for career and occupational development.
 - c. Use faculty, student, training site supervisor, and community input to assess and improve the school's CP program.

10. Complete program modifications for IEP students.
 - a. Attend Case Study Committees to determine if CP placement is appropriate as needed.
 - b. Provide input to Case Study Committees for developing annual goals and short term objectives.
 - c. Implement necessary modifications of the training site to meet student needs.

TRAINING SITE SUPERVISOR RESPONSIBILITIES

INTRODUCTION

Training-site supervisors have an essential role in the development of a successful Career Practicum. Since they direct the instructional effort that impacts upon a student's acquisition of both job entry and occupational skills, it is important that the Career Practicum Coordinator informs supervisors of their responsibilities.

RESPONSIBILITIES

The training-site supervisor should:

1. Develop training plans for CP students with the coordinator's assistance.
2. Discuss in detail the elements of the training, arrival and leaving time, checking in and out procedures, record keeping procedures and performance with the students.
3. Assign experienced trainers to direct supervision of CP student.
4. Promote proper sanitary and safety practices as well as appropriate dress.
5. Promote positive work habits.
6. Provide training in accordance with the written training plan.
7. Make a written quarterly evaluation of the student's performance.
8. Report any dissatisfaction with the student such as performance, attendance, attitude, and punctuality to the CP Coordinator
9. Allow the CP Coordinator to observe the student on the training site.
10. Abide by federal, local, and military laws and regulations. (Note the hazardous jobs outlined in the *Fair Labor Standards Act/Child Labor.*)

STUDENT RESPONSIBILITIES

While the student is performing duties at the training site, he or she is subject to the same rules and regulations as any full-time or part-time employee. However, since the training site is an extension of the classroom, any problem that arises can be met by the combined efforts of the supervisor and the coordinator.

RESPONSIBILITIES

In each Career Practicum the responsibilities of the students vary, but the following are the minimum requirements.

Students should:

1. Interview for placement into CP with the CP Coordinator and later with the training site supervisor.
2. Meet with the CP Coordinator to discuss his/her training plan.
3. Discuss program with parents and complete the Career Practicum Program Agreement.
4. Attend school and work on a regular basis. In case of absence, the employer and the school should be notified in a timely manner.
5. Display good conduct at all times. Any misconduct especially **insubordination** may result in removal from the program.
6. Maintain an appearance, which conforms to those standards of dress and grooming required of the employees at the training site.
7. Abide by rules and requirements in the training agreement and training plan.
8. Work with the CP Coordinator and training site supervisor to complete the training plan.
9. Consult with the CP Coordinator regarding training site changes.
10. Complete all necessary evaluation forms.

IN NO CASE WILL A STUDENT BE ALLOWED TO TERMINATE HIS/HER TRAINING WITHOUT THE APPROVAL OF THE COORDINATOR. Failure of the student to carry out any of these responsibilities may result in the removal of the student from the program.

RELATED CLASSROOM INSTRUCTION

INTRODUCTION

In referencing the topic of related classroom teaching Department of Defense Instruction 1342.11 states:

Schools adopting Career Practicum shall include in the curriculum Career Practicum (CP)-related instruction, including basic orientation, trainer-student relationship, analysis of the world of work, and the changing aspects of the professional and labor forces.

Such instruction shall be required of all CO Students and shall be taught or directed by the CP Coordinator. A minimum of 8 hours of instruction shall be provided each semester and shall be supplemented when needed, by small group meetings devoted to career interest areas.

INSTRUCTIONAL TOPICS

DoD Instruction 1342.11 specifies, therefore, that it is the Coordinator's responsibility to provide relevant and up-to-date classroom instruction to students enrolled in the school's CP program. One way of achieving this responsibility is to relate classroom presentations and assignments to the primary career education elements of Awareness, Decision-making, and Job Preparation. These elements are pivotal points that should serve as a way to integrate the CP classroom with student exposure to expected performance requirements on the training site. The topics listed below are related to these elements and are to be considered for classroom presentation and use by the Coordinator.

1. Interest and ability tests
2. Purposes and procedures in work experience education
3. How and where to look for a job
4. Applying for the job (resumes, cover letters and job applications)
5. The job interview
6. Employee attitudes on the job
7. Employee-employer relationships
8. Changing or terminating jobs
9. Interests (general and occupational)
10. Personality (how you appear to others)
11. Assessing your aptitudes and abilities
12. Leadership skills
13. Career planning
14. Women and the world of work
15. Further training and careers
16. The two-year college and technical school option
17. Using the Occupational Outlook Handbook and other resource career materials
18. Equal opportunity and affirmative action employment
19. Social Security System
20. Tax payer's responsibilities

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Since the Career Practicum Coordinator will be involved in both the planning and implementing of the instructional program for the particular CP program in which students with disabilities are enrolled, the coordinator should make every effort to actively participate in the development of the IEP. This active participation will help to ensure that realistic and reachable goals are established for those phases of the student's program that include the CP coordinator's area of expertise. The IEP is an agreement between the school and the parent to provide specialized services and serves as a guide for the student's educational programming. The planning of appropriate instruction is crucial if students with disabilities are to achieve their highest skill levels. Direct communication will help promote better understanding on the part of all parties involved.

EXAMPLES OF POSSIBLE TRAINING SITES

CAREER FIELD CLUSTER	RELATED COMMUNITY CONTACT
Automotive Technology	Motor Pool, Service Stations, Hobby Shops
Business Occupations	All Offices, Computer Center, Banks, Accounting and Finance, Personnel Offices
Health Occupations	Hospital, Veterinary Centers, Infirmary, Clinics, Dental Clinic, Optometry, Physical Therapy, Red Cross
Electronics	Navigation Units, Power Plants, Audio Center, Avionics, Exchange Repair, Instrumentation Labs
Computers	Data Processing, Banks, Administration, Finance, Simulators, Air Traffic Control DECA Accounting Office
Food Services	Cafeterias, Mess Halls, Clubs, In-flight Meal Service, Veterinarian, Fast Food Vendors
Personal/Public Services	Legal Special Services, Post Office, Teaching, Child Care, Beauty Shop, Tax Services Guidance Centers, Education Center, Library, Family Support, Youth Center
Engineering	Public Works Division, Engineering
Communications/Media	Base OPS, AFN, Base Newspaper, Print Shop, Graphics Center, PAO, Travel Agency, Information Centers
Construction	Public Works Division, Engineering, Sea-Bees, Contracting Agencies
Mechanics	Flight Line and all the Maintenance Shops
Retailing	Base Supply, Base and Post Exchange, Book Store, MWR Support Vendors/Clubs

ADVISORY COMMITTEES

INTRODUCTION

Advisory Committees are an excellent way of building a positive relationship between the school's Career Practicum program and the community especially if current parent/teacher organizations or School Advisory members are solicited for membership. The Advisory Committee can be of special help to the new Coordinator who is either beginning or entering a Career Practicum program.

CP Advisory Committees could be utilized by the CP Coordinator to:

1. Make contact with potential employers.
2. Secure new training programs.
3. Evaluate programs.
4. Serve as a "sounding board" for curriculum.
5. Recommend resource personnel and guest speakers.
6. Support professional technical studies and educational instruction.
7. Assist in surveys, certificates, and awards.
8. Help provide continuity between the school and community.
9. Provide public relations service.
10. Recommend policies for cooperative programs.
11. Help plan and assist with special events, banquets, and career days.

SAFETY PRACTICE AND HAZARDOUS OCCUPATIONS

SAFETY

The CP Coordinator must make every effort to ensure that the CP student is aware of the importance of safety. Safety instruction is for all students assigned to training sites, and should be included in a student's training plan after discussion with the student, coordinator, and site supervisor. Fire prevention and extinction, bomb scares, handling of chemicals, procedures for making electrical connections, and knowing how to act in emergency situations are all important parts of expected safety awareness and practice.

HAZARDOUS OCCUPATION RESTRICTIONS

The CP Coordinator must be aware of the following warning in the *Fair Labor Standards Act/Child Labor* regarding the placement of students in hazardous occupations.

B-1. RESTRICTIONS AND INFORMATION

Persons under **18** must not be employed in the following types of occupations that the Secretary of Labor has found and declared to be hazardous or detrimental to the health and well-being of young people under 18.

1. Occupations in or about plants or establishments manufacturing or storing explosives or articles containing explosive components.
2. Occupations of motor vehicle driver and outside helper.
3. Coal mine operations.
4. Logging occupations and occupations in the operation of any sawmill, lathe mill, shingle mill, or cooperate stock mill.
5. Occupations involved in the operation of power-driven wood working machines.
6. Occupations involving exposure to radioactive substances, and to ionizing radiation.
7. Occupations involved in the operation of elevators and other power driven hoisting apparatus.
8. Occupations involved in the operation of power driven metal forming, punching, and shearing machines.
9. Occupations in connection with mining, other than coal.
10. Occupations involving slaughtering, meatpacking, or processing, or rendering.
10. Occupations involved in the operation of certain power driven bakery machines.

12. Occupations involved in the operation of certain power driven paper products machines.
13. Occupations involved in the manufacture of brick, tile, and kindred products.
14. Occupations involved in the operation of circular saws, band saws, and guillotine shears.
15. Occupations involved in wrecking, demolition, and ship breaking occupations.
16. Operations involved in roofing operations.
17. Operations in excavation operations.

SUGGESTED COORDINATOR ACTIVITIES CHECKLIST

BEFORE THE OPENING OF SCHOOL

1. **Bus Transportation.** Coordinate bus transportation with School Transportation Officer.
2. **Advisory Committee.** Establish CP Advisory Committee.
3. **Training Sites.** Visit all potential training sites and complete appropriate documentation. The Coordinator must meet with the community commander and unit leaders at least once at the beginning of the year.
4. **Red Cross.** Arrange dates for the Red Cross course for students who will work in the hospital or Child Development Center. The school nurse or Advisory Committee can help with these arrangements.
5. **Master Schedule.** Check with the administrative and counseling staff to coordinate the scheduling of students on training sites.
6. **Testing.** Arrange interest/aptitude assessment by individual student request. The Counselor can help with the assessment process when the CP coordinator is not on duty status.
7. **Information Flyer.** Develop an appropriate information brochure.
8. **Filing System.** Establish an appropriate filing system.

GETTING STARTED

1. **First Week.** Meet with students to discuss and complete required forms for the permanent files and to orient the students concerning their responsibilities and obligations.
2. **Medical Workers.** All students assigned to the hospital/dispensary/clinics should be scheduled to take the Red Cross course as soon as possible. (This course is optional, but highly recommended.)
3. **Initial Interview.** Arrange the student's interview with the Training Site Supervisor. **The student should be provided an interview form. Students may obtain jobs in which they are paid, but the supervisor requirements must still be completed. The student and supervisor must be made aware of this requirement before the student begins work.**
4. **Training Plan.** Assist training site supervisor in developing a training plan.
5. **Reporting to Work.** The student should not be directed to the training site until items 1-4 have been completed as appropriate.
6. **List of CP Students.** As soon as possible, a list of CP students should be provided to the faculty and administration. This list should include name, grade level, training site, telephone number, and CP period. It is recommended that this list also be provided to installation commanders.

END OF THE SCHOOL YEAR REPORT

1. **List of Training Sites.** Keep a list of all training sites, telephone numbers, locations, and names of supervisors.
2. **List of Pre-Enrolled CP Students.** Keep a list of pre-enrolled CP students, including grade level and desired training site.
3. **Student Transportation.** Keep on file instructions concerning student transportation.
4. **CP Information.** Keep a current copy of the school's CP pamphlet and other appropriate materials on file.
5. **Activities.** Keep on file related instructional activities used during the school year.
6. **Enrollment.** Keep on file the total number of students enrolled in the past school year by grade level.
7. **Community Leaders.** Keep a list of the names and telephone numbers of the member of the Advisory Committee and other community leaders.
8. **Evaluation.** Submit an end of the year program evaluation to the school administration.
9. **Schedule.** Discuss the master schedule with the school administration to determine the impact on CP.

REQUIRED CAREER PRACTICUM FORMS

STANDARD FORMS TO BE USED BY ALL COORDINATORS

CAREER PRACTICUM PROGRAM AGREEMENT

CAREER PRACTICUM STUDENT APPLICATION

CAREER PRACTICUM STUDENT TRAINING PLAN/SUPERVISOR'S EVALUATION

CAREER PRACTICUM PROGRAM AGREEMENT

Antilles High School

I, the undersigned parent/sponsor, hereby acknowledge that I fully understand that my legal dependent named below is participating in Antilles High School Career Practicum (CP) program on a voluntary basis and for academic credit in accordance with DoD Instruction 1342.11, "Cooperative Work Experience Guidelines for High Schools Operated by DoD Dependents Schools." As such, I am aware that my dependent will receive no pay, unless specifically appointed to a nonappropriated fund position that provides otherwise, nor will my dependent receive other fees, stipends, gratuities, or privileges from participation in this program. Furthermore, I am aware that my dependent is not an employee of the participating agency and will not be considered a federal employee for any purpose other than for the purpose of entitlement to compensation for work injuries under the provisions of Title 5, United States Code, Chapter 81. Even though my dependent will not be an employee of the U.S. Government or host nation government, unless specifically appointed otherwise, I realize that the training may be under supervision on U.S. or host nation military posts and facilities, commercial facilities, or DoDDS facilities, and when so engaged, he/she is subject to, and required to obey, the rules and regulations applicable to all other military, civilian, commercial, and educational personnel, as the case may be. I am aware that the nature of the Career Practicum program is such that educational demands may make alterations in my dependent's Career Practicum program necessary and that my dependent's participation may cease or be otherwise stopped because of this or other reasons, such as unsatisfactory training or classroom performance, or violation of rules and regulations, including safety directives, at the discretion of the appropriate school official or employer.

Name (Last, First, MI)** of Dependent _____

Career Practicum Job Title _____

Hours of Time of Training* _____

Location of Training* _____

Wages (If any) _____

Name of Training Site Supervisor (Last, First, MI, Rank)** _____

E-mail Address _____ Telephone Number _____

Length of Career Practicum _____

Therefore, I have executed this agreement as of the date written below. I state that I sign this agreement willingly and without coercion.

Date (YYMMDD)

Signature of Parent/Sponsor

We concur and join in this agreement, as of the date written above.

Signature of Student _____

Signature of Participating Agency Official _____

Signature of School Official _____

*Shall be changed by the CP coordinator or trainer with the approval of the other.

**GENERAL NOTE FOR PERSONNEL PROCESSING THIS INFORMATION REQUIREMENT. These items have been registered in the DoD Data Element Program. Additional information concerning standard data elements is contained in DoD 5000.12-M (reference (d)).

CAREER PRACTICUM STUDENT APPLICATION

Antilles High School

Name (Print) _____ Duty Phone _____

Home Address _____ Home Phone _____

Sponsor's Rank/Name _____ Relationship _____

Address _____ APO/FPO _____

Social Security Number _____ Student Number _____

Driver's License ___ Yes ___ No

Language(s) Spoken (Other than English) _____

Health Concerns _____

Professional Technical Courses Taken (Please Check)

- | | | |
|--------------------|------------------------------|--|
| _____ Keyboarding | _____ Home Economics | _____ Electronics |
| _____ Business Lab | _____ Graphics | _____ Welding |
| _____ Computers | _____ Industrial Technology | _____ Auto Technology |
| _____ Cosmetology | _____ Mechanical Drawing/CAD | _____ Other (Related to
Work Interests) |

Please specify "Other" noted above _____

Which training sites would you like to work? _____

Reason _____

List three (3) jobs (in order of interest) that you would like to explore:

1. _____

2. _____

3. _____

List past work experience, including part time (Most Recent FIRST):

Type of Work	Dates	Hourly/ Weekly	Number of Weeks	Reason for Leaving
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Leisure Activities (In order of preference):

1. _____
2. _____
3. _____

Extracurricular Activities (school activities and offices held):

1. _____
2. _____
3. _____
4. _____

What career would you like to pursue?: _____

Plans after high school: _____ 2-yr. college _____ 4-yr. college _____ Technical School
_____ Military _____ Work _____ Undecided

Why do you want to take CP? _____

Student Signature

Date

CAREER PRACTICUM
STUDENT TRAINING PLAN/SUPERVISOR/S EVALUATION
Antilles High School

Student' Name _____ Work Station _____

Supervisor's Name _____ Rating Period _____

Directions:

1. Draw a line through any non-relevant outcome.
2. Circle P if the student is performing up to Supervisor's expectations.
3. Circle N if the student is not yet performing up to supervisor's expectations.
4. List additional skill outcomes as needed.
5. Return completed form to CP Coordinator

I. WORK RELATED BEHAVIORS

- | | | | |
|----|---|---|---|
| a. | Relates well with co-workers | P | N |
| b. | Relates well with supervisor | P | N |
| c. | Demonstrates the ability to work unsupervised | P | N |
| d. | Completes tasks accurately | P | N |
| e. | Completes tasks in a timely manner | P | N |
| f. | Seeks assistance appropriately | P | N |
| g. | Displays appropriate manners; conduct | P | N |
| h. | Get to work on time | P | N |
| i. | Practices punctuality | P | N |
| j. | Proper use and care of equipment and materials | P | N |
| k. | Understands and follows written and oral directions | P | N |
| l. | Demonstrates safety precautions | P | N |
| m. | Shows interest in occupational area | P | N |
| n. | Displays appropriate appearance | P | N |

II. GENERAL DEVELOPMENT

- | | | | |
|----|--------------------------------|---|---|
| a. | Displays initiative | P | N |
| b. | Exhibits desire to improve | P | N |
| c. | Exhibits self-confidence | P | N |
| d. | Accepts constructive criticism | P | N |

III. SPECIFIC JOB RELATED SKILLS

a.	P	N
b.	P	N
c.	P	N
d.	P	N
e.	P	N
f.	P	N
g.	P	N
h.	P	N

IV. SUPERVISOR'S OVERALL EVALUATION

My general overall opinion of this student's work for this nine-week period is:
Check One

- Excellent _____
- Good _____
- Average _____
- Marginal _____
- Poor _____

Comments:

Signature of Supervisor

Date

Signature of Student

Signature of Parent (optional)

SAMPLES OF OPTIONAL CAREER PRACTICUM FORMS

(These forms may be used, adapted, customize to meet your program needs.

Change CP Coordinator name and other information to match your needs.)

- **WEEKLY TIME SHEET**
- **STUDENT EVALUATION**
- **INTERVIEW EVALUATION**
- **TRAINING SITE VISITATION REPORT**
- **SPONSOR PERMISSION TO OPERATE PRIVATE TRANSPORTATION TO CP TRAINING SITE**
- **SPONSOR PERMISSION FOR STUDENT TO *RIDE* IN POV TO CP TRAINING SITE**

**EXAMPLE
CAREER PRACTICUM
Antilles High School
STUDENT WEEKLY TIME SHEET**

Directions: Complete this record for each day that you work, to include weekends or any extra time. Have your Training Site Supervisor sign and date the form and return it either Friday or Monday.

STUDENT NAME _____ WORK SITE _____

SUPERVISOR _____ WEEK BEGINNING _____

DATE	TIME IN	TIME OUT	TOTAL TIME	ABSENCE
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Extra				

Supervisor's Rating of Student Performance this week:

Very Good _____
 Good _____
 Average _____
 Poor _____

Comments

 Training Site Supervisor's Signature

 Date

EXAMPLE
CAREER PRACTICUM EXPERIENCE
_____HIGH SCHOOL

STUDENT QUESTIONNAIRE

1. Number of months enrolled in CP at the high school (include last year if enrolled) _____
2. Number of different CP training sites _____
3. Present CP job _____
4. When you started CP, what career field did you plan to go into? _____

5. What career field are you considering now? _____

Answer the following list of statements as they relate to you and your present CP job site. Put the letter representing your answer in the blank before each statement.

VOCATIONAL GUIDANCE

- ___1. My CP placement is related to my career interests and plans.
(A) Very close (B) close (C) some (D) a little (E) not at all
- ___2. The CP program has increased my awareness of the levels and variety of positions available in my career field.
(A) very much (B) much (C) some (D) a little (E) no help
- ___3. The CP program has allowed me to explore how my abilities and interests relate to those required in my career field.
(A) very much (B) much (C) some (D) a little (E) no help
- ___4. My CP experience will help me in the future to select a particular job with working conditions I will like.
(A) very much (B) much (C) some (D) a little (E) not at all.
- ___5. Taking CP for a second year has been:
(A) very helpful (B) helpful (C) O.K. (D) too much of the same thing (E) never should be done.
- ___6. I have been meeting with the CP coordinator in class several times a month.
(A) yes (B) no.
- ___7. I have learned about the qualities expected of a good worker.
(A) very much (B) much (D) some (D) a little (E) not at all.
- ___8. As a result of the CP program, my work habits on a future job are likely to be:
(A) much improved (B) somewhat better (C) the same (D) a little better (E) much worse.

___ 9. As a result of the CP experience, in the future I expect I will be able to work under a supervisor.
(A) much better (B) somewhat better (C) the same (D) a little worse (E) much worse.

___10. In learning skills and work attitudes on my job, my immediate supervisor has been:
(A) very helpful (B) helpful (C) O.K. (D) not very helpful (E) of no help at all.

WORK EXPERIENCE (Read all of these before answering any, they are different).

___11. My CP position has allowed me to have a wide variety of experiences and opportunities.
(A) many (B) quite a few (C) some (D) a few (E) none.

___12. My CP position has allowed me progressively more difficult jobs as I was ready.
(A) very well (B) fairly well (C) some (D) a few (E) none.

___13. My CP position has allowed me progressively more independent responsibility as I have understood the work.
(A) very well (B) fairly well (C) some (D) a few (E) none.

___14. I have learned or improved my skills related to the job because of my CP experience.
(A) greatly (B) quite a bit (C) some (D) a little (E) not at all.

___15. The skills I have acquired or improved in the CP program will help my future career.
(A) greatly (B) quite a bit (C) some (D) a little (E) not at all.

___16. My interest in CP compared to other classes has been:
(A) more (B) average (C) less.

___17. I feel CP compared to my other classes as ? future value.
(A) more (B) average (C) less (D) least.

COMMENTS:

The thing I like most about CP is:

The thing I think might be improved about the CP program is:

EXAMPLE
CAREER PRACTICUM EXPERIENCE

INTERVIEW EVALUATION

TO: Supervisors

FROM:

SUBJ: Interview Evaluation

Student's Name: _____

Place of Employment: _____

Job Description of Position _____

Using the following code, please answer these questions:

E - Excellent G - Good
F - Fair P - Poor

INTERVIEW QUESTIONS	E	G	F	P
Student appearance:				
Dress				
Grooming				
Posture				
Student's verbal expression				
Student's attitude				
Quality of student's letter of application				
Quality of student's resume				

For Interviewer: Please check the statements below as you wish.

- ___ I would gladly accept this student for a job.
- ___ I would accept this student with some reservations. (Please state conditions.)
- ___ This student is unacceptable for this job. (Please comment.)

Signature

EXAMPLE

CAREER PRACTICUM TRAINING SITE VISITATION REPORT
Antilles High School

Student's Name _____ Date _____ Time _____

Training Site Location _____ Occupation _____

Site Supervisor _____ SY _____ Term _____

STUDENT OBSERVATION QUESTIONS	YES	NO
Did you observe the student at work?		
Is the student receiving sufficient employer attention?		
Is the student free from hazards?		
Is the student properly supervised on the job?		
Is the student being given adequate learning situations?		
Is the student pleased with his/her work?		
Is the student pleased with the work site?		
Is the student properly dressed?		
Did you consult with the student's employer or supervisor?		

Comments and personal observations: _____

EXAMPLE

**CAREER PRACTICUM
ANTILLES HIGH SCHOOL**

**Sponsor Permission For Student To RIDE
In A Privately Owned Vehicle (POV) to CP Job Site**

My dependent _____ has my permission to ride in a POV every school day to reach his/her CP job site and not for any other purpose. I understand that **no** bus transportation will be arranged for the student by the school and that this permission entitles **NO** special parking privileges. The POV must be registered with the administration.

Dependent CP Rider's Name

Sponsor's Signature

Date

*Dependent CP Driver's Name

***PLEASE PRINT THE NAME OF THE DRIVER. A SEPARATE AGREEMENT MUST BE SIGNED BY THE DRIVER'S SPONSOR.**

CP Coordinator

Date

Administrators:

Site & Location: _____

APPENDIX

- **HEALTH/HUMAN SERVICES STRAND**
CAREER DEVELOPMENT STANDARDS: These standards are to be used while implementing the Career Practicum course.

Career Development Standards

Career Development provides students with a broad overview of the world of work as introduced by self/career awareness. Students will be introduced to skills, values, and attitudes as they apply to making self/career awareness and career explorations. The program introduces emerging school-to-work opportunities that should be considered when making career-related decisions, such as deciding which curriculum programs and course electives to choose in order to match current occupational trends. Career development education provides students with workplace readiness skills necessary for a successful transition to post-secondary education or work and desire for life-long learning in a global society.

PT1 Operations, Concepts, and Innovations – Students will:

PT1a Develop career awareness and related skills to enable them to make viable career choices and become employable in a variety of careers.

PT1b Make general preparation for entering the work force.

PT1c Demonstrate a sound understanding of the nature and operation of technology systems, both hardware and software.

PT1d Be proficient in the use of technology.

PT1e Identify capabilities and limitations of contemporary and emerging technology resources and access the potential of these systems and services to address personal, life-long learning, and workplace needs.

PT1f Apply trouble shooting techniques and processes.

PT1g Use mathematical ideas and techniques.

PT2 Problem Solving and Decision Making-
Students will:

PT2a Select and apply the tools of technology as they relate to personal and business decision making.

PT2b Apply generally accepted operations, management principles and procedures to the design of an operation plan.

PT2c Engage in higher order thinking and will apply problem-solving strategies in purposeful ways, both in situations where the problem and desirable solutions are clearly evident and in situations requiring a creative approach to achieve an outcome.

PT2d Employ technology in the development of strategies for solving problems in the real world.

PT2e Communicate ideas to justify position, persuade and convince others, and responsibly challenge existing procedures and policies.

PT2f Make informed choices among technology systems, resources, and services.

PT2g Plan and organize an event or activity and take responsibility for all aspects of the planning and organizing from concept to completion, making good use of the resources of people, time, money, and materials and facilities.

PT3 Communication –
Students will:

PT3a Use technology to communicate information and ideas in ways that are appropriate to the purpose and audience through spoken, written, and graphic or visual means of expression.

- PT3b** Incorporate appropriate leadership and supervision techniques, customer-service strategies, and standards of personal ethics to communicate effectively.
- PT3c** Use technology tools and resources for managing and communicating personal/professional information, e.g., finances, schedules, addresses, purchases, and correspondence.
- PT4** **Information and Research** –
Students will:
- PT4a** Access information efficiently and effectively.
- PT4b** Evaluate information critically and completely.
- PT4c** Use information accurately and creatively.
- PT4d** Use information technology to analyze, organize, and present information.
- PT5** **Society and Self-Management** –
Students will:
- PT5a** Function as economically literate citizens through the development of personal consumer economic skills, knowledge of social and government responsibility, and an understanding of business operations.
- PT5b** Manage and direct one's own learning.
- PT5c** Develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.
- PT5d** Understand the ethical, cultural, and societal issues related to technology.
- PT5e** Demonstrate and advocate for legal and ethical behaviors among peers, family, and community regarding the use of technology and information.
- PT5f** Apply knowledge gained from individual assessment to a comprehensive set of goals and individual career path.
- PT5g** Abide by and apply the principles of law as a citizen of a global community.
- PT5h** Develop the ability to market the assets individual has.
- PT5i** Utilize analytical tools needed to understand and make reasoned decisions about economic issues – both personal and societal.
- PT6** **Collaboration** –
Students will:
- PT6a** Demonstrate interpersonal, teamwork, and leadership skills necessary to function in diverse and multicultural settings.
- PT6b** Work with others to achieve a shared goal, help other people learn on-the-job, and respond effectively to the needs of a client.
- PT6c** Collaborate with peers, experts, and others to contribute to a content related knowledge base by using technology to compile, synthesize, produce, and disseminate information, models, and other creative works.

Academic Excellence



STUDENTS FIRST