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ABSTRACT

This is one of a set of five handbooks compiled by the Northwest Regional Educational Laboratory which describes the processes for planning and operating a total Experience-Based Career Education (EBCE) program. Processes and material are those developed by the original EBCE model--Community Experiences in Career Education or (CE)2. The area of operations to which this handbook is devoted is recruiting, developing, and using private and public sector sites to support student learning and career development. Site Recruitment, the first of three sections, details procedures for involving employers and other community site personnel in the EBCE program. Employer Instructor Development describes how participating site personnel are prepared for EBCE responsibilities. It focuses on planning and conducting development sessions. Site Utilization deals with the use of employer and community volunteers and sites to deliver student learning. Topics include learning site analysis, site maintenance, and information exchange. Each section has three basic parts: (1) preview, including definition of the EBCE element discussed, purposes and underlying assumptions of that element, and people involved in delivering it: (2) steps to follow; and (3) narrative section explaining process behind each step. Extensive appendixes contain supplementary materials: an index to all the handbooks is also provided. (YLB)

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Appendices

AN INTRODUCTION TO EBCE

Experience-Based Career Education (EBCE) is a fundamentally different type of education for secondary students. While students in traditional programs attend full-day classes at the high school, EBCE students spend a major portion of their time on learning projects in the community. Activities in EBCE are tailored to individual needs, abilities, learning styles and goals, and students are guided in their learning through ongoing relationships with a variety of working adults in the community.

Through real world interactions with adults, EBCE students learn about careers, about life, about other people, about themselves. In addition, students learn the basic skills of critical thinking, science, personal and social development, functional citizenship and creative development. They gain competence in the skills adults need to function effectively in a technological society. They learn to be responsible by helping design their own learning activities and by following a set of accountability standards that parallel the standards working adults are expected to maintain on the job.

Perhaps most importantly, students in EBCE learn how to learn: how to plan learning activities, how to find and use resources in the community and how to build on experience. Learning becomes for them a lifelong process with its own rewards directly related to each individual's personal choices and goals.

THE $(CE)_2$ PROGRAM

Since the fall of 1972, a model EBCE program has been operating in Tigard, Oregon, under the sponsorship and technical assistance of the Northwest Regional Educational Laboratory (NWREL) and with funding from the National Institute of Education (NIE). The Tigard version of EBCE--called Community Experiences for Career Education or $(CE)_2$--is a full-time educational alternative for youth in their junior and senior high school years. The program serves about 10 percent of the eligible student body at Tigard High School.

The majority of student learning takes place at sites in the southwest Portland metropolitan area. When students are not pursuing learning activities in the community, their home base is the $(CE)_2$ learning center. Staff at the learning center are not teachers in the traditional sense, but facilitators of student learning, helping students design and follow their own learning plans within a prescribed curriculum and program completion requirements. Volunteers at community sites serve major support roles in student learning. Policies for $(CE)_2$ are determined by a board of directors composed of students, parents, employers, labor leaders and school distri[illegible] representatives. When students leave $(CE)_2$ they receive a unique portfolio displaying their community experiences and accomplishments, and upon completion of program requirements they receive a standard diploma from Tigard High School.

ACKNOWLEDGMENTS

NWREL gratefully acknowledges the talents and energy of the $(CE)_2$ staff and board, who worked in cooperation with the Tigard Public Schools and literally hundreds of students, parents, employers, union representatives and community resource people to give the EBCE idea substance and reality. Their work is the cornerstone of the program described on the following pages.

Special thanks are due to many individuals who conceived and developed the $(CE)_2$ project including Jerry Beier, Leo Myers, Virginia Thompson, Claudia Powers, Iva Boslough, Sandy Kannenberg, Herb Watson, Ken Wanner, Duncan Hunter, Lou Morehouse, Sue Cook, Dick Sagara, Andrea Hunter and Hal Stoltz.

Rex Hagans directed the NWREL EBCE program. Tom Owens, Harry Fehrenbacher, Joseph Haenn and Marshall Herron developed and conducted program evaluation.

The EBCE handbooks were coordinated by Larry McClure and written and edited by Nancy Anderson, Alan Baas, Terry Barraclough, Maggie Burton and Marcia Douglas. Program Evaluation was written by Tom Owens and Joseph Haenn and edited by Ruth Fredine Burt. Mari Van Dyke provided the illustrations in all five volumes.

All of these people are indebted to Corrine Rieder and the Education and Work staff of the National Institute of Education for their belief in the concept of EBCE and their support of its development.

THE EBCE HANDBOOKS

Based on $(CE)_2$'s experiences, NWREL has compiled a five-volume set of handbooks which detail how to set up and operate an EBCE program. These handbooks represent three years of development, revision and refinement of the original EBCE model. As with any ongoing program, processes and materials are continually being revised, both at $(CE)_2$ and in various school districts now implementing all or parts of the program.

Each of the handbooks is devoted to a particular area of operations: Management & Organization, Curriculum & Instruction, Employer/Community Resources, Student Services and Program Evaluation. A program brochure complements the handbooks and provides an introduction to EBCE. The brochure contains general information about the EBCE curriculum, key program elements and evaluation findings. Contents of the individual handbooks are summarized below.

MANAGEMENT & ORGANIZATION

Management & Organization treats overall operational considerations for an EBCE program: how such a program is organized, governed, staffed and made visible to the public and how everyday program business is managed. The handbook is divided into four sections:

"Program Planning & Governance" outlines the steps for setting up and operating an EBCE program, including community involvement in program planning, suggestions for surveying potential support, meeting legal and educational requirements, securing program approval and providing an adequate base for policymaking.

"Personnel" describes the general staff functions that are needed to operate an EBCE program. It also suggests procedures and considerations for recruiting and selecting staff, determining salaries and benefits, establishing working conditions, orienting staff and providing staff development.

"Business Management" discusses such operational details as budgets, financial reports, office procedures, insurance, health and safety provisions, facilities and transportation.

"Community Relations" suggests strategies for introducing EBCE to the community and meeting the ongoing information needs of various audiences, both internal and external, including board members, staff, students, parents, business and labor, the educational community and the community-at-large.

CURRICULUM & INSTRUCTION

Curriculum & Instruction covers the content and processes of student learning in EBCE and the resources a community-based program makes available to students. There are nine sections to this handbook:

"Curriculum Outcomes" provides basic definitions of key curriculum elements and describes what students learn while in the program; the section includes gene[illegible] goals and specific objectives to help staff presc[illegible] for student performance in three broad areas: Life Skills, Basic Skills and Career Development.

"Learning Plan Negotiation" focuses on techniques for individualizing student goal setting and prescribing learning plans tailored to each student's needs, interests, abilities and learning style. Topics in this section include program requirements, accountability standards, assessment, learning site analysis and negotiation of learning activities.

"Career Explorations" describes planning and implementation steps for students' first experiences at workplaces in the local community.

"Projects" describes planning and implementation steps for developing individualized learning contracts with each student that combine activities in Life Skills, Basic Skills and Career Development.

"Learning & Skill Building Levels" describes planning and implementation steps for more extensive student involvement in projects and skill development activities at workplaces in the community.

"Competencies" describes planning and implementation procedures for insuring that students acquire the essential survival skills needed to function in today's society.

"Student Journals" describes planning and implementation procedures for encouraging student use of journals as a means of reflecting on personal experiences and building trust relationships with staff.

"Employer Seminars" describes planning and implementation steps for utilizing community representatives in large group student seminars on important career development topics and issues.

"Learning Resources" describes EBCE's approach to using the community as a vast resource for student learning and details procedures for finding, accessing and using learning resources.

EMPLOYER/COMMUNITY RESOURCES

Employer/Community Resources treates the establishment, maintenance and use of the network of employer and community sites at which most student learning activities take place. This handbook consists of three sections:

"Site Recruitment" details procedures for involving employers and other community site personnel in the EBCE program. Topics include the role and functions of the employer instructor, estimating the necessary number and types of sites, incentives for participating in EBCE, identifying and contacting potential learning sites and adding sites to the network.

"Employer Instructor Development" describes how participating site personnel are prepared for EBCE responsibilities. The section focuses on planning and conducting development sessions to give site personnel the information and training they need to work effectively with students.

"Site Utilization" deals with the use of employer and community volunteers and sites to deliver student learning. Included are procedures for assessing the educational potential of individual sites (learning site analysis), supporting employer instructors as they work with students (site maintenance) and exchanging information among staff and between staff and site personnel, as well as staff responsibilities for working with site personnel.

STUDENT SERVICES

Student Services covers considerations and procedures for admitting students to the program, keeping records of student work, credentialing students when they leave the program and supporting individual student growth. The handbook is divided into three sections:

"Program Entry/Exit" details alternatives for enrolling students in the EBCE program and preparing them for a new type of education. Topics discussed in this section include criteria and timelines for student recruitment and selection, recruitment presentations, selection procedures, orientation sessions, transfer into and out of the program and program completion.

"Student Records" covers procedures and considerations for collecting, recording, interpreting and reporting information on student progress through the EBCE program. Sample forms are displayed, including a student credential that provides a permanent record of student performance consistent with the individualized nature of EBCE. The section also includes a discussion of the confidentiality of student records.

"Guidance" concerns those services, processes and interactions that help students understand and benefit from their individual experiences. This section includes discussion of program year action zones, the student accountability system, zone progress meetings, zone debriefings and referral to outside agencies.

PROGRAM EVALUATION

The Program Evaluation handbook contains two sections:

An "Overview" sets the background for understanding EBCE evaluation and how it relates to other elements of the program. A glossary of key evaluation and EBCE terms used in this handbook is provided.

"Steps to Follow" organizes the evaluation process into an easy-to-follow sequence of steps. The checklist which begins this section provides a useful guideline for the busy evaluator, administrator or program staff member. Each step in the checklist is keyed to a portion of the following narrative, which supplies details and discussion for each point.

Student Services and Program Evaluation also include sections of appropriate reproducible materials which school districts may duplicate and use in their own EBCE programs.

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HOW TO USE THE HANDBOOKS

The EBCE handbooks are designed for easy access to "how-to-do-it" information. Each handbook section has three basic parts:

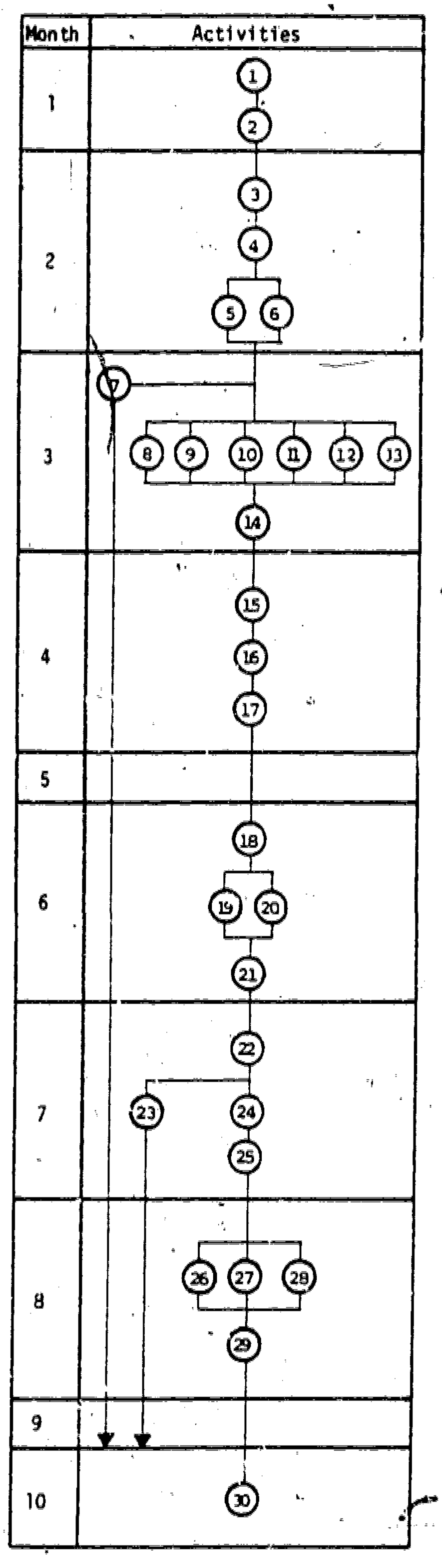
1. The PREVIEW (colored page at the beginning of each section) includes a definition of the element of EBCE discussed in the section, the purposes and underlying assumptions of that program element and the people involved in delivering that portion of EBCE. The Preview may also include a statement of the relationship between that program element and other aspects of EBCE.

2. STEPS TO FOLLOW is a colored page suggesting a step-by-step sequence for planning and implementing the program element.

3. A NARRATIVE SECTION (on white paper) explains the process behind each step. This section usually contains background information based on $(CE)_2$'s experiences and may suggest alternative courses of action. CROSS-REFERENCES guide the reader to related material located elsewhere in the handbooks.

Each handbook also has APPENDICES of materials to supplement the information in the handbook, and an INDEX for all the handbooks to help users locate information.

TIMELINE FOR EBCE PLANNING



Activities

1. Attend EBCE awareness presentations
2. Prepare EBCE information materials
3. Select and orient planning group
4. Attend training session
5. Conduct survey of community interest
6. Prepare first draft budget and staffing plan
7. Begin presentations to key groups
8. Secure initial employer commitments
9. Designate support system needs
10. Prepare curriculum design
11. Design student recruitment procedures
12. Prepare evaluation design
13. Prepare overall management plan
14. Prepare final budget and staffing plan
15. Secure planning group approval of total plan
16. Secure school board approval
17. Secure state agency approval
18. Establish formal advisory group
19. Select staff
20. Select students
21. Select EBCE facility
22. Orient new staff
23. Begin signup for specific employer sites
24. Occupy EBCE facility
25. Attend training session
26. Finalize curriculum delivery system
27. Establish student services system
28. Finalize management system
29. Obtain/print supplies, materials, forms
30. Begin program

This planning timeline lists key activities in preparing to operate an EBCE program. Details on activities can be found in the EBCE handbooks developed by NWREL, as referenced on the following page. Information about training sessions is also available from NWREL.

TIMELINE REFERENCES

Each EBCE handbook backs up the general planning timeline with details and facilitating steps, as referenced below:

TIMELINE STEPS	HANDBOOK TITLE & SECTION
3, 5, 15-18	<u>Management & Organization</u>, "Program Planning & Governance"
6, 13, 14, 28	<u>Management & Organization</u>, "Program Planning & Governance," "Personnel," "Business Management"
2,7	<u>Management & Organization</u>, "Community Relations"
8, 23	<u>Employer/Community Resources</u>, "Site Recruitment"
9, 21, 29	<u>Management & Organization</u>, "Business Management"
10, 26	<u>Curriculum & Instruction</u>
11, 20, 27	<u>Student Services</u>
12	<u>Evaluation</u>
19, 22	<u>Management & Organization</u>, "Personnel"

SITE RECRUITMENT

SITE RECRUITMENT

EBCE site recruitment is the process for identifying and attracting sites and site personnel to participate in student learning. Through recruitment of many employer and community sites, a network is developed to meet the educational needs and interests of EBCE students learning in and from the community.

WHAT SITE RECRUITMENT DOES

1. formalizes the method of making available for student learning specific employer and community sites that
   a. reflect a range of occupations and community services
   b. are sufficient in number and variety to allow student selection of multiple learning experiences in related job fields, as well as among differing occupations
   c. are accessible to program-approved transportation options
   d. include persons willing and able to work with and guide students
2. secures from selected employer and community sites specific commitments of facilities, resources and personnel for student learning experiences
3. stimulates community interest and awareness of potential community services to and benefits from involvement in an EBCE program
4. creates an active, self-sustaining climate for continuing employer and community involvement in the development and operation of the program

ASSUMPTIONS ABOUT SITE RECRUITMENT

The community and its day-to-day activities can provide EBCE students with a wealth of learning opportunities and learning resources.

Experience-based learning in the community can succeed through careful recruitment of sites where students can learn by doing.

Each employer or community site can offer several occupations, skill areas or interest areas for student learning; hence a student learning site can be an entire organization or one person's job.

A well established set of procedures and a clear statement of what is expected from site personnel is essential to efficient and effective recruiting.

EBCE offers benefits to participating employers, just as it offers benefits to students.

THE PEOPLE INVOLVED

The program administrator, staff and selected community representatives may collaborate in designing the employer recruitment process. The employer relations specialist conducts employer recruitment activities and secures from site representatives their agreement to participate in the program.

SITE RECRUITMENT AND THE EBCE PROGRAM

Since EBCE is primarily a community-based program, all student and staff activities interface with the community and, therefore, with the preparation of sites and their personnel for student learning. However, activities and procedures in "Site Recruitment"--and later in "Employer Instructor Development" and "Site Utilization"--are limited to those affecting student use of employer/community sites for several prespecified career-related learning activities.

The slant of these handbook sections is toward preparing and supporting sites and personnel for student career explorations and career-related project activities.

What students actually do to learn and how staff plan for and monitor that learning is the domain of the Curriculum & Instruction handbook, which treats each learning strategy in depth.

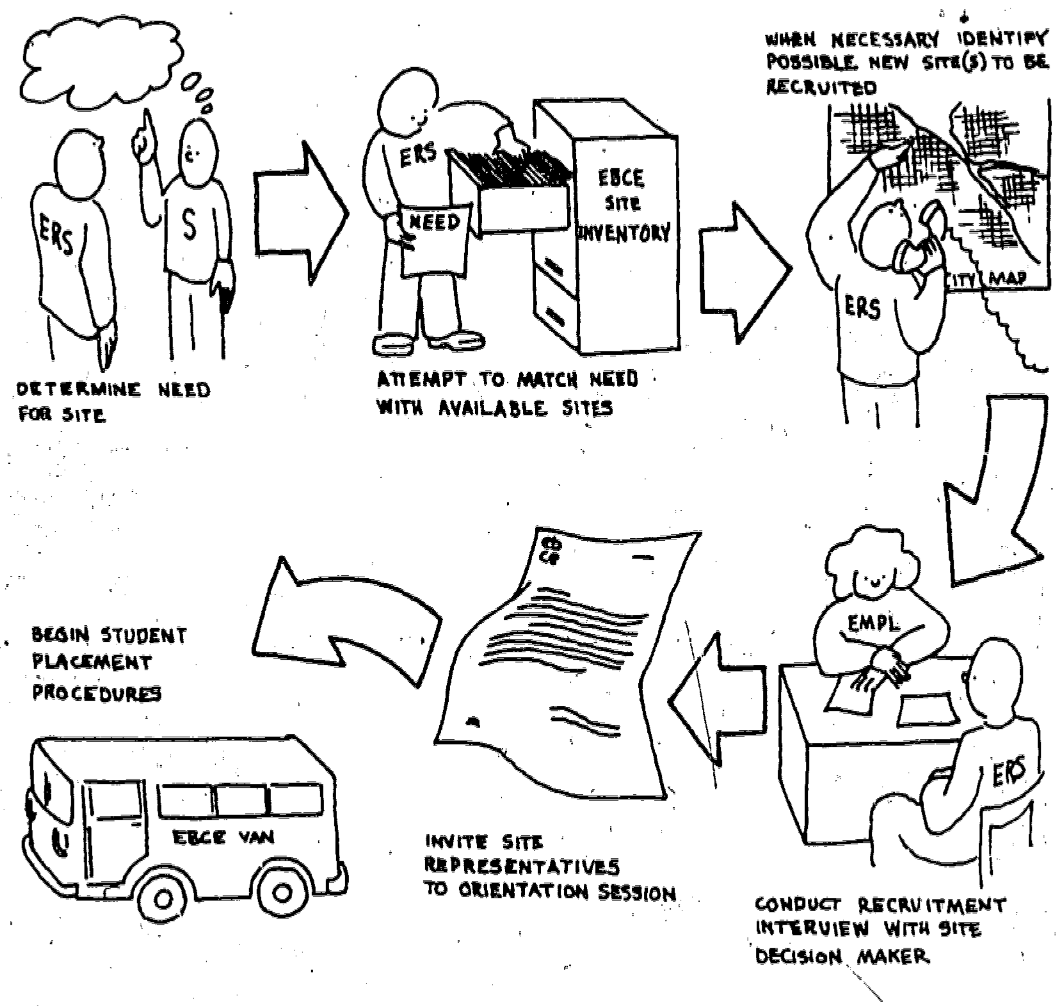
Additional student uses of community resources and people for other special interest investigations or skill development activities not directly of a career interest nature--such as Basic Skills tutoring, independent research, attendance at community college or high school classes, participation in extracurricular activities--are treated in the "Learning Resources" section of Curriculum & Instruction.

Steps to Follow

ESTABLISHING A SITE NETWORK

ADDING SITES TO THE NETWORK

ADDING SITES TO THE NETWORK



Establishing a Site Network

1 Identify program characteristics that will impact site recruitment

One of the earliest planning steps in designing an EBCE program is determining specifically the community's role in student learning and what activities will be available to students in achieving their learning goals. Decisions of this nature must be made before program staff begin to involve community members in establishment of an EBCE program.

In the EBCE curriculum, employer and community sites and personnel are central to the delivery of most aspects of student person[illegible] growth and learning in Basic Skills, Life Skills and Career Development. Consid[illegible] the "reality base" for student learning, site experiences achieve the following results:

1. bring students into contact with many different kinds of environments, people and life roles so that they see the relationships among them

2. let them test their own limits in the give-and-take of daily community life--life they can experience "for real" as they learn

3. encourage them to exercise their growing self-knowledge and decision making skills by engaging in learning activities that match their individual interests, needs and abilities

4. help them gain meaning from and integrate their experiences into a higher and more personal level of understanding

To do this, EBCE asks men and women working in the community to help students learn by doing, learn to be responsible, learn about careers, learn to learn, learn about life, learn about themselves and learn about others.

HOW STUDENTS USE SITES FOR LEARNING

Employer and community sites formally recruited into the program are used by students in four main ways for EBCE learning.

Career Exploration

The Career Exploration process organizes students' first experiences at specific job sites of their choice and leads them through a logical process of investigation and assessment (using an Exploration Package) that may be applied to career planning at any stage of their lives.

Exploration sites also serve as resources for students as they complete individualized project activities.

Learning Level

The learning level process gives students the opportunity to learn further on a site they have examined initially on an exploration level. It enables students to continue refining their career interests and options through lengthier and more extensive experiences with skills, personal qualities and perspectives needed in a given occupation.

Projects

Exploration level and learning level sites are consistently used for student work on projects--individualized, problem-centered guides to help each student blend learning objectives from Basic Skills, Life Skills and Career Development in activities performed largely at community sites of the student's choice.

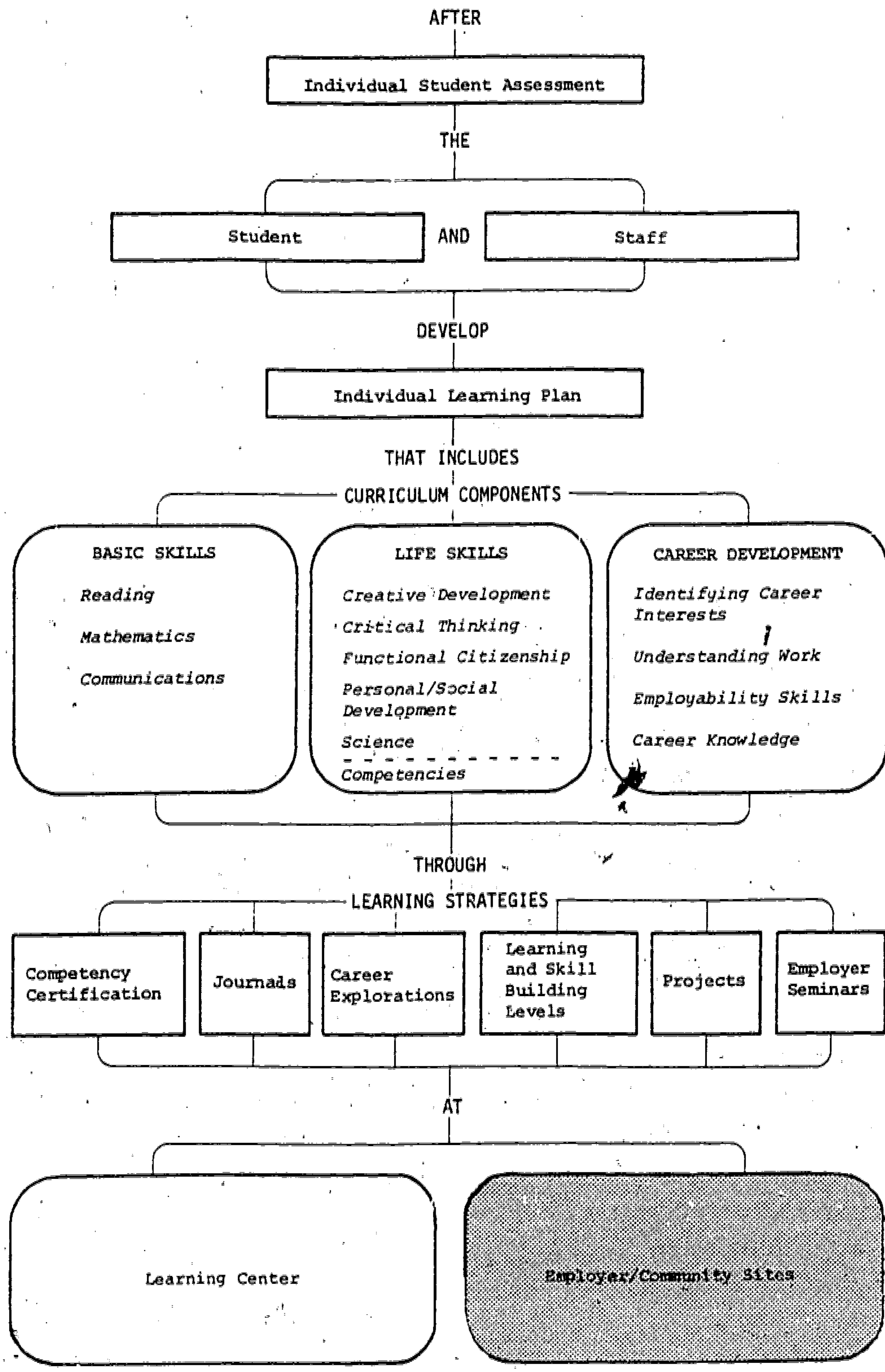
Optional Site Uses

Optional site uses called skill building and special placement activities are also incorporated into student learning plans by way of project activities.

The skill building level may follow a learning level at a site; however, it is not required for all students. This level may be compared to preapprenticeship training: its purpose is to provide the student with an indepth relationship to a specific job and to allow development of entry-level job skills for those who desire them.

A special placement occurs in the broad community and often runs concurrently with other site utilizations. This level uses employer and community sites for other than the specific career skill purposes of the other three levels--notably for noncareer-related project activities.

EBCE STUDENT LEARNING PATH



ADDITIONAL COMMUNITY CONTACT

Distinct from the above strategies that make substantive use of participating sites and their personnel, some EBCE learning activities bring students into contact with community individuals in other ways.

Competency Certification

Competency certification is the process whereby students demonstrate to selected community "experts" at their places of employment their proficiency in various survival tasks such as driving an automobile, filling out tax forms and establishing a bank account.

Employer Seminars

Employer seminars are periodic meetings with employers and other community people at the learning center to discuss career development topics. The seminars help students better perceive issues and trends occurring nationally through frank discussion with individuals from the local community who are impacted directly by such issues as the changing work ethic and job discrimination.

Like projects and site usage levels, these learning strategies are designed to individualize student learning; combine experiences in Basic Skills, Life Skills and Career Development; and guarantee satisfaction of program requirements and curriculum goals. However, they are most often performed in cooperation with individuals whose places of business may or may not be "active" employer/community learning sites utilized by students in one or more of the four ways summarized on page 8.

THE ISSUE OF PRODUCTIVITY

Within the context of overall EBCE program goals, a distinction is made between what might be called learning productivity and financial productivity. The former represents the totality of EBCE goals and expectations that students learn through direct involvement with adults in the community. The latter suggests that students at a site might become productive so that the employer will receive some return for their effort.

Other kinds of programs (for example, cooperative work experience) offer the second alternative and are set up to implement specific indepth job-entry training. EBCE does not do this because it is first and foremost a comprehensive program seeking to educate the total person. Job site experience is simply the means, rather than the end, in the delivery of a wide range of educational experiences.

EBCE students go to employer and community sites to learn, not to earn--for themselves or for the employer. This distinction is an important one in EBCE and must be clearly understood by students, staff and people in the community who wish to become involved in student onsite learning.

CROSS-REFERENCES

The handbook on Curriculum & Instruction offers indepth discussion of EBCE curriculum design, specifics of how community sites undergird delivery of all student learning, and learning strategies and staff techniques for planning and monitoring student learning. See pages 14-16 of that handbook for curriculum goals.

Procedures for using employer and community sites to support student learning are described in the "Site Utilization" portion of this handbook.

For full treatment of policies regarding student productivity and work for pay, see Appendix N.

2 Agree on use of employers as instructors

Employers fulfill many roles in EBCE--from policymakers to program designers and evaluators--but none is so critical as the employer's role as instructor.

Simply stated, an employer instructor (EI) is an adult at a participating employer or community site who, as a result of site recruitment, has agreed to work with individual students on learning activities related to that site. Employer instructors are considered the program's "teachers" at their sites, responsible for supporting, monitoring and verifying student performance and for participating directly in student learning and growth.

In $(CE)_2$, this has come to mean guiding the student through explorations, projects and skill building activities, sharing opinions and experiences and personal counseling. To a $(CE)_2$ student, an EI at any one time may be a teacher, counselor, role model and friend.

For each type of student site usage, the $(CE)_2$ employer instructor has several basic responsibilities to the program and to the individual student. Specifics of such EI involvement with students in an EBCE program may vary from what is described in these handbooks according to the unique character of the site network and individual program preferences for implementing curriculum goals via learning strategies on sites. As a result, systems of information sharing and program planning/refinement should allow an EBCE program to incorporate input from participating site personnel in the refinement of the EI role.

CROSS-REFERENCES

Employer instructor responsibilities during each type of student onsite learning are listed in "Site Utilization," pages 159-163 and are woven into the discussion of each type of site usage in *Curriculum & Instruction*.

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3 Designate staff roles for recruitment tasks

THE $(CE)_2$ MODEL

Program Administrator

Ultimate responsibility for the entire process of site recruitment and selection rests with the program administrator.

During recruitment planning, administrator involvement is direct: with members of the community planning/advisory group or governing body and available program staff, the administrator works to design necessary procedures and prepare for recruitment. Until personnel are hired to conduct recruitment, the administrator coordinates the efforts of all persons involved and functions as "group leader."

Thereafter, the program administrator retains overall responsibility and remains a participant, but relinquishes coordinator functions to--in $(CE)_2$'s case--the employer relations specialist.

Throughout recruitment planning and implementation, the program administrator is a vital resource by virtue of his or her administrative background and/or acquaintance with local citizens. The administrator's presentations to and/or membership in groups such as the Chamber of Commerce, Kiwanis or Rotary Club, combined with personal contacts in the community, can help generate support for the new EBCE program.

Employer Relations Specialist

At $(CE)_2$, the person fulfilling the function of employer relations specialist (ERS) assumes responsibility for recruitment as soon as possible after being hired. As recruitment planning activities are completed and actual recruitment begins, the role of the ERS becomes increasingly prominent: he or she is now given responsibility for supervising implementation of all that has been planned--from the first contact with a site through actual placement of a student there.

Consequently, before recruitment begins, it is essential that the program administrator and ERS have a common understanding of the program, its goals and the role of the community in student learning.

There are many advantages to hiring a full-time ERS before serious planning for recruitment begins. As the person responsible for coordinating sites for student learning activities and maintaining mutually satisfactory relationships with site personnel once the program is underway, the ERS should be involved in the recruitment process from the beginning as an excellent orientation to the community, its citizens and its resources. Knowing the wealth of resources available in the site network is critical as student placement begins, particularly at the beginning of the program year. A working familiarity gained during recruitment is hard to pass along to someone new.

Planning Group, Program Staff and Others

During both planning and implementing recruitment, several "important others" can serve as team members and resources for the program administrator and the employer relations specialist.

During $(CE)_2$ start-up, for example, planning group members, who were businessmen and members of the community, contributed many suggestions. They were instrumental in accomplishing many of the planning tasks--including identifying incentives for site participation, planning and using community resources and designing the recruitment interview. Most importantly, they assisted the ERS in actually identifying and contacting key individuals for recruitment of their sites.

You can also tap planning group members and other community leaders to make initial contact with their friends and business associates.

Similarly, each program staff member is drawn into planning for the new program as soon as he or she "comes on board." Contributing ideas during design of the recruitment process is an important early step in all staff members' familiarization with the community and its resources and their ability to function as a team.

$(CE)_2$ planners also found staff from the district's distributive education and/or work experience programs to be practical idea resources during planning for community utilization and site recruitment--particularly in view of their own experiences with local employers and student onsite learning.

ALTERNATIVES TO EARLY ERS HIRING

Admittedly, recruitment could be accomplished without the input of a full-time employer relations specialist. The program administrator could collaborate with members of the planning group and available program staff to design the process and establish a site network. Assistance from others, whether paid or volunteer, could be sought if needed.

The following suggested alternatives may help accomplish recruitment in the absence of a permanent ERS:

1. Allocate responsibility to an administrator or existing staff member in the program or district.

2. Hire or "borrow" an executive from the business community--perhaps a member of the advisory/planning group or the Chamber of Commerce.

3. Retain a qualified consultant known to the business community by reputation, if not personally.

One or all of these options might also be utilized if the ERS begins full-time duties too late to shoulder the entire recruitment process alone. A combination of individuals, whether paid or volunteer, could result in a team of temporary recruiters appropriate in size to the time available to the task. Only the employer relations specialist need be retained after the program year begins.

However site recruitment is accomplished, make sure plenty of information is written down (names, telephone numbers, employer reactions) so an employer relations specialist can easily pick up the ball later.

CROSS-REFERENCES

Complete role descriptions of program administrator, employer relations specialist and other staff are displayed in "Personnel," Management & Organization, pages 48-57.

See "Program Planning & Governance," Management & Organization, pages 13-23 for discussion of early program planning, including roles of the coordinator of program planning and community planning group.

Site recruitment recordkeeping is treated further on pages 47-50.

4

Define geographical area for site recruitment

The geographical boundaries of the site network can be generally defined by comparing site availability in the area with the range and scheduling flexibility of available transportation options.

ESTIMATING SITE AVAILABILITY IN THE AREA

A general interest survey of the community may already have been conducted as part of early planning for the EBCE program. At that time, information would have been compiled regarding site availability and employer/community interest in the EBCE concept. If so, a simple review of that information will determine site locations, particularly distances from each other and from the learning center.

If such a survey was not conducted earlier, this information should be gathered now. Names and addresses of local businesses and organizations can be compiled quickly from

1. the yellow pages of the telephone directory, where businesses are grouped together by type
2. the city license bureau
3. a Chamber of Commerce business directory (in fact, with assistance from a Chamber officer familiar with the community, the Chamber business directory may satisfy all site information needs--including nature of a particular business, size of the work force and various site and personnel characteristics)

TRANSPORTATION LIMITATIONS

Depending on the sequence of tasks performed during planning for an EBCE program, transportation modes available to EBCE students will probably be known by now. They may not be as extensive as those in $(CE)_2$'s transportation system, which combines student use of public transit, school district buses, special EBCE program van, student and staff autos, bicycles and walking. However, knowing the options will allow you to project a comfortable geographic size for the site network.

To do this, certain basic questions must be answered regarding time and money considerations:

1. How much staff and student "learning" time can be allowed for travel to and from a site without compromising learning goals?

2. Can longer student stays at distant sites be arranged to reduce the frequency of time-consuming trips?

3. Are transportation dollars available for student visits to sites a long distance from the learning center?

4. Will the transportation system accommodate these limitations on "per student/per site" expenditures?

In other words, how far geographically can staff go to recruit sites without compromising time, money and transportation limitations in getting students to those sites? For $(CE)_2$, this has been generally 10 to 15 miles from the learning center, with some exceptions when certain student requests could not be filled nearby. Location of the majority of $(CE)_2$'s employer and community sites is indicated on the following map.

CROSS-REFERENCES

Treatment of the community survey made during planning for an EBCE program is contained in "Program Planning & Governance," Management & Organization, pages 21-23.

See "Business Management," Management & Organization, pages 129-135, for a complete description of EBCE transportation considerations.

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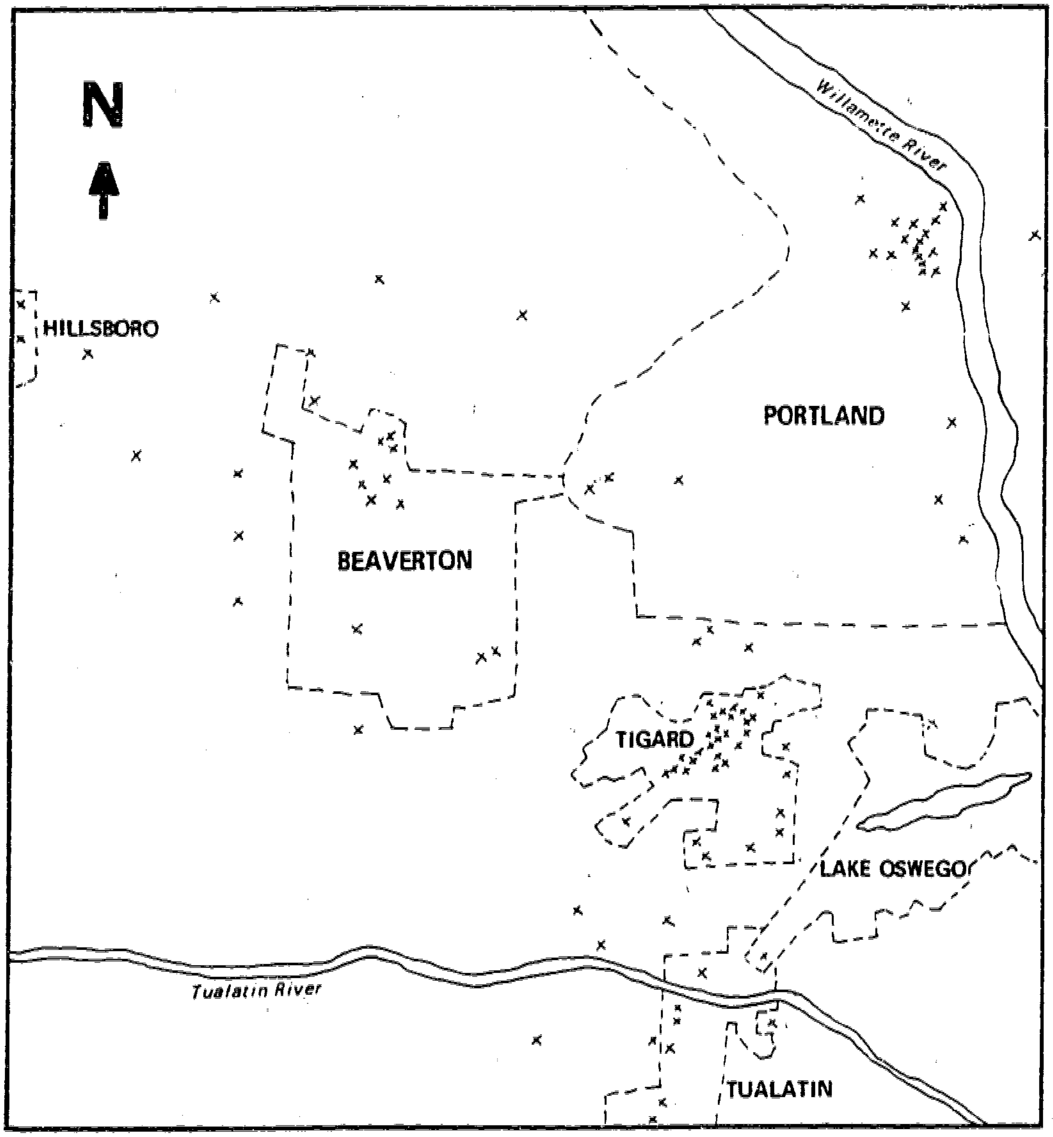
LOCATION OF $(CE)_2$ LEARNING SITES



1" = approximately 5 miles

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5

Estimate numbers and types of sites needed for initial network

Initial recruitment should result in a network of sites matched as closely as possible to students' indicated or anticipated preferences and sufficient in number to accomodate student onsite learning for at least the first month of the program year.

Recruiting such a network before the year begins benefits all three major participants in onsite learning:

1. Students' first encounters with the career environment will be related directly to their personal interests.

2. Employer instructors will meet their first student(s) immediately after school starts--students they know have chosen their places of business because they were interested in them.

3. Employer relations specialists will be freed temporarily from further recruitment duties and can devote full time to helping students and employer instructors start off on the right foot.

A survey of potential community support of the EBCE concept will have indicated availability of employer and community sites as a base for supporting student learning in the community (see page 16). Staff should now decide in general the types of occupations to be represented in the network and set a reasonable ratio of available learning sites to incoming students.

Please Note:

It is critical at this point that the distinction between "employer/community site" and "learning site" be clearly understood: at each employer or community site (or place of business) there may be any number of learning sites--occupations, interest areas or jobs separate from one another but composing the total organization--that students might explore.

For example, at an employer/community site called "Smith Insurance Company," students could select from among several learning sites: claims adjusting (including, perhaps, telephone adjusting and drive-in claims adjusting), receptionist, general office, switchboard/centrex, and bookkeeping.

Similarly, at "Neighborhood Pharmacy" available learning sites could include pharmacist, bookkeeper, stock clerk and general sales.

Students may be interested either in these discrete occupational areas and identifiable jobs or in an entire business operation. Therefore, in projecting the need for employer and community sites--that is, businesses, organizations and agencies--you must actually ascertain how many learning sites will be needed to respond to students' indicated interests.

TWO CHOICES FOR DECIDING OCCUPATIONAL TYPES

Depending on the program's schedule for student selection into the program and time available for site recruitment, projection of occupational types needed in your network can be made in at least two ways.

First Choice: Assessing Student Career Interest

In deciding the types of occupation to be represented in a site network, it would be ideal to test incoming students at about the same time staff are surveying employer and community interest. Direct assessment of student interest would generate specific and reliable information on which to base recruitment efforts. Sites could be recruited to match each student's indicated job interests.

This procedure would of course require that selection of students to the EBCE program precede site recruitment. If incoming students have been identified and selected by late spring and their initial career interests can be assessed immediately, site recruitment based on those interests can begin soon after and be completed by the first week of September.

Second Choice: Using $(CE)_2$'s Experience

If early student assessment of occupational preferences is not possible, staff will have to make some judgments about how to make available to students a variety of occupations. On the basis of first-year $(CE)_2$ student preferences, a network should contain a few sites representative of each major occupational category--within whatever formal or de facto clustering system used--with more sites in the service categories.

$(CE)_2$ students' initial selections were heavily weighted toward the service occupations: of the 46 sites explored by the 25 first-year students during early weeks of the program, 39 sites were service-oriented businesses. However, to allow for a range of student choices and placements, the arts and humanities, medical and legal professions and others should be represented as well. This anticipates students' initial tendency to request "traditional" occupations such as teacher, counselor and auto mechanic, while allowing for their gradually expanding career interests to include a wide variety of occupational types.

HOW MANY TO RECRUIT

It is impossible to determine an exact number of sites--whether "employer/community" or "learning"--that should be recruited for the initial network. However, the student/site ratio that works for $(CE)_2$ after a three-year shakedown period is 100 to 120 sites (sometimes whole businesses, sometimes several jobs at one work place) for 50 to 60 students--roughly two learning sites per student. $(CE)_2$ has found this number more than adequate.

Avoid Overrecruiting

$(CE)_2$ began by recruiting 180 places of business for the original 25 students and learned that not all were necessary to meet the needs of so few students. By the end of the first year, only 95 sites had been visited, many only once.

Sites recruited but not selected by students began to question their value to the program and, in fact, how "community-based" EBCE really was. Over-recruitment presented the employer relations specialists with the uncomfortable tasks of explaining sites' apparent "unpopularity" and attempting to stimulate student interest. The ERSs spent many hours repairing or clarifying relations with site personnel--hours everyone felt could have been better used helping students learn.

This dilemma can be avoided through careful planning before contacting sites for recruitment. However, in spite of the advantages to all participants of recruiting sites to match student needs, no scientific formula for a perfect match can be developed. Best initial efforts will have to be supplemented by ongoing recruitment in response to individual student requests as the network is continually refined to match the student population.

POINTS TO REMEMBER

The handbooks discuss "clustering" of occupations or jobs and $(CE)_2$ encourages students to try to "locate" each of their explorations within one or more of the United States Office of Education's 15 clusters when completing their Exploration Package and to understand similarities and differences among occupations. However, "types" of industries or "families" of careers as such do not concern EBCE. There is little if any relationship between the learning opportunities possible at a site and its supposed "cluster." Every workplace offers a surprising range of educationally rich experiences in which students can participate.

Also, some businesses and industries may be typical or peculiar to a given geographical location (for example, Oregon's statewide wood products industry or Coos Bay's fishing and canning enterprises). Recruiting sites representative of industry in the local area has two advantages: these sites may be more readily available than others and may be sufficient in size and number to accept several students simultaneously, and the industry and site may already be known to students and may be of interest to them as future employment possibilities.

CROSS-REFERENCES

See "Career Explorations," Curriculum & Instruction, pages 145-150, for discussion of career interest assessment.

Several examples of occupational clustering systems are contained in Appendix A.

$(CE)_2$'s active employer sites and their respective learning stations are listed in Appendix D.

More on recruiting in response to student requests may be found on pages 54-60.

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6 Identify incentives for participation and agree on how they might be used in recruitment

People in the community have varied reasons--some they can articulate, some they cannot--for deciding to join the EBCE program. Whatever the factors contributing to individual decisions, thought should be given to the issue of incentives during site recruitment.

$(CE)_2$'S APPROACH TO INCENTIVES

Based on three years of experience, $(CE)_2$ employer relations specialists de-emphasize the hard-sell use of incentives (that is, how a businessman benefits from the program) during recruitment. They have found that the program, as an opportunity to help young people learn about themselves and society, literally sells itself. The EBCE concept and distinguishing features of the $(CE)_2$ model immediately strike responsive chords.

As a result, presentation of the program during the recruitment interview (detailed on pages 30-38) consists of a straightforward discussion of several major topics:

1. general program goals and basic EBCE concepts
2. the curriculum and student learning activities
3. interdependence of students, staff and employer instructors for delivering student learning onsite
4. employer-specific considerations such as liability insurance coverage and regular training activities

$(CE)_2$ deliberately avoids looking at how an employer instructor might "get something out of" the program in an economic or public relations sense. Rather $(CE)_2$ stresses <u>what the person can contribute to students</u>: how he or she can work with students onsite, helping them learn and grow, guiding students in exploring the community, always confronting them with opportunities and ideas.

What Appeals to Employers

The above approach results directly from $(CE)_2$ employer instructor reports since the program began that what they enjoy most about their role and participation in the program is simply the opportunity to give of themselves on a person-to-person basis. According to $(CE)_2$ employer instructor responses to questionnaires and ERS observations, employers generally do not expect to "come out ahead" through their work with EBCE students in any way other than personal satisfaction and the knowledge that they and their employees have made a worthwhile contribution to the lives of some young people.

Consequently, as staff begin contacting and recruiting sites, they should do so on the basis of what site personnel can contribute to the education of young people--in most people's minds its own best reward.

$(CE)_2$'s Experiences With Incentives

Since $(CE)_2$ began, program staff have grappled with the incentives question: should possible benefits to site personnel be treated as incentives or prospective rewards during recruitment? It has always been recognized that there are many benefits in addition to personal satisfaction:

1. Sites receive free advertising through mention in program publications, which increases their visibility in the community (public image).

2. Liability insurance covering students on sites is automatically enacted in their behalf when they agree to participate.

3. Personnel serving as employer instructors not only increase their understanding of their own jobs but also are overtly "trained" by program staff for their EBCE roles. Much of this training can in turn be applied to their dealings with fellow employees and supervisors on the job.

During early $(CE)_2$ development of community involvement strategies, members of the planning group, themselves employers, parents and members of the community-at-large, felt that sites would (and should) join the program not only because of but also to show their general commitment to community growth. The first public relations/recruitment brochure $(CE)_2$ designed listed several reasons employers might want to join--reasons that blended an appeal to their interest in youth and a hint of possible improvements in intracompany personnel relationships. Also stated in that early brochure and reiterated during the recruitment interview was an offer of reimbursement for program-related out-of-pocket expenses. In sum, the approach was up-front use of incentives not directly related to program features or learning goals.

By the end of the first year, it was apparent that cost reimbursements and the original recruitment brochure were not viable incentives to participation. Employer and community site personnel had by then repeatedly indicated they had their own reasons for participating--reasons the ERSs hear again and again even now:

1. belief that the EBCE program as explained to them by program representatives could provide exciting opportunities to high school students

2. dissatisfaction with their own traditional high school education or that of their children: "I wish this opportunity had been available when I was in school."

3. knowledge as a parent or interested adult of the satisfaction of helping young people develop positive attitudes toward and relationships with adults

4. desire to help other people and participate in the life and growth of the community and its citizens

These reasons are an unbeatable substitute for any incentives or rewards an EBCE program could offer.

CROSS-REFERENCES

The employer reimbursement offer was motivated by program recognition that potential costs to employers are several: administrative costs, instructional time, equipment, consumable supplies and actual space taken up by the student. Physical costs to employers have been studied at some length; information on this study may be obtained by contacting NWREL.

See Appendix B for employer responses to why they continue in the program once they have joined (as compiled by the NWREL evaluation team).

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7 Establish general contact procedures to be followed with each site

Preparatory to site contact, identification should be made of the person with authority to decide whether an organization will participate in EBCE. This person is usually the owner, president or general manager. Identifying this individual allows the employer relations specialist to shortcut explanation of the program to several persons within the company "on the way up" to the decision maker, thereby saving time.

IDENTIFYING CONTACT PERSON AT SITE

Identification of the decision maker ("contact person") may occur when the site is suggested for recruitment. During early efforts to make EBCE known in the community, many individuals will step forward as a result of presentations to various business and community groups. If not themselves the firm's contact person, these individuals will recommend the appropriate person right away. If a certain place of business is suggested by a resource, he or she will probably suggest that you "give a call to Joe Smith over at the 4th and Main service station" rather than "call a service station." Personal acquaintance with the owner or manager is a natural cue for thinking of a site as a possibility; it is actually the likely "yes" from a key person that prompts an acquaintance to suggest a site.

If the contact person has not been identified when the site is selected for recruitment, you may find this person in several ways:

1. further questioning resource people familiar with the site and its personnel

2. using business directories, such as that of the Chamber of Commerce, listing officers within businesses

3. telephoning the site directly and asking the receptionist or personnel department

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USING RESOURCES TO MAKE SITE CONTACTS

Once the contact person is identified, you can utilize your human resources further by asking that they write an introductory letter or make the first contact with the potential participant.

The importance of a very active role for planning group members and other community leaders in making initial recruitment contacts cannot be overemphasized. They should write or call their associates to introduce the program and pave the way for program recruiters. Not only is valuable time thus saved, but program credibility is established by these person-to-person introductions.

The letter writing technique was very successful for $(CE)_2$ recruiters during initial recruitment. Planning group representatives wrote to business associates to introduce the EBCE concept, underline their support and mention that an employer relations specialist would follow up by telephone within a week. The ERS found this procedure saved time and created a receptive climate for meeting with the contact person. The connection between the ERS' name and position, the EBCE concept and the recommending resource person had already been established in the mind of the contact person before their first telephone conversation and meeting.

A sample letter from a $(CE)_2$ planning group member to a business associate is displayed on the following page.

ARRANGING TIME AND PLACE FOR RECRUITMENT INTERVIEW

Because the ERS will be dealing with busy people, the contact person should be asked what time and place are preferred for the recruitment interview. If the budget allows, a luncheon meeting may be suggested; however, $(CE)_2$ ERSs have found that talking over a meal sometimes slows up information exchange and interferes with the use of illustrative materials.

Usually, the recruitment interview should be scheduled during normal working hours, but perhaps in a quiet spot away from the telephone. Recruiting is often more productive, and the atmosphere more relaxed, if the interview is held away from the contact person's office.

Above all, the ERS should take his or her own time seriously and ask for the contact person's time accordingly. The EBCE recruitment interview is important enough to rate business time and business-like treatment.

SAMPLE LETTER

Dear ___(name)___:

Our community is planning a unique program called Experience-Based Career Education (EBCE), an excellent alternative to traditional secondary education. ___(number)___ students have been selected from approximately ___(number)___ who volunteered to become part of the program that will begin in ___(month)___. The enclosed brochure describes briefly the concept of this program.

Key to the success of this program will be the support of employers and community representatives like ourselves who open our doors to these select high school students.

I am working with a small local planning group to help structure the program, and I feel your company has the potential of being a learning site for a student. I have asked an EBCE staff member, ___(name)___, to give you a call in a few days. With your permission, ___(he/she)___ will call on you at your convenience and describe how your company might become a part of EBCE.

Your involvement will certainly be welcomed and appreciated.

Sincerely,

VARIATIONS THAT CAN WORK IN YOUR FAVOR

First:

Although early identification of the site contact person can streamline the recruitment process, circumstances may sometimes prevent this. Discounting lost ERS time, limited "trial and error" contacts with a company can have positive results. Each person to whom the program is explained may be a potential public relations contact within the company. They may or may not become employer instructors, but their familiarity with EBCE can generate good will and interest among their fellow employees.

Second:

Discussion to this point has been couched primarily in terms of how to approach the business or company you wish to recruit. However, persons from community sites will sometimes approach you and volunteer their site for recruitment. This may result from their conversations with individuals at sites already recruited or may be a spinoff of presentations to business organizations and community groups. (CE)$_2$ ERSs cite several instances of employers "recruiting themselves" on the basis of program information picked up from other sources. This in turn sometimes calls for certain adjustments in the next step: the recruitment interview.

8 Agree on format, content and tone of recruitment interview

The recruitment interview provides the framework for substantial information gathering and exchange between the program's employer relations specialist and the site contact person. At this time, each has a chance to discuss the details and realities of the site and its possible relevance to EBCE program activities. The recruitment interview is the basis for a mutual decision that a site will or will not become a locus for EBCE student learning.

The first item on the interview agenda, of course, will be introduction of ERS to contact person and acknowledgment of the person referring the site. If the approximate time limits for the interview were not established during earlier contacts, address that question briefly as you begin. These time limits and what the contact person already knows about EBCE will help in judging the emphasis to be given recruitment interview topics.

$(CE)_2$ employer relations specialists deal generally with five major topics during their recruitment interview:

1. general explanation of the EBCE program--with emphasis on insurance coverage and "no work for pay" policy
2. function and operation of the site
3. what students could learn there
4. who might work with students
5. the mutually acceptable degree of student involvement at the site

EXPLAINING THE PROGRAM

Overview

To begin, a general overview lays out in a straightforward way what EBCE is all about--its basic concepts or underlying philosophy and its broad program goals. Why is EBCE needed as a choice for students? What can it do for them? This includes some background regarding career education generally and an informal synopsis of program features such as the following:

1. EBCE activities involve the student in action learning using real-life situations on sites in the community.

2. EBCE is learner-centered: each student's learning plan is personalized as well as individualized, with freedom for the student to negotiate specifics within the scope of program requirements.

3. EBCE is people-centered: students are people in a student role; EBCE learning brings people together to plan and complete tasks.

4. EBCE grants students standard high school diplomas as well as individualized credentials of program achievement suitable for applications to postsecondary institutions and employers.

5. EBCE is a community-based alternative with its own governance and curricular system within (or outside) the structure of the school district.

Above all, the interview should emphasize EBCE as an attempt to help students see the relevance of their education to their future responsibilities as adults by giving them the opportunity to "learn while doing" alongside adults going about their daily tasks in the community.

Learning Activities

A summary of student learning activities, both onsite and elsewhere, leads naturally from the overview. Specifically, what students learn and how they can learn in the community can be explained and illustrated through materials such as Exploration Packages, skill building activities forms and sample projects. The process of extracting site learning possibilities can also be explained briefly as part of the chronology.

Student, Employer Instructor and Staff Roles

The interlocking roles of student, staff and employer instructor as partners in the learning endeavor should be made clear: the three must cooperate and communicate to insure that the needs of all are met and that EBCE learning does take place.

The employer instructor functions as a major learning resource, with daily opportunities to guide student onsite learning and challenge the student to "stretch" his or her abilities and aspirations. The student's role is that of an individual learning to be responsible through interactions with many adults. EBCE staff assume overall responsibility for coordinating the student's academic program and personal development and giving ongoing assistance to employers.

Other Program Features

Additional program features of special interest to employers come up naturally during the conversation, often as the result of questions from the contact person, and must be explained to his or her satisfaction. These features include:

1. insurance coverage freeing employers from liability related to student onsite learning
2. regularly scheduled development activities provided to personnel at all sites joining the program
3. on-the-spot assistance available to employer instructors as needed
4. additional legal considerations and their solutions

ERS Hints For Explaining the Program

In this and every conversation with employer/community people, program terminology should be used only as it is really necessary and helpful to explanation of the program. Imagine being confronted with Life Skills, Exploration Package, Learning Site Analysis Form, Career Information System and so on all in the first hour!

Questions from the contact person should be encouraged throughout the interview and particularly as a wrap-up for the explanation of the program. This technique helps meet the employer's individual information needs and points up areas of special curiosity or concern.

Sample learning activities and program explanatory materials contained in the Employer Information Packet may be used as illustrations during the interview and left with the employer for review when convenient. After students have arrived onsite, the employer may want to review general descriptive materials and provisions under which employers and students participate.

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LEARNING ABOUT THE SITE

At this point, the employer relations specialist will in effect switch "interviewer" roles with the contact person to learn about the site and its operation, including

1. confirmation of the general nature and functions of the organization (products, services and size of work force)

2. job types and personnel profiles

3. a brief history of the organization and the relationship of its divisions or branches to one another

$(CE)_2$ ERSs not only ask questions of the contact person but also encourage him or her to show them around the site. Touring the facilities allows the ERS to make informal observations and "get a feel" for what goes on there, as well as to see personnel performing their jobs and to note general working conditions.

Any available brochures and materials should be collected to supplement the ERSs own notes and be filed for student use at the learning center (see page '

WHAT STUDENTS CAN LEARN THERE

The ERS information-gathering process now begins to focus on what the site can offer a student in terms of interesting and challenging learning experiences. The ERSs observations to that point can help direct questions to the contact person, whose own attitudes and willingness to let the student get involved at the site will influence how educationally productive a student could be there. What the site <u>can</u> offer is directly proportionate to what the employer is <u>willing</u> to offer.

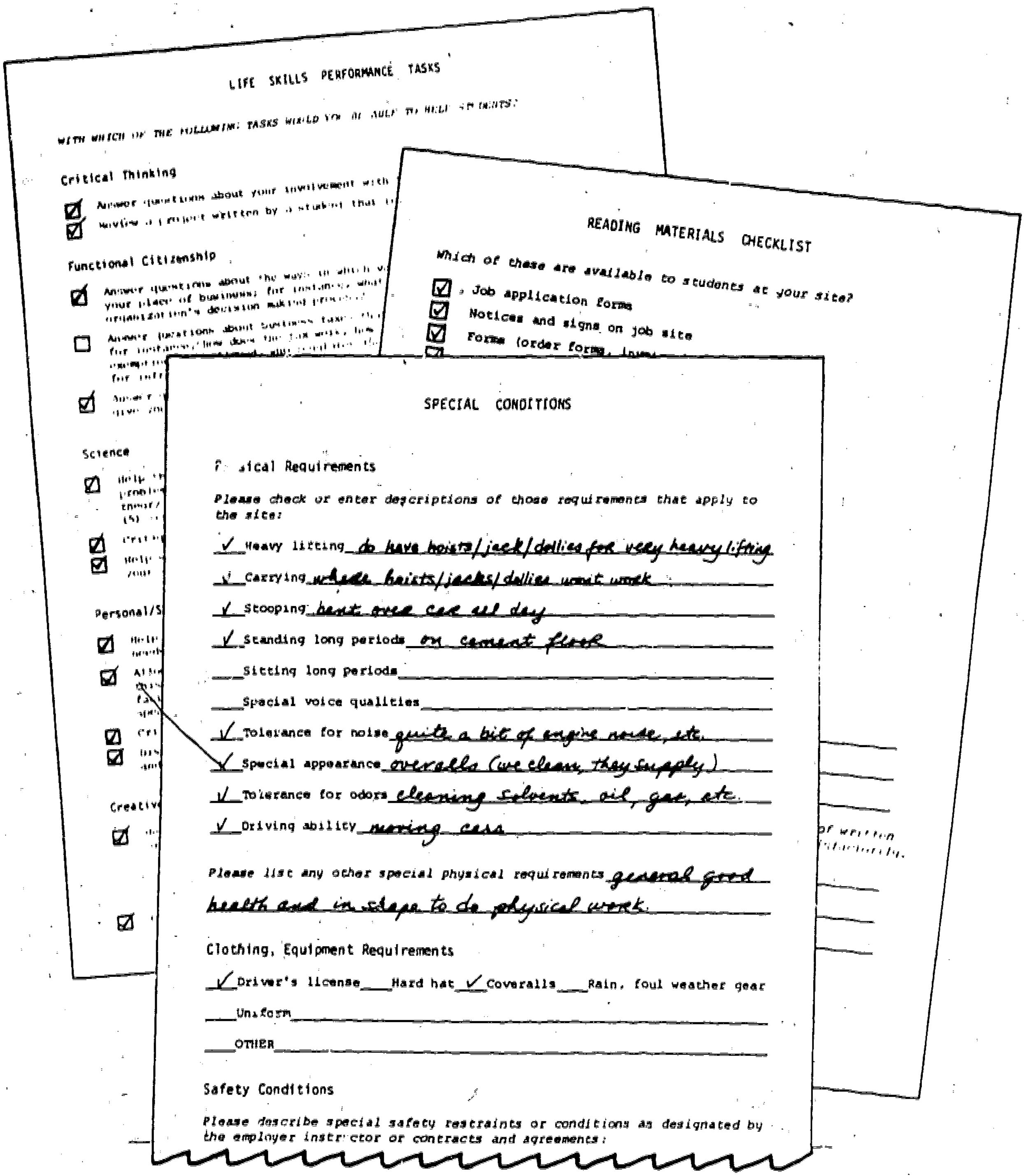
The $(CE)_2$ employer relations specialist uses the first three pages of the Learning Site Analysis Form (LSAF) to direct questions to the employer about

1. physical requirements and safety conditions or restrictions

2. reading materials available to the student at the site

3. Life Skills related performance tasks on which the employer would be willing to work (or have employees work) with students

Responses to these inquiries are recorded directly on the pages, which, with the other information and materials the ERS collects, are entered into learning center records to become the information bases on which student site activities will later be built. (A sample Learning Site Analysis Form is displayed in Appendix M.)



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FINDING EMPLOYER INSTRUCTORS

In a small organization, the contact person will probably become the individual working directly with students as an employer instructor. If so, the ERS will be in a good position to observe the necessary willingness and suitability for the role (see pages 42-44).

At larger sites, the contact person will probably appoint additional people in various departments and jobs; the contact person may or may not become an EI per se.

This determination by the contact person will naturally be done on the basis of an understanding of the employer instructor role as explained in the interview. The ERS will therefore have to rely on the contact person's judgment, site observations and immediate feedback from the contact person to approve the individuals designated.

The seemingly limited ERS control in this decision is mediated by opportunities for ERS/EI interaction during employer instructor development sessions and ERS onsite maintenance, as well as by feedback from students as they begin to work with that employer instructor. In fact, if the site is being recruited to satisfy a specific student request, $(CE)_2$ has found it advantageous to take the student along for the recruitment interview. The student's presence allows the ERS to observe the contact person's comfort as an EI in terms of his or her ability to interact spontaneously with a student.

AGREEMENT FOR STUDENT USE OF SITE

If all questions have been answered and both parties agree on the desirability of the site for student learning, all that remains is to determine the degree of involvement acceptable to the employer and formalize the agreement in writing. This involves negotiating two remaining particulars:

1. numbers of students that can be accommodated (not necessarily at one time)

2. degree of student learning involvement acceptable at that site

The employer relations specialist will know generally at this point what resources in time, people and materials are available at the site and how willing the contact person is to allocate them for program use. On the basis of this preliminary understanding, the ERS can help the contact person specify how far he or she is willing to go in supporting student learning there.

Determination of these factors calls for specificity and forthrightness on the part of the ERS. For example, rather than inquiring, "How many students do you think you want?", $(CE)_2$ ERSs instead take the initiative by asking such questions as, "Can you take five students, one at a time, for explorations followed by learning levels?" Is the contact person willing to work with students for several weeks on learning levels? Would several students on exploration levels tax time and manpower so that only one or two very interested students could return for learning levels? If the contact person is shy about hosting several students or committing the site for long-term visits such as skill building levels, would occasional special placements for specific project purposes be acceptable?

Results of the ERS and contact person agreement are recorded on the Letter of Intent, which the ERS reviews with the contact person in entirety--reiterating explanation of the resultant liability coverage--before it is signed.

POINTS TO REMEMBER

Match Interview Procedures to Situation

Again, the way you proceed during the interview will vary depending on the time available, the type of business being recruited, the role of the contact person in that business and the personality and habits of the contact person. For example, if time is short, less will be spent on certain topics, and examples of learning materials may not be displayed. For a top management person in a large corporation who will not become an employer instructor, little time may be spent on student learning activities, with more emphasis on the EBCE concept and program goals, insurance coverage, transportation provisions, the issue of learning productivity versus commercial productivity, employer instructor development opportunities and the like. With a person who likes to be "on the go," the interview may be conducted while moving through the workplace. The ERS must be prepared to adapt to conditions at the time of the recruitment interview.

Be Responsive to Contact Person's "Signals"

At whatever point in the interview the contact person begins to exhibit either continued interest or hesitation to become involved, the ERS should pick up on the clues and go whichever way is indicated. If the employer is "sold," don't keep selling; complete the Letter of Intent and conclude the interview.

Conversely, if the employer is convinced that EBCE will not work on that site, attempt briefly to identify the reasons, but never try to pressure or persuade the person to change his or her mind. Thank the contact person for the valuable time spent with you, leave a few EBCE reading materials and exit graciously. The old adage about not burning bridges behind you bears repeating in this instance: no good can come from leaving anything less than a good impression. Several $(CE)_2$ contact persons have "come around" long after the first recruitment contact, when they had time to reconsider what they had learned about the program and realized student schedules could be adjusted to meet demands on employer's time.

Proceed with Caution When Leaving Materials

Explanatory or illustrative materials are used during the interview and left with the contact person at the discretion of the ERS, depending on the needs of the particular site and the time available. $(CE)_2$ ERSs have found that if they leave too much reading material at the time of the recruitment interview, much can be "lost in the translation" or laid aside altogether. They therefore rely heavily on their own use of examples and explanation during the conversation--and the opportunity to review major items with newly recruited employer instructors during orientation.

Maintain a Good Program Image

Program staff visiting a site for recruitment purposes are not just representing the program--to site personnel they are the program, and often the whole school as well. One of the most important outcomes of the recruitment interview is the feeling the contact person has about the judgment and dedication of the ERS. As a result, ERS conduct, speech and manner of dress should be businesslike, appropriate to the site and in good taste.

Be Available to Repeat Program Explanation

In large firms, the person interviewed may in turn have to go to someone else for the decision to participate. When possible, arrange for any subsequent presentations to be made by a program representative to allow for spontaneous questions and insure information "straight from the horse's mouth." It is easy for people to misinterpret EBCE as another dropout or disadvantaged program.

Reassure Employers about Orientation

The EBCE concept, program particulars and certain terminology are complicated and new to most people. They are therefore difficult to grasp completely the first time around. The recruitment interview does not give sufficient opportunity for the ERS to present all operational details of the program, nor for the contact person to retain all of what is explained. Be certain it is understood, then, that employer instructors will be supported in furthering their understanding through employer instructor development and onsite coordination activities.

CROSS-REFERENCES

Employer liability insurance coverage is treated in "Business Management," Management & Organization, pages 115-119.

See "Employer Instructor Development " for treatment of orienting community adults to their responsibilities with EBCE students.

"Site Utilization," the third section of this handbook, explains techniques for promoting productive relationships among employer instructors, students and staff.

See "Program Planning & Governance," Management & Organization, page 28, for treatment of legal issues.

See "Projects," Curriculum & Instruction, pages 236-241, for use of site information in negotiating individualized student projects.

See pages 41-44 for additional consideration of criteria for site selection.

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9 Anticipate possible questions and concerns and formulate appropriate responses for recruitment interview

Reservations about the extent to which students can become involved with activities at their site may have become apparent gradually during various stages of the interview. Many come out as the Letter of Intent is filled out. Solutions appropriate to each site must be negotiated with the site decision maker.

Labor Concerns

Labor representatives may fear that introduction of EBCE students on job sites means competition with regular employees for jobs--or even possible exploitation for free labor by unscrupulous employers. Although this concern has been voiced many times across the nation in reference to other career-oriented or work experience programs, $(CE)_2$ ERSs have encountered only a few instances of local union concern. Most have been satisfied after thorough explanation of the program's position on student learning productivity rather than commercial productivity and the formal policy on "no work for pay" during program hours. If a unionized site remains a problem, $(CE)_2$ tries to find a similar workplace elsewhere.

Protecting Confidential Information

Agencies or individuals dealing with confidential or client-privileged information--such as doctors, lawyers, psychiatrists, counselors, ministers, banks, credit unions and the like--may express concern that client confidentiality cannot be maintained with a student learning at their site. Again, $(CE)_2$ ERSs negotiate site usage particulars with the representatives to protect those areas of their work they cannot make available to student observation or involvement. ERSs contend that students can learn about an occupation and be involved in representative activities without participating in every aspect of the work. Yet even in very sensitive areas, like the examples above, $(CE)_2$ students have been allowed to play significant roles with marked success.

Maintaining Employer Efficiency

Individuals with high hourly incomes or those compensated on a straight commission basis may feel they cannot spare several days or even hours in one-to-one, intensive interaction with a student. The ERS may suggest they take only minimal time from their schedules to work with students by using their "down" time--lunch, coffee breaks, early mornings--or by identifying a substitute or additional employer instructors in their firm. Perhaps the student could be allowed to "shadow" the individual for a specified period while he or she goes on with regular activities. EBCE students know they have plenty of learning activities to pursue that do not require constant interaction with site personnel. Students appreciate being told what they can and should expect--and when. After all, adaptability and flexibility are important attributes in the workaday world.

For these and any other kinds of limitations, individual agreements are worked out so that student site experiences are commensurate with the desires of the contact person and the availability of time, personnel and resources. Exploration levels, skill building levels and special placements offer sufficient flexibility in student site involvement to give sites many different ways to participate in EBCE. Explorations and special placements are particularly attractive to sites not wishing long-term involvement.

Specifics of the agreement are recorded on the Letter of Intent and entered into the recordkeeping system by the ERS (see pages 47-50).

CROSS-REFERENCES

See Appendix N for policies regarding student learning productivity and "no work for pay" and Appendix E for other union-related considerations.

Additional suggestions for involving unions in the EBCE program are discussed in "Community Relations," Management & Organization, pages 186-188.

10 Establish criteria for selecting sites and employer instructors

During the recruitment interview, the employer relations specialist will be applying certain pre-established criteria in determining a site's suitability. Although dependent on ERS on-the-spot professional judgment--and that of the employer contact person--selection of a learning site should consider some of the following general issues.

WILLINGNESS TO PARTICIPATE

The first step in selecting sites is actually that the contact persons select themselves--they decide they want to involve their company, its personnel and its resources in the "business" of Experience-Based Career Education. This willingness will ultimately be indicated by a signature on the Letter of Intent.

Remember, when seeking employer agreement to participate, honesty is always the best policy. $(CE)_2$ ERSs are quite frank in admitting to the employer that not all students will have instant success stories on their sites. The employers' challenge, actually, is to help students become successful rather than simply to observe those who already are. An employer's willingness to participate includes acceptance of this reality--that some students are more difficult to reach than others.

SITE POTENTIAL FOR STUDENT LEARNING

Given the contact person's general willingness to participate, determination of the site's ability to offer student learning opportunities is then made by the ERS on the basis of:

1. observations during a tour of the site
2. questions directed to the employer contact person
3. data gathered via the first part of the Learning Site Analysis Form
4. his or her best judgment

The ERS must use professional judgment and previous experience in dealing with people to estimate the possibilities for interesting and relevant learning opportunities that would foster student growth and promote program learning goals.

Willingness of the contact person to let the student really "get involved" and learn about site operations and peoples' roles is an important consideration in determining site learning potential. Two basic questions summarize the ERS' inquiry into the site and the employer's attitudes:

1. What do you do on your job?

2. What can a $(CE)_2$ student do on your job?

From answers to these questions, the ERS can discern generally whether the site would be a good place for students to explore and learn.

For example, a contact person who says a student could "pretty much try a little of everything I do" understands what EBCE is all about and would probably make that site an intriguing place for a student to learn. On the other hand, a person who doesn't seem to grasp the EBCE concept and can only suggest menial or repetitive tasks for the student may be considered a poor risk. Depending on availability of similar sites and remaining recruiting time, the ERS may elect to conclude the interview politely and find another site to recruit. Accepting a site that is "questionable" in terms of contact person understanding will require intensive development and maintenance efforts--possibly disproportionate to the site's learning potential.

In actual fact, however, $(CE)_2$ ERSs report that they seldom reject a site on an initial contact, that is, at the recruitment interview. They are interested first and foremost in the learning opportunities at a site--and what place of business can offer nothing to be learned? If meaningful work is taking place, no doubt the site could offer student learning. If a student later finds that he or she does not care to return there, adjustments can be made.

AVAILABILITY OF SITE PERSONNEL AS EMPLOYER INSTRUCTORS

Employer Instructors: How to Find Them

Availability of site personnel to work with students is the third major consideration in determining a site's suitability. The contact person interviewed by the ERS plays a key role in this determination, whether he or she becomes the sole employer instructor at the site or additional persons are appointed to fill the role. In either case, designation of individual EIs is made by the contact person on the basis of an initial understanding of what an EI does and what characteristics are desirable in an EI.

For example, at a small site, the person contacted initially by the ERS, the decision maker interviewed and the individual who will work with students may be one and the same--the owner, president or general manager. At a larger site, the contact person may or may not elect to serve as an EI. He or she may choose to host students only during short exploration levels and appoint other EIs for lengthier learning levels and project activities. The contact person may designate several other employer instructors, each to work with students choosing their respective departments or specialty areas.

Although the ERS must rely on the contact person's good judgment, $(CE)_2$ ERSs consider such selection of an EI by his or her supervisor--rather than by the ERSs themselves--to be a low risk activity because of the very short introductory exposure of EI to student prior to ERS maintenance. Shortly after a student's arrival at a site, the ERS visits the site and gets the student's first impressions of the EI. As a result, the ERS is soon in a position to judge the suitability of that individual for the EI role. In addition, student analysis of the site and the EI is encouraged throughout student onsite learning.

Employer Instructors: What to Look For

The persons who will be successful employer instructors will need on-the-job time to devote to instructional activities, without feeling that they are neglecting their work. They may well have had previous experience in working with young people or doing volunteer work in the community, but most importantly, they must have the desire to "take on" a $(CE)_2$ student in direct interaction.

Beyond these three general considerations, describing what will make a "good" EI is as difficult as predicting a particular individual's potential for becoming one. After three years, $(CE)_2$ ERSs admit that there is no formula or list of traits that they can give the employer contact person as selection criteria. The best they can do is to convey a general description--a feeling--of what being an EI is and hope that the contact person knows all employees well enough to recognize those who might work well with young people.

This general description, in the words of a $(CE)_2$ ERS, emphasizes first of all the fact that an employer instructor should enjoy working with young people and should be enthusiastic about the possibilities in such a relationship.

People we look for as EIs are outgoing and open-minded about things; they don't have a lot of locked-in negative concepts. Their attitude is positive. They tend to be helpful and willing to cooperate. When you talk to them, they don't get scared off when you ask, 'Will you help us evaluate the students?'

They are self-disciplined: they know what they're doing and why they're doing it; they know what has to be done on what time schedule and they can stick to it. But they are still flexible in their attitudes toward students and have a high degree of patience.

All of this adds up to what could be called emotional stability in a person. This stability is capped off by positive expectations about young people and confidence in students' ability to make their own life decisions.

Of course, "perfect" employer instructors are rare; each is different from the next. Such differences, however, are part of what students should encounter. Getting to know many individual employer instructors is excellent experience for EBCE students.

CROSS-REFERENCE

"Site Utilization," pages 105-167, deals in greater depth with the interactions between employer relations specialists and employer instructors.

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11 Assemble appropriate materials for use by recruitment personnel

During the recruitment process, supportive and illustrative materials are used by the employer relations specialist to facilitate understanding of the program. $(CE)_2$ materials include:

1. the basic information packet, which contains

   a. a statement entitled "Provisions Under Which Employers and Students Participate in the $(CE)_2$ Program" and outlining several important legal considerations

   b. a general descriptive brochure or handouts on the $(CE)_2$ program

   c. a sample Letter of Intent

   d. a sample Indemnity Covenant

2. pages 1 through 3 of the Learning Site Analysis Form

3. examples of student learning materials, such as Exploration Packages and projects

Each of these materials is explained by the employer relations specialist as the interview proceeds. Some items--the first portion of the Learning Site Analysis Form, the Letter of Intent and the Indemnity Covenant, through which employers' freedom from liability is guaranteed--must be filled out during the interview for each site joining the program.

Items a and b above are left for reading when convenient. Site representatives electing to join the program also retain copies of the signed Letter of Intent and Indemnity Covenant for their records. The first three pages of the LSAF are completed and retained by the ERS; the contact person does not receive copies.

CROSS-REFERENCES

See Appendix C for samples of the information packet used during the recruitment interview.

Appendix M contains a sample completed Learning Site Analysis Form.

For a look at the general program descriptive materials used by $(CE)_2$ employer relations specialists during recruitment, see the Program Overview.

5?

12 Set up system for recording site information

An up-to-the-minute site inventory and comprehensive records of employer instructor involvement in student learning activities serve many purposes for EBCE students and staff. On the basis of such records, comprehensive liability insurance coverage for employers is secured, community relations activities and employer instructor development sessions are planned and student learning activities are negotiated.

Since recruitment is the first step in gathering learning-related site information, it is critical that what is observed about a site be recorded completely and accurately and entered into the permanent records housed at the learning center.

OPENING THE RECORDS FOR A RECRUITED SITE

On receipt from the employer relations specialist of the signed Letter of Intent, Indemnity Covenant and ERS site notes, a site is entered into the following three-part recordkeeping system.

Card File: Current Site Inventory

The alphabetical card file is designed to allow easy reference of brief site information and compilation of a current site inventory. For each site recruited, a card is added to the file, listing the site name, address, contact person and employer instructor(s), and general site requirements or restrictions related to student learning (see sample on next page). This file is housed in the learning resources area and supervised by the learning resource specialist.

File Folders: Cumulative Site-Related Materials

Intended as a collection point for all materials pertaining to a site, these folders begin with a brief site description written by the ERS immediately following the recruitment interview. This description highlights possible areas for student involvement and special conditions or restrictions. In the folder is also filed a copy of the signed Letter of Intent, the first section of the Learning Site Analysis Form, the Indemnity Covenant and any descriptive brochures or materials gathered by the ERS during recruitment. As student learning plans are developed and onsite learning activities implemented, all related materials generated by the site will be added to the folder, thus building a comprehensive site record of involvement in student learning activities.

SAMPLE CARD FROM SITE CARD FILE

(Side 1)

Company Name: Walk-In Legal Aid   Phone: 555-3880
Address: 1941 N.E. Meridian

Contact: Ann Vandam

Type of Business: Provide legal assistance to indigent persons

Learning Sites	EI	Activities
Alternatives	Rose Martin	Intake interview Phone research
Investigation	Grant Hickam	Investigate alleged crime, canvas for witnesses Write reports

(Side 2)

Comments: Requires that you be able to monitor your own time, be a good reader and able to write reports

Must ride bus (line 41 & 44 will get you there from the center)

Scheduling Requirements: Flexible scheduling, however you may have to spend some full days

Employer Relations Specialist Notebook: Portable Summary of Site Activities

The employer cards in the ERS's personal looseleaf notebook are designed to allow summarization of information regarding a site and student learning-related activities. When a site is recruited, the site name, address, telephone number and contact person are entered on the card (see page 50), which in turn is entered alphabetically in the notebook of the recruiting ERS. Subsequent entries on the card are made as student learning activities progress at the site. Each card thus becomes a summarized cumulative record that the ERS can take along on site visits.

Recording Sites Not Recruited

For purposes of future reference and to avoid repetitive contacts, a record should also be kept of (a) sites identified earlier as "potential" learning sites but not interviewed at this time and (b) sites interviewed but not selected for recruitment.

Sites identified but not interviewed may be utilized later as necessary to respond to student requests (see page 57). For those interviewed but not selected for recruitment, the reason for their rejection and the desirability of reopening the contact at some future time should be noted.

Later, as students begin to visit sites, the recordkeeping system will also have to distinguish sites available but not chosen by students for exploration--a possibility if recruitment is not based directly on student career interest assessment (see page 20).

CROSS-REFERENCE

"Business Management," <u>Management & Organization</u>, page 111, contains a description of management-related recordkeeping in an EBCE program. Pages 115-116 describe how the Letter of Intent and Indemnity Covenent precipitate employer insurance coverage.

EMPLOYER CARD
EMPLOYER RELATIONS SPECIALIST NOTEBOOK

SITE VISIT RECORD:

DATE	MAINTENANCE	PURPOSE
11/2		
11/28		
12/1		
12/7		
12/15		
12/2		
12/2		

Brown Chevrolet — Business
555-1234 — Phone

14572 N. Wayside Blvd. — Address

Charles Goddard — Contact Person
same — Phone

LEARNING SITE	LSAF	EMPLOYER INSTRUCTOR	PHONE
Whole business	10/5	Charles Goddard	
Sales dept.		" "	
Shop	11/21	Al Armstrong	
Office		Myrna Long	

CONDITIONS AND COMMENTS:

Time Arrangement to be negotiated; full days preferred

Clothing Requirement shop - overalls supplied

Safety/Equipment

Letter of Intent ✓

Indemnity ✓

NUMBERS OF STUDENTS

Career Explorations 3

ANECDOTAL COMMENTS

13 Make program known to the community through presentations to local groups and key individuals

One of the primary tasks preparatory to initiation of an EBCE program and actual site recruitment will be to let people in the community know what the program has to offer its young people. A good deal of work during early program planning will be required to establish a local communications network that

1. reaches key persons of influence in the community who can participate in program planning and public relations

2. convinces local school district taxpayers, parents and students that it has educational significance, integrity and stability--and is worthy of their consideration as an alternative for students in their district

3. interests a wide audience of community members and employers to the extent that they become willing to volunteer their sites and personnel for EBCE learning

The contacts you make during early program planning lay the groundwork for the site recruitment that begins in earnest when the EBCE program is approved by the school board. How these early presentations and individual contacts help build a site network is treated in the pages that follow.

CROSS-REFERENCES

The handbook on <u>Management & Organization</u> suggests ways to find and enlist key community individuals in "Program Planning & Governance," pages 15-23. How to initiate and maintain good communications with all audiences is addressed throughout "Community Relations;" see the checklist on pages 141-142 for specifics.

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14

Identify first employer and community sites to be contacted for recruitment

Depending on the number and type of sites needed for the network, the initial community interest survey may provide sufficient names for the first round of recruitment contacts. Should identification of additional sites be necessary, you may proceed in either (or both) of two directions.

You may seek additional suggestions from resource persons who were helpful during planning group formation and the initial interest survey. These may include planning group members and key business people, students, personnel within the school district, Chamber of Commerce, officers and members of local civic organizations, city officials and selected community persons.

Another option is to expand your resources, possibly including school district personnel from other career- or community-related programs such as work experience who could suggest sites to contact based on their past experiences. Another source can be key persons from other local programs that involve employers in educational and/or youth activities, such as community colleges, Junior Achievement and Explorer Scouting. These persons could be the lead into sites they know are good EBCE possibilities.

Regardless of which resources are tapped, the employer and community sites to be contacted now for recruitment will have been recommended by people familiar with both the sites and EBCE, thereby increasing the probability of successful recruitment and fruitful student learning.

CROSS-REFERENCE

Treatment of the community survey made during planning for an EBCE program is contained in "Program Planning & Governance," Management & Organization, pages 21-23.

15 Conduct initial site recruitment and selection

When planning steps have been completed and advance preparations have been made, the first round of recruitment can be completed in a few weeks. A well-organized team of employer relations specialist(s), planning or advisory group members, key businessmen and program administrator will be able to interview site contact persons, secure signed Letters of Intent and record new sites in the inventory well before invitations must go out for a late-August orientation session. The stage will then be set for commencement of first-year students' site experiences.

CROSS-REFERENCE

"Employer Instructor Development," pages 63-102, offers suggestions and sample agendas for the August orientation session.

Adding Sites to the Network

Once the program year begins, sites are recruited primarily in response to identified student needs or requests. This individualized site recruitment follows the same procedures used for building the original network.

16 Determine need for site

Need for a site generally becomes known in one of four ways:

1. specific student identification of career and/or site interest

2. ERS judgment that a given occupational area or career is not yet adequately represented in the network

3. withdrawal or termination of an existing site

4. design of a student project specifically requiring employer or community resources not available in the present network

DETERMINATION OF STUDENT CAREER INTEREST

In conference with the student, the employer relations specialist uses the results of career interest indicators administered during the summer to help the student identify specific occupations he or she would like to explore. Again at various intervals throughout the year, students repeat the occupational interest assessments and, with assistance from the ERS, make additional site selections for exploration and learning.

Student interest in a particular site may arise in ways other than career interest assessment, as well. For example, the student may have done business there or received a special service such as medical aid or counseling. A friend of the student or his family may be enthusiastic about his or her job or place of employment. These encounters in turn may spark the student's interest in an area or site not identified through assessment.

INSUFFICIENT REPRESENTATION OF AN OCCUPATIONAL AREA

Sometimes student encounters with certain occupational areas--for example, the social services--prompt requests for explorations at other sites in that same interest area. Available sites may become "overloaded," creating a need for additional sites of that type to allow for multiple student requests.

Occasionally, an "active" site or an employer instructor will withdraw--perhaps as the result of a layoff or economic downturn--or be terminated from participation in the program. This, too, may leave a gap in the site network.

$(CE)_2$ ERSs have noticed particularly that changes in personnel over the summer months come to their attention all at once in August, creating a heavier than usual recruiting need just prior to the beginning of the program year.

STUDENT PROJECT NEEDS

As a student works on projects and increasingly refines individual learning goals, it may happen that project work leads to a site not presently in the network--either because the negotiated project calls for the site or because the student prefers completing the project there.

CROSS-REFERENCE

Student career interest assessment is discussed in "Career Explorations," Curriculum & Instruction, pages 145-150.

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Attempt to match need with available sites

When the need for a particular type of site becomes known, you may well be able to locate what you need by examining those sites already available in the "active" network. If so, the next step will be to contact the site representative and arrange for student placement.

CROSS-REFERENCE

See "Site Utilization," pages 156-158 for student placement procedures.

18 When necessary, identify possible new site(s) to be recruited

Particularly as student interests expand as a result of early explorations, sites that are not yet a part of the network may be needed. First, appropriate new sites must be identified for recruitment in basically the same way as during initial recruitment:

1. Review previously identified but not-yet-recruited sites.

2. Contact currently participating site personnel for suggestions.

3. Again, utilize community sources to identify potential sites.

4. Select several possibilities and prioritize.

The ERS may elect to tap any of the usual resources--from the school superintendent or the board of directors to already "successful" participating site personnel. Many times, students will know of a site that fits the request.

The ERS may then initiate contact with each potential site as the suggestion is made or may compile a list and prioritize the possibilities. This prioritization will be based on both the recommendations of the resources and the location of the suggested site. $(CE)_2$ ERSs use the location criteria to determine the order in which they contact otherwise equally desirable sites: they begin with the sites closest to the learning center and work their way out.

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Conduct recruitment interview with site decision maker

The procedures designed for initial site contact and interviewing are again applied. However, the approach may change based on experiences with earlier recruitment and the fact that the program year is now underway.

Two differences in the ways $(CE)_2$ ERSs conduct the recruitment interview after students have begun to visit sites are significant.

First, students themselves are often invited to accompany the ERS on the recruitment interview. Presence of the student allows the ERS to observe the contact person's comfort with the situation and ability to interact spontaneously with the student, thus forming a basis for preliminary estimation of the contact person as a future employer instructor and as a source of recommendations for other EIs. Similarly, the student is given the opportunity for a personalized preorientation to the site and to the contact person. $(CE)_2$ ERSs report that often the employer directs more questions to the student than to the ERS.

Second, examples of completed student projects, Exploration Packages and the like replace the sample materials used during initial network recruitment. Such use lends a personalized note to the ERS's explanation of the program and makes what students do--especially students they know--more interesting and understandable to the employer.

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20 Invite site representatives to orientation session

When the recruited site has been added to the network and employer instructor(s) have been selected, site personnel are invited to attend the next scheduled employer instructor development session. $(CE)_2$'s series is designed so that EIs entering at any time during the year are quickly and comfortably incorporated into student learning activities and program.

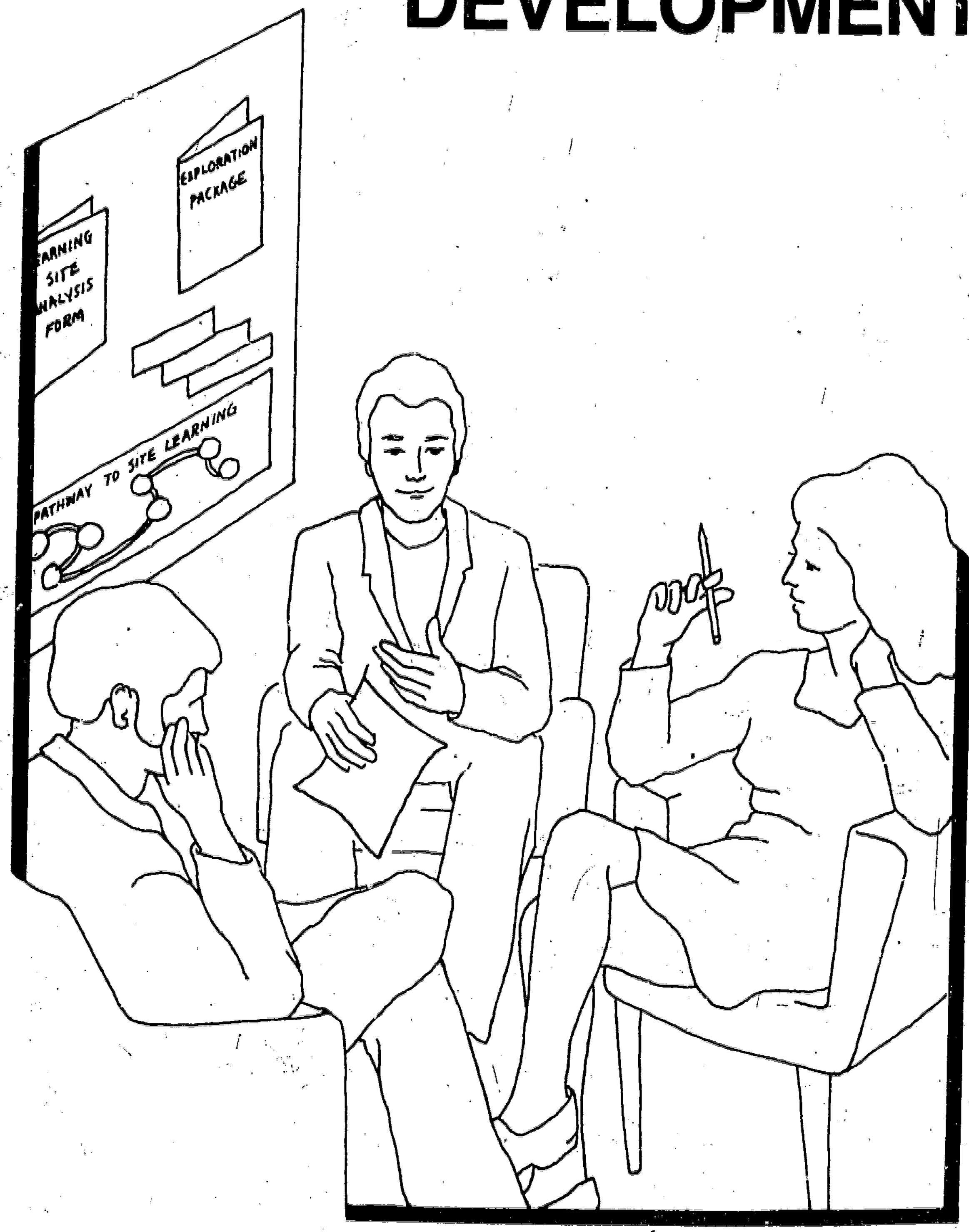
CROSS-REFERENCE

Employer instructor development sessions are described in the next section of this handbook.

21 Begin student placement procedures

For later placements as well as first ones, ERSs follow a carefully designed series of steps to ensure smooth acclimation of student to site. Those procedures are described in the "Site Utilization" section of this handbook.

EMPLOYER INSTRUCTOR DEVELOPMENT



EMPLOYER INSTRUCTOR DEVELOPMENT

> Employer instructor development provides site personnel with the staff support, program information, skill development and contact with each other needed to guide, negotiate with, instruct and evaluate students in EBCE.

WHAT EMPLOYER INSTRUCTOR DEVELOPMENT ACTIVITIES CAN DO

1. maximize the potential of an employer/community site as a learning setting by focusing employer instructors on their instructional, supervisory and guidance responsibilities and developing their ability to help students discover useful and relevant learning experiences

2. provide a planned, integrated series of employer group meetings to complement ongoing one-to-one site maintenance by the employer relations specialist; such a series of meetings

   a. affords employer instructors and contact persons the opportunity to orient themselves to program changes at regular intervals as they work with students

   b. responds to employer instructor needs for training in program-related functions

   c. serves as a means for employer instructors to express their concerns and exchange suggestions for working with students, with each other and with program staff

3. enhance employer understanding of aspects of their role related to program design, evaluation and refinement

4. promote and maintain employer/community interest and support of the program

ASSUMPTIONS ABOUT EMPLOYER INSTRUCTOR DEVELOPMENT

While employer instructors may be highly interested in the possibilities of working with young people, they generally will need and want support from professional educators.

Support of employer instructors cannot be a simple preservice activity followed by a year-end banquet to express appreciation;

needed rather is an ongoing process of orientation to roles and functions expected by EBCE.

Materials, procedures and approaches used in development activities should be straightforward and concise, geared to easy understanding by lay persons, avoiding if possible the jargon typical of educators.

THE PEOPLE INVOLVED

Planning of the employer instructor development component as a whole draws on suggestions from all staff and the program administrator, who in turn may use additional resource persons--particularly employer instructors themselves, as appropriate.

Planning and conducting each development session is shared by all staff members and varies according to the specific design and purpose of each session. The employer relations specialist, due to his or her unique role in working daily with employer instructors, must provide specific suggestions. Student participation in the sessions is sought as appropriate.

RELATIONSHIP TO OTHER PROGRAM ELEMENTS

Employer instructor development activities are occurring at the same time and involve basically the same people as several other program functions: site recruitment, student onsite learning (site utilization) and program planning and governance. The format and content of employer development activities will reflect and be shaped by the involvement of employers, community members, students and staff in these other simultaneous functions.

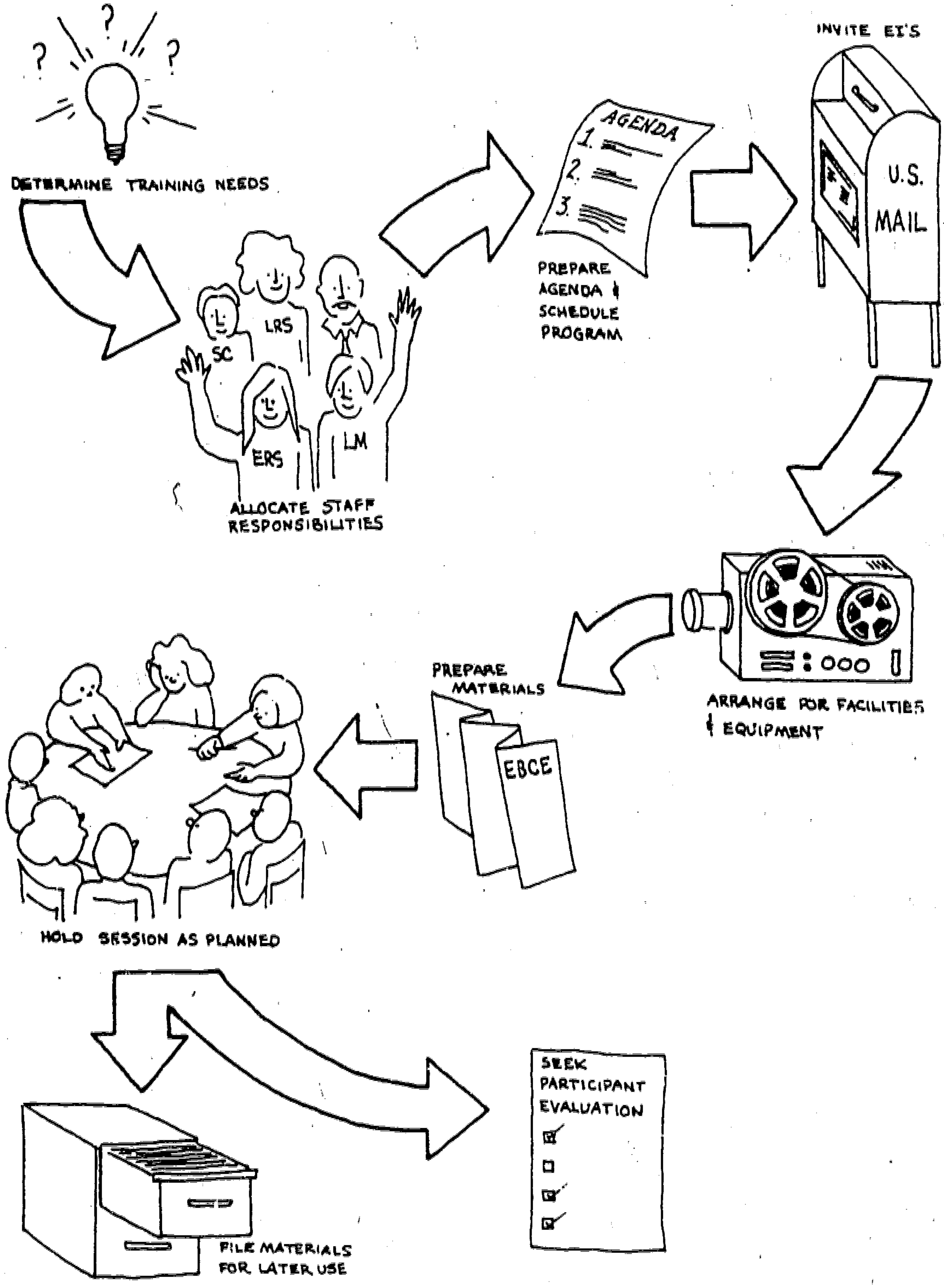
Of particular significance is the complementary nature of employer instructor development sessions and individualized site maintenance by the employer relations specialist (described in "Site Utilization"). Site maintenance, intended to respond to individual questions, needs, concerns and suggestions that arise as the employer instructor works with students, shares with development activities the underlying purpose of bringing out in each employer instructor the best that he or she has to offer EBCE students. However, site maintenance relies primarily on one-to-one interactions between an employer relations specialist and employer instructor at the site, rather than on group sessions at the learning center.

Steps to Follow

PLANNING FOR DEVELOPMENT

CONDUCTING EACH SESSION

CONDUCTING AN EI DEVELOPMENT SESSION



Planning for Development

1 Agree on purposes of employer instructor development

Although the professional EBCE staff may be limited in number, its size is increased many times over by the dozens of other people serving as "teachers": employer instructors (EI) who work directly with EBCE students on a daily basis, helping them understand important processes, facts and attitudes related to individual EBCE student outcomes. Without employer instructors, EBCE could not take place.

The general purposes of employer instructor development at $(CE)_2$ (see page 63) spring from the realization that the potential of a location as a learning site hinges directly on the capabilities of EIs to interact effectively with students. These men and women may never before have thought of themselves as "teachers". The EBCE notion of people from the community getting closely involved with students as instructors, counselors and partners in experiential learning may be new to them. Further, no two individuals will come to the teaching/learning situation with the same set of skills, standards and expectations.

Finally, the EBCE program is complicated and consists of many interlocking concepts and strategies. EIs, like all program participants, need time and repeated exposure to program complexities before they can grasp EBCE in totality and apply its techniques comfortably with individual students. The original recruitment interview and one orientation session at the beginning of the year can neither anticipate nor respond to all EI needs for information and support as they interact with young people at their places of work.

Rather, it is important to provide EIs with regular opportunities throughout the program year to exchange with program staff and each other a multitude of opinions, suggestions and anecdotes based on experiences with students. Development of employers as instructors can be likened to the inservice training for teachers often provided by school districts. While employers are learning from their experiences with students, program staff try to pass along to them what they know about working with young people and to help EIs learn from each other how to be more effective.

THE HISTORY OF EI DEVELOPMENT AT $(CE)_2$

During the summer and into $(CE)_2$'s first program year, staff held several meetings to familiarize site representatives with program features and onsite learning activities. As the series progressed, staff perceived a recurring theme: people attending the meetings wanted help in becoming effective employer instructors. They also welcomed opportunities to get together to share questions and exchange ideas.

This feedback was reinforced by

1. research findings from other programs using onsite community resources which show that additional training of supervisors working with trainees is desirable

2. employer relations specialist (ERS) reports of questions resulting from student/EI first encounters onsite

3. suggestions from employer and community members of the planning group

Armed with this information, $(CE)_2$ staff created what are now called EI development sessions to follow summer orientation and to supplement onsite ERS/EI interaction (see "Site Utilization"). A questionnaire administered to all individuals involved in student onsite learning resulted in unanimous endorsement of periodic EI development gatherings during each program year.

2 Assign staff roles

ROLES BASED ON THE $(CE)_2$ MODEL

Program Administrator

Given the importance of employer and community sites to the program and the need for coordination of employer instructor "training" with other program functions, the program administrator should retain primary responsibility for EI development. In addition, he or she should participate directly with other staff in planning and implementing individual development sessions. The program administrator's general administrative and management expertise, understanding of the program as a whole and visibility in the community should be continual assets to EI development.

Employer Relations Specialist

The employer relations specialist should take charge of design and implementation of each session because (a) the ERS is uniquely involved with all other program participants and (b) the ERS is most familiar with the employer community because of work on site recruitment, utilization and maintenance.

Other Program Staff

The ERS can in turn draw substantially on other staff as appropriate. Learning managers can contribute perspectives regarding student learning strategies and recommend straightforward techniques for presenting (explaining) them to employers. The learning resource specialist knows the potential of employers as learning resources and how students can access those resources. In addition, the LRS would probably be the staff expert on media and techniques appropriate to various training activities and presentations. The student coordinator can marshall guidance-related considerations and possibly make suggestions regarding group processes, presentation techniques and coordination of all activities. Staff will contribute individual talents and strengths in addition to skills and knowledge related to their roles.

Other individuals from the community or within the district could be called on for certain special types of input, such as interpersonal relations techniques and specialized discussion of such processes as use of resources, dealing with "problem cases" and so on. In short, anyone who can and is willing to help should be used. EBCE is, after all, education in and by the community.

CROSS-REFERENCES

"Personnel," *<u>Management & Organization</u>, contains role descriptions for all EBCE staff, pages 48-57.*

In addition, ERS tasks and responsibilities during site recruitment and site utilization are discussed in other sections of this handbook.

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3 Determine employer instructor training needs

$(CE)_2$ staff have found employer instructor training needs fall into four general knowledge or skill areas:

1. thorough understanding of the EBCE program and the unique role of EI
2. ability to orient students effectively to the site and its operations
3. ability to communicate and give feedback to students
4. understanding of the procedures for implementing learning strategies

These needs were identified by site personnel and program staff as students visited sites for learning purposes.

FEEDBACK FROM SITE PERSONNEL

Site personnel themselves are ideal resources for determining EI training needs. Site contact persons and EIs will have many questions regarding what they are to do and how they are to deal with students arriving at their site. These questions and concerns are a logical starting point for planning EI development.

INPUT FROM STAFF

Just as site personnel have opinions and questions not answered during recruitment, so program staff will have ideas of what information they consider crucial to EI efficiency and effectiveness in dealing with EBCE students. The employer relations specialist, as the designated channel through which information flows directly between site and staff, has a feel for site personnel needs from talking to contact persons during recruitment. Other staff familiar with the EBCE curriculum can offer suggestions from that perspective.

For example, the student coordinator may emphasize topics dealing with student onsite behaviors and efficient utilization of assessment data. The learning resource specialist will probably want to insure understanding of the notion of people as resources. Learning managers will be especially concerned that employer instructors feel comfortable with the instructional strategies and materials they will use in working with students.

Staff opinions should be gathered, perhaps through an informal rap session, and added to those of site personnel.

COMPILING SUGGESTIONS AND RECOMMENDATIONS

For $(CE)_2$ development planning, two individuals trained in interpersonal relations techniques coordinated staff and employer suggestions and drafted the design of the EI development component. The basis for their design was a combined list of employer/community responses, including planning group feedback and staff suggestions. That list is displayed on the following page.

CROSS-REFERENCE

Some activities in the following list of suggested EI training needs are now part of the one-to-one site maintenance conducted by $(CE)_2$ employer relations specialists during site utilization. See "Site Utilization" for details.

SUGGESTED TRAINING NEEDS FOR $(CE)_2$ EMPLOYER INSTRUCTORS

General Information Needs

1. the place of EBCE in society and education
2. objectives and basic concepts of the $(CE)_2$ program
3. background information on students (skill levels, experience, aptitudes and so forth)
4. reports of student progress
5. student activities on job sites

Ways to Assure that Students are Learning Onsite

1. make sure students know how to question
2. clarify student dual responsibilities as learner and "worker"
3. prepare employer instructors for student arrival onsite
4. clarify and enforce student attendance requirements
5. specify time, schedulir   tpectations
6. develop specific learning and behavior expectations for students
7. provide "report cards" measuring student progress
8. allow student critique of EIs
9. design a reporting system for staff, students, EIs

Ways to Promote EI/Student/Staff Communication

1. hold student/staff conferences and provide feedback to EI
2. find out what "preview" job site information the student needs or wants
3. encourage student participation in regular employee orientation onsite, if available
4. secure student and EI agreement on responsibilities
5. clarify and share roles
6. hold three-way conferences among the student, staff member and EI

4 Plan development sessions to meet identified needs

Employer instructor development sessions should be planned to supplement onsite maintenance support by the employer relations specialist, without duplicating that support. Site maintenance can respond to individual questions, needs, concerns and suggestions that arise as the EI works with students at the site. EI development should promote interaction among all participants in student learning and discussion of shared needs.

A $(CE)_2$ ERS recently summed up the important complementary nature of EI development and site maintenance:

> *We notice it's much easier to run a maintenance visit after a development session because the employer is more aware of the program terms you use. You don't have to turn the maintenance visit into a reorientation session, and you can zero right in on talking about the student who's at the site.*

FREQUENCY, NUMBER AND PURPOSE OF ACTIVITIES

Based on first-year experiences, $(CE)_2$ staff conduct four group sessions, one every eight to ten weeks during the program year, to punctuate and tie together ongoing employer maintenance and student onsite learning. Each session focuses on one of the following purposes:

1. <u>orient</u> new employers to their role as instructors before they receive students at their sites
2. <u>answer</u> questions from experienced EIs and allow all EIs to exchange ideas
3. <u>build skills</u> EIs feel they need to better serve both the students and the goals of the program
4. <u>obtain feedback</u> from EIs on the success of program strategies, including development activities themselves

Session I: Orientation

Employer instructor orientation, held the week before school begins, brings those site persons who have volunteered to work with students together with program staff and students for introduction to specifics of their role in student learning. This first session is intended to

1. supplement and reinforce the program overview conveyed during the recruitment interview by

   a. helping employer site personnel understand their role as instructors and their authority in dealing with students at their sites

   b. responding to employer questions about the program

   c. covering in greater detail certain concepts and learning strategies introduced only briefly during recruitment (for example, projects, Exploration Packages, student accountability and attendance)

2. acquaint employers with one another and with the EI development component as a series of "training" sessions to be held throughout the year

3. lay the groundwork for the continuing evolution of staff/student/community esprit de corps and cooperation

Session II: Problem Solving Clinic

The second employer instructor development gathering occurs shortly after students have begun visiting sites and addresses EI questions and concerns arising from initial experiences with students. Session II is designed to

1. respond to pregathered EI questions regarding areas of general concern and

   a. emphasize the employer's role not only as instructor, but also as a central figure in program design

   b. review important points of contact among EIs, staff, students and instructional materials and strategies

   c. encourage EIs to interact and exchange ideas with each other, as well as with staff and students

   d. provide guidance by program personnel for dealing with student behavior issues introduced by site personnel

2. involve employers in program design and evaluation by

   a. soliciting suggestions for dealing with recurring issues at sites, based on experiences with students to date

   b. requesting employer critiques of the instructional strategies discussed during the clinic

3. orient employers who may not have attended the initial session

Session III: Training Session

Session III taps the expertise of experienced employer instructors to help all EIs develop skills in dealing with students on their sites. Further, it is planned to

1. provide continuing emphasis of the EI's role in student learning and program operations by

   a. reviewing the roles and responsibilities of EIs and program staff through each stage of a student's academic program

   b. encouraging EIs to share solutions to commonly experienced problems

   c. gathering EI suggestions for handling major issues affecting student progress onsite

2. again, provide for orienting novice EIs to key information covered in preceding sessions

Session IV: Feedback Session

The final employer instructor development session, held after the close of the program year, gathers EI responses to staff-initiated questions regarding program operation and design. It is structured to

1. capitalize on the significant role EIs have played throughout the program year by

   a. analyzing experiences they have had with students during competency certification, explorations and learning levels

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b. collecting and recording EI evaluation/analysis of program operational issues as input to program refinement

2. encourage continuing employer participation in achieving program goals by stimulating interaction while encouraging analysis of program procedures

3. once again, orient those EIs who may have been recruited since the preceding development session

ANOTHER POINT TO CONSIDER

As the $(CE)_2$ program administrator noted, site personnel working with students onsite must "juggle" their responsibility to EBCE students with their regular work responsibilities.

> *It is therefore very important that we think about employers' total needs, not simply needs created because we place students at their sites. The students probably take only a fraction of their time and energy. Employers are probably having problems with their employees, too: motivational problems, communication problems and the like. We should be smart enough to tie the two together, because they are transferable skills. Teenagers are not that much different from adults when you're talking about how you deal with them. They're a little less mature, but outside of that, there are a lot of the same problems that you get with employees.*

CROSS-REFERENCES

Synopses of $(CE)_2$ employer instructor development sessions are contained in Appendices F, J, K and L.

See "Site Utilization," pages 119-124, for complete treatment of site maintenance activities by the employer relations specialist.

5 Consider implications of diverse audience for development activities

EMPLOYER INSTRUCTORS

Development activities address all employer instructors from every currently active site. This includes:

1. EIs at sites that have just joined the program
2. EIs at sites that have been with the program from the beginning
3. EIs who have attended other sessions and have worked with several students
4. EIs who have not yet worked with a student but who are "ready"

This broad definition takes in a large number of people with widely varying knowledge of the program. People who are "veterans" are grouped together with some who know practically nothing about being an EI.

Such a large and diverse audience demands very careful planning. For example, new EIs must be able to join the series at any time and readily "catch up" on information presented at earlier sessions without diminishing others' interest. However, $(CE)_2$ has found that a heterogeneous grouping promotes a sense of community by allowing for continuity and reinforcement of information among all EIs.

OTHER PARTICIPANTS

Optional--but recommended--participants are higher management personnel and "contact persons", if not the same as the employer instructors at a site. Particularly at larger sites, the contact person may not be the EI and may not work directly with students. In these cases, the contact person--even though just coordinating site visitation--should be kept up to date on program information and provide the same training opportunities as EIs.

Similarly, other higher management personnel not acting as EIs may nevertheless serve important functions in relation to the program--hosting visitors, participating in employer seminars, representing the site on the board of directors or deciding if the company will participate--and should also be included in employer instructor development activities.

6 Expand recordkeeping system to incorporate development materials

The recordkeeping system set up during site recruitment may yet be in its infancy, but already it serves as a resource for employer instructor development planning. Any one of the three sets of site records suggested--the reference card file, cumulative folders or employer relations specialist notebook--can be tapped to identify currently "active" sites, poll personnel regarding their training needs and invite EIs to development sessions.

This three-part recordkeeping system should now be expanded to accommodate materials from EI development sessions.

RECORDKEEPING FOR EACH SESSION

Attendance

Keeping track of who comes to each employer instructor "training" session is imperative for later use in site maintenance and student placement at sites. On the basis of attendance records, the ERS can

1. guarantee that each EI receiving a student has first had a general orientation to the program

2. ascertain either that the EI understands the learning activities to be implemented or has indicated a further need for information

If EIs are to be offered a stipend for their attendance at development sessions, the system for processing payment will require a voucher or payment request of some kind, which would be sufficient verification of attendance. Such a voucher or an attendance card could be added directly to each employer cumulative record folder.

Agenda, Materials and Evaluation

Records of each session's agenda, materials, summary and evaluation by participants are useful for giving feedback to EIs and in planning later presentations.

At $(CE)_2$, for each developmental session a file folder is set up to collect the following items: agenda, presentation materials/aids, minutes or summary, evaluation questionnaire. This file is reviewed from year to year as staff plan employer instructor development presentations.

CROSS-REFERENCE

Site records established at the time of recruitment are described in "Site Recruitment," pages 47-50.

7 Provide for revising development sessions and other program features based on feedback from participants

FEEDBACK FROM EMPLOYERS

At $(CE)_2$, evaluation by employers is sought regularly on every program aspect and activity. One of the most straightforward techniques for gaining such evaluation is through questionnaires that focus employer comments on particular program features and encourage additional observations. After each session, questionnaires (see sample, page 83) and return envelopes are given to each employer instructor. Questionnaire responses are compiled and recorded for staff to use in analyzing development sessions and other program features and activities.

Employer relations specialist site maintenance activities offer an indirect but equally reliable avenue of feedback from employers. For example, it was through requests to the ERS from many employer instructors for more frequent news of students after they left their sites that the $(CE)_2$ newsletter was designed for monthly distribution.

SAMPLE EMPLOYER INSTRUCTOR DEVELOPMENT QUESTIONNAIRE

This questionnaire is intended to find out your reactions to the employer instructor meeting you have participated in tonight. Your opinions will be useful for improving our relationships with employer instructors and for possible revisions to program procedures.

Part I

Based on your personal judgment of the employer instructor meeting tonight, please rate the following areas.

	RATING (please circle one)			
1. How effective do you feel tonight's meeting was in helping you to understand your role in working with students on Basic Skills?	*Excellent*	*Good*	*Fair*	*Poor*
2. How relevant were the problems discussed tonight regarding student behavior at employer sites?	*Excellent*	*Good*	*Fair*	*Poor*
3. How realistic do you feel most of the suggestions were that were proposed tonight regarding student guidance at employer sites?	*Excellent*	*Good*	*Fair*	*Poor*
4. How interesting to you were the videotapes that were shown tonight?	*Excellent*	*Good*	*Fair*	*Poor*
5. How useful to you were the small group discussions following the videotapes?	*Excellent*	*Good*	*Fair*	*Poor*

Part II

1. Did you learn tonight any new ways of working with students at your site to involve them more or to make their experiences more valuable? *Yes* ____ *No* ____
   If yes, what were some of these ways that you would like to try at your site?

   ____

   ____

2. Do you feel you are receiving adequate help this year from the employer relations specialists to allow you to work well with students? *Yes* ____ *No* ____ If no, what help would you like to receive?

   ____

   ____

3. For $(CE)_2$ students at your site, do you feel you are getting adequate information about what they are doing in other areas of their study in $(CE)_2$? *Yes* ____ *No* ____ If no, what help would you like to receive?

   ____

   ____

Your name (optional) ____________________________

Organization (optional) ____________________________

STAFF ANALYSIS

$(CE)_2$ staff as a group systematically evaluate each session. They discuss various presentation techniques and the apparent response to each. If a particular session has been scheduled on several successive evenings to accommodate large numbers of employer instructors (as is often the case with orientation at the beginning of the year), staff may adjust subsequent "editions" of a session based on their analysis of a certain technique.

Staff observations continue long after a particular developmental session has been held. More general or long range effects must also be picked up and noted for possible future entry into system design, particularly by the ERS during site visits.

An ERS described one long-range effect of particular significance in this way:

> *Employers become easier to work with and even if it (an employer instructor development session) doesn't increase their knowledge, it increases their enthusiasm and confidence. Employers always say how much they get out of it, and students often comment on the change in attitude in their employer instructor.*

CROSS-REFERENCE

Another example of the use of questionnaires for evaluating employer instructor development sessions is displayed in Appendix I.

Conducting Each Session

8 Allocate staff responsibilities in planning and presenting session

Responsibility for planning and conducting each employer instructor development session is shared by all staff members. Staff consensus on materials to cover and procedures to be employed is considered desirable for several reasons:

1. All staff officially share responsibility for program development and implementation; the same diffusion of responsibility should apply here.

2. Each member will have opinions based on his or her position on the team; collectively they can better cover all the bases.

3. If all staff are to share in making the presentation, they should have a voice in deciding how that presentation should be made so they will feel comfortable with their roles as "players."

Although overall responsibility for each session is shared, allocation of tasks varies according to the specific design and purpose of each session. For the sake of efficiency, responsibilities for certain preparatory tasks are allocated to individuals rather than shared by the group. For example, one person draws up an agenda based on group discussion, another drafts the letter of invitation and a third may reserve necessary equipment. Each submits his or her drafts or preliminary arrangements to the others for approval before finalizing them.

SOME $(CE)_2$ EXAMPLES OF TASK ALLOCATION

How responsibilities are distributed depends on the design of the particular session. Four employer instructor development sessions held by $(CE)_2$ illustrate a few combinations of staff roles.

Session I: Orientation

Program staff together plan the orientation session, with the employer relations specialist providing input based on contacts with employers during recruitment. Presentations are made cooperatively by the employer relations specialist, the program administrator, the learning manager and other staff, each of whom presents/discusses his or her area of expertise.

Session II: Question/Answer Clinic

All staff members work with students and employers as necessary to finalize agenda and delivery techniques for the clinic. Appropriate staff members assume responsibility for planning and leading portions of the presentation relating to their roles: student coordinator--student support system (guidance); program administrator--program provisions; learning manager, learning resource specialist, employer relations specialist--learning system.

Session III: Training Session

The entire staff contributes to planning the program by selecting those major topics employers indicated as concerns. The employer relations specialist's contributions, based on dealings with employers since Session II, supplement the data gathering of other staff. All staff participate in the presentation and small group discussion.

Session IV: Feedback Session

All staff contribute input to planning the session. The small groups into which EIs are divided for the presentation are chaired by a staff member appropriate to the topic area: employer relations specialist--exploration level; learning resource specialist--competency certification; employer relations specialist--learning level.

9 Determine training needs in that area

Identification of training needs for a given session will be influenced by employer instructor and staff familiarity with EBCE, as well as by the intended purpose of the session. Processes will change gradually as people settle into their roles, gain self-confidence and increasingly apply their initiative and creativity.

Following are some examples of techniques $(CE)_2$ staff use to research training needs for each of the four employer instructor development sessions.

Session I: Orientation

The primary purpose of orientation is to prepare all employer instructors for student arrival by instructing them in the use of updated learning materials and techniques.

For three reasons, $(CE)_2$ staff feel confident in selecting orientation topics without convening a group of EIs for direct input:

1. An employer task force had been instrumental in the original design of the EI development component as a whole.

2. Employer relations specialists interview a contact person from each site during recruitment and accumulate records of questions and concerns.

3. Highly individualized EI needs are met on a one-to-one basis during ERS followup site visits.

In effect, determination of EI training needs for orientation is made indirectly--through staff review of employer task force data gathered earlier, examination of ERS recruitment records and feedback from each ERS.

Session II: Problem Sol

By the time of the s ployer instructor devel session, EIs and stu ve been learning togethe le over two months. As ERSs place students on sites and sites for maintenance purposes, EIs indicate their need for support in dealing with the responsibilities of their unique relationships with students--particularly how to cope with certain common and recurring situations and issues.

Employer consensus regarding common problems with which they would like program help is sought by meeting directly with three groups:

1. $(CE)_2$ Board of Directors (which includes several employer members)
2. a selected group of representative employers and students
3. $(CE)_2$ staff

Their responses are compiled by group and topic for easy use in Session II planning.

Session III: Training

Employer input to the third session is obtained through employer instructor analysis of the "success" of the preceding session on a staff-initiated evaluation questionnaire (see Appendix I) and through day-to-day feedback resulting from ERS/EI interactions onsite. All staff gather to brainstorm resultant information.

$(CE)_2$ employer instructors agree they need even more specialized instruction dealing with some of the common problem situations that occur when high school age students visit businesses and public agencies. In particular, they want to know what policy or position the program has on some of these matters, as well as some "proven" tips on how to deal effectively with students in certain situations. Finally, EIs want more direct contact with each other and a chance to exchange experiences and ideas.

Session IV: Feedback

Because this year-end session is intended to elicit employer instructor evaluation of major program processes and activities, no EI input is sought during initial session planning.

CROSS-REFERENCE

Responses of board members, selected employers, students and staff regarding appropriate topics for the $(CE)_2$ problem solving clinic are displayed in Appendix G.

10 Prepare and finalize session agenda

FORMAT

In formulating plans for a given development session, consider some general techniques for conducting the planned activities. Weigh the pros and cons of various presentation techniques so that interesting combinations make each session "alive" and appropriate to its purpose.

Discussion Versus Lecture

$(CE)_2$ has found that the one-way flow of information typified by a lecture or speech conveys a lot of information quickly but puts considerable burden on the speaker. Conversely, discussion groups invite contributions from all participants. New ideas pop up, everyone gets involved and no one must "carry" the rest of the group as leader. Panel discussions are a good middle ground.

Large Group or Small?

$(CE)_2$ has used both large and small groups in various sessions, depending on their purpose. Large groups work best for introductions or summaries, while small groups stimulate discussion. For example, the orientation session works with a large group because it is important that the program be explained in the time allotted. Session III (training), however, focuses on promoting interaction between experienced employer instructors and "novices" and relies on small-group discussion.

Visuals, Role Play and Examples

Helping each participant "picture" the facts can be done several ways: through use of visual aids such as videotapes and overhead projectors; through liberal use of exemplary materials or samples that can be held in hand and taken away for later review; and by means of role play, which allows various individuals to put themselves in others' shoes and act out situations.

PLANNING THE AGENDA

$(CE)_2$ has adopted the following basic pattern for its employer instructor development session agendas:

First: Pre-orientation for EIs new to the program since the previous session (except for Session I, which is entirely orientation)

Second: Greetings and introduction of staff by the program administrator

Third: Explanation of the purpose of the evening's gathering

Fourth: List of the evening's activities by topic

Fifth: Wrap-up and evaluation

Following are reproductions of agendas for each of four $(CE)_2$ development sessions illustrating the pattern described. How these agendas were implemented during each session is illustrated in the session synopses in Appendices F, J, K and L.

Session I: Employer Orientation Agenda

Greetings and introduction of staff; purposes of the session

Overview of the $(CE)_2$ program

Employer site utilization levels and employer instructor roles

Exploration Package

Learning Site Analysis Form and use of learning site information

Question and answer panel

Session II: Problem Solving Agenda

Greetings and introduction of staff

Objectives of the meeting

Break into two groups

Group A: learning system.

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Group B: program provisions--student behavior support

Switch groups

Group A: program provisions--student behavior support

Group B: learning system

Wrap-up and evaluation

Session III: Training Agenda

Greetings and orientation to the session's purposes/procedures

Small group discussions:

Ways of helping and encouraging students on employer sites

Judging performance on employer sites

Helping students learn more about the world of work and training needed for specific jobs

Large group wrap-up and questions

Session IV: Feedback Agenda

Introductions; purposes of the session

Small groups:

Explorations

Learning level/skill building

Competencies

Large group information sharing

11 Schedule program

Planning a program for which individuals will be drawn from the community requires coordination of two important scheduling considerations: date and time of day. $(CE)_2$ employer development sessions are usually scheduled in the evening on Tuesday, Wednesday or Thursday nights, beginning at 7:00 or 7:30.

DATE

Date scheduling must take into account not only such obvious things as holidays and popular vacation periods, but also additional items that could complicate attendance by business people who are also family members with avocational interests. These additional items range from sports and community events, hunting seasons, elections and school schedules to monthly business cycles.

Granted, it is impossible to coordinate perfectly the many demands on 100-plus employers that might interfere with scheduling development sessions, but attention should be paid to those factors that could cause problems for a considerable portion of the audience.

For example, $(CE)_2$ staff noticed over time that certain days of the week were preferred over others. Mondays and Fridays were the least popular, so they were consistently avoided in scheduling.

The first session--employer orientation--should immediately precede arrival of new students on sites at the beginning of the year so that necessary information is fresh in everyone's mind. As a $(CE)_2$ employer relations specialist reports,

> *The 'crunch' of many explorations happening on new sites all at once can be eased if each employer is ready for the student and knows what to expect. The ERSs would then feel that they didn't have to 'deliver' each student individually to his or her first site as explorations got underway. When you mulitply such personal delivery by 50 or 60 students, you can imagine it's just mayhem.*

$(CE)_2$ schedules orientation the week before school.

Similarly, the fourth and final session should conclude the program year so participants can review and analyze the year's activities.

Keep in mind as the date is set for a development session that the number of invitees in relation to the size of the facility will influence the number of sessions of each type needed. $(CE)_2$ limits the size of each evening's group so that staff do not have an audience so much as a group of participants. About 40 participants per session is considered comfortable. In several cases, the number of EIs planning to attend necessitated holding the session on two or three consecutive nights.

TIME OF DAY

Certain times of day also seem to work better with groups of employers than do other times. It has been difficult to engage employers for long periods of time during the working day. Asking them to attend two to three hour developmental sessions puts a heavy demand on their time. Similarly, luncheon or breakfast meetings are inefficient for conveying a large amount of information to a relatively large group or for stimulating interaction among participants. (In addition, meetings during the day tie up program staff when they could be working with students.)

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Invite employer instructors and contact persons

Every contact person and employer instructor at "active" employer sites is invited to each $(CE)_2$ employer instructor development session as a result of the following assumptions regarding EI development:

1. An individual usually needs several exposures to program information before mastering all the details.

2. The development component is composed of several sequential sessions, each of which, although an independent unit, builds on what came before.

This policy makes issuing invitations a very straightforward process: names of active employer sites and their respective contact persons and EIs are drawn from the recordkeeping system's site inventory, and an invitation is addressed to each individual.

For the invitation itself, $(CE)_2$ prefers a letter to a telephone call, although the telephone may be used by the employer relations specialist as followup or confirmation. A letter is businesslike and efficient, and people can refer to a letter as a reminder as they go about their daily work. Invitational letters should be sent out at least a week in advance.

Traditionally, $(CE)_2$'s program administrator has drafted and personally signed the letter of invitation. ERSs supervise mailing the letters and insure that carbons are filed in employer cumulative folders. For sites where program-related information is channeled through a contact person, carbon copies are sent by the ERS to the EIs involved.

Following is an example of $(CE)_2$'s way of inviting site personnel to development sessions.

SAMPLE LETTER OF INVITATION TO SESSION IV: FEEDBACK

As we come to the end of another eventful year with students at $(CE)_2$, we find that one of the most important parts of our work is yet to be done. We need comments and suggestions from our employer instructors and competency certifiers who have worked so intensively and well with students so that we can redesign, strengthen and improve all aspects of our program. We would like to invite you to a very important meeting on ____*(date)*____, at 7:30 p.m. at the $(CE)_2$ center. To help any of you who have not been here before, we are enclosing a map.

In the past, EIs and certifiers have indicated an interest in working in small groups so that opportunity for input from everyone will be available. We will establish several small task forces that night to consider everything we do in the areas of

1. exploration
2. learning level activities
3. competency certification
4. counseling
5. evaluation of student performance
6. information exchange among EIs, certifiers and $(CE)_2$
7. student motivation and direction on employer sites
8. safeguards for EIs so that $(CE)_2$ activities do not unduly interfere
9. general feedback aimed at improving our program so that next year will be the best yet

We look forward to seeing you on ____*(day of week)*____. We will be contacting you soon to discuss any questions you might have.

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13 Arrange for facilities and equipment

Since $(CE)_2$ has its own learning center, arranging for facilities and equipment simply means checking to see that no conflicting uses are planned for the scheduled dates and that the equipment works. The assistant to the program administrator usually takes care of the former, the learning resource specialist the latter.

When sharing large group facilities and equipment with others, guarantee their availability for the dates desired before sending out invitations. Chasing down an overhead projector at the last minute is a hassle.

14 Prepare materials

Materials appropriate to each presentation should be available in sufficient number for the audience. If transparencies or display boards are needed, each staff member will probably wish to prepare those relating to his or her portion of the presentation. If examples of student learning materials are needed for each employer representative to take home, or just to refer to during the evening, arrange well in advance to have them duplicated.

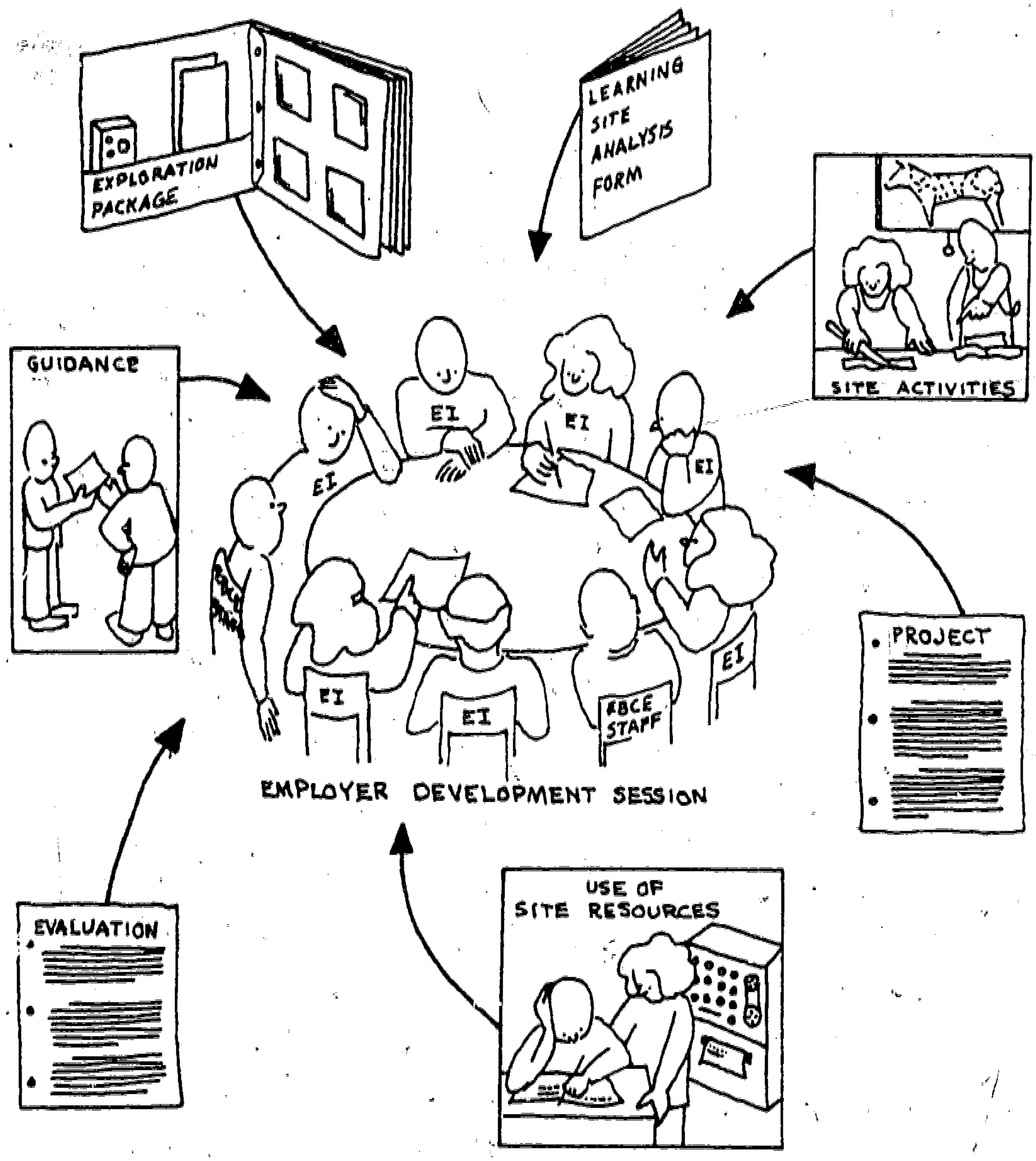
As the program "ages," files of such illustrative material will build and may simply be checked for currency.

CROSS-REFERENCE

See Appendix H for display of materials prepared by $(CE)_2$ staff for Session II: Question/Answer Session.

15 Hold session as planned

Although each development session should be designed to match the program's employers and staff, the four sessions $(CE)_2$ holds may be of interest as examples. Brief synopses of each session appear in Appendices F, J, K and L.



16 Seek participant evaluation and share feedback with all employer instructors

EMPLOYER INSTRUCTOR EVALUATION

Each session should be concluded by soliciting employer instructor evaluation. $(CE)_2$ EIs are asked several predesigned questions pertaining to the session itself and the instructional strategies dealt with therein--in effect, "Did this 'training' session work in helping you be better EIs?" and "How effective are the various student learning activities you have observed at your site?"

Format for these questions is a one-page questionnaire, an example of which is displayed on page 83. A completed questionnaire from another session is contained in Appendix I.

STAFF EVALUATION

$(CE)_2$ staff usually gather after an evening development session in the center's conference room to review one another's feelings, observations and recommendations. Their analysis of the evening's activities is an important supplement to employer instructor feedback and in fact encompasses that feedback. In effect, staff must ask themselves, "How was this session useful to EIs? What techniques worked and did not work? How can we use the results to improve the program?" Analysis of the presentation as a vehicle, of its content and of the reaction of all participants allows endorsement or redesign not only of presentation techniques--which can then be used again--but also of broader program aspects as well.

Evaluation of a program activity by staff members is also considered to contribute to their development as professional persons specializing in experience-based career education.

SHARING FEEDBACK

Both attendees and nonattendees should be informed of the results of each session. This could be a summary of activities and results of the evaluation questionnaire or a packet especially designed as a substitute for attendance.

$(CE)_2$ employers have indicated again and again their interest in the "results" of a get-together, whatever its main or original purpose. In acknowledging this desire to "find out what happened," $(CE)_2$ mails a summary of minutes and questionnaire results to each EI within a few days following each session. Staff and students have also written special articles about employer instructor development sessions in the $(CE)_2$ newsletter, mailed to all participating site personnel.

How EIs are appraised of the "results" of a development session is not as important as the guarantee that they will be. $(CE)_2$ learned from employers themselves that wrapping up their involvement in a given activity by letting them know "how it turned out" was as important to their feeling of having contributed something as getting them involved in the first place.

17 File materials for later use

All materials used in an employer instructor development session should be filed for use in planning later sessions. Agendas, illustrative materials, staff summaries and evaluation results will save time and steps the next time around.

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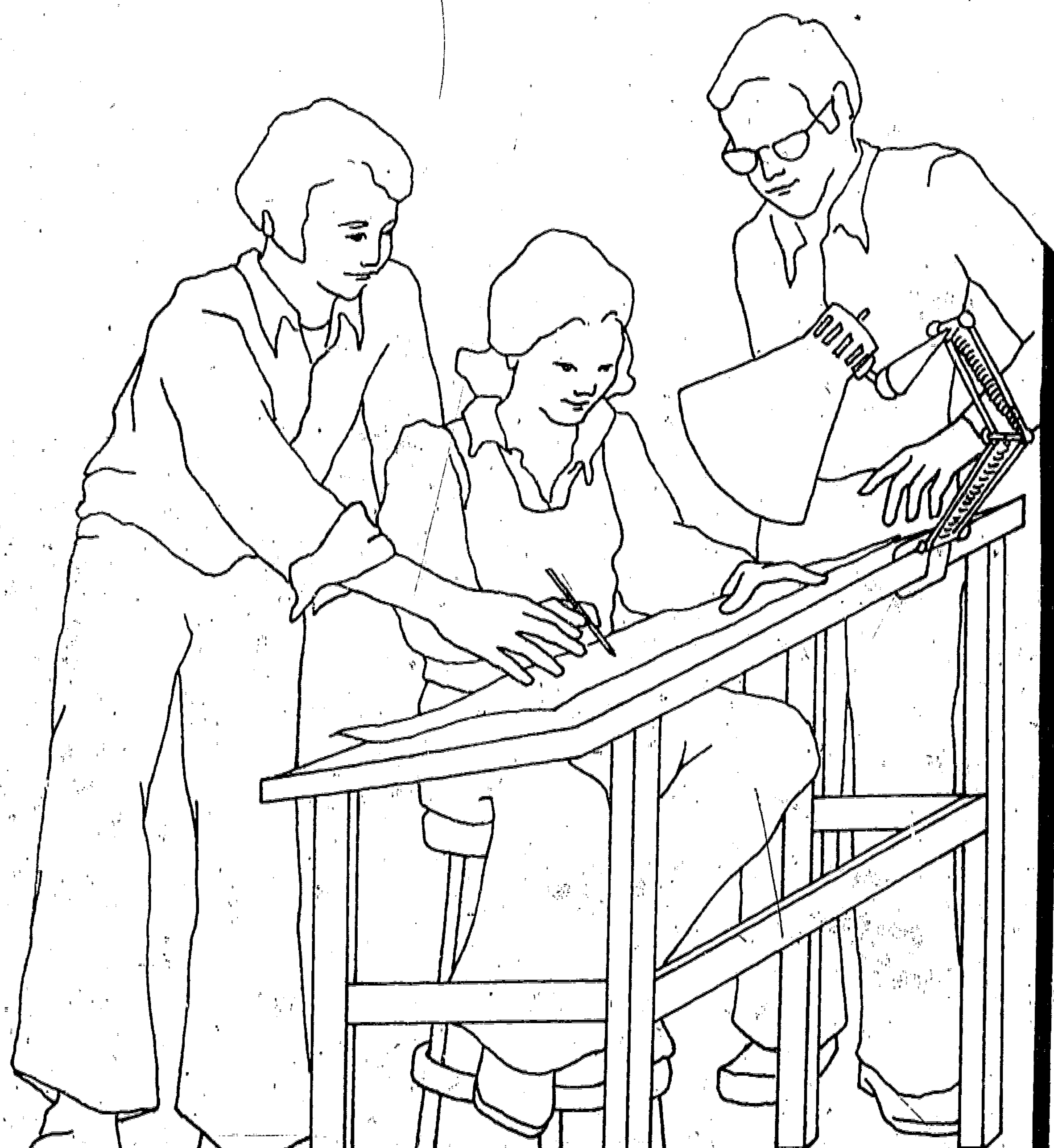
SITE UTILIZATION



SITE UTILIZATION

Site utilization is the process for bringing together employer and community site resources with EBCE learning strategies to provide individual students with personalized opportunities for (a) exploring and refining career options, (b) exercising basic skills and (c) achieving life skill objectives in realistic situations.

Y YOU NEED A SITE UTILIZATION SYSTEM

1. match students and sites to permit kinds and degrees of student involvement to vary in relation to individual differences in student goals

2. provide for early analysis of the learning potential of EBCE sites prior to the prescription of student onsite activities

3. maintain ongoing liaison between site personnel and program staff to insure that site activities

   a. are appropriate to the site and the student

   b. meet performance expectations negotiated by students, staff and employer instructors

   c. are supervised and recorded

OUR ASSUMPTIONS

At each employer/community site--any place in the community where students can learn from working adults--several learning sites and employer instructors may be available for student investigation of particular jobs.

Individuals who become employer instructors may never have considered themselves "teachers" and may welcome frequent assistance and reinforcement.

Inservice development of employers as instructors must be continuous: it is begun during their initial recruitment, formalized through periodic development sessions and maintained through ongoing supportive contacts by program staff while students learn onsite.

It is possible for students to be educationally productive (that is, to learn) by working alongside adults without conflicting with legal restrictions or employee concerns regarding commercial productivity.

WHO'S INVOLVED

Two key individuals share major responsibility for what happens to students on employer sites: the employer relations specialist assumes responsibility for placing students, monitoring their activities and supporting the employer instructor; the employer instructor works directly with students during all aspects of their onsite learning activities.

At the learning center, the learning manager works closely with the employer relations specialist to design site-specific learning activities, and the learning resource specialist coordinates acquisition of learning resources.

Learning center records of all site-related activities are maintained by the learning aide and the clerical assistant.

RELATIONSHIP TO CURRICULUM AND INSTRUCTION

"Site Utilization" brings together the many overlapping EBCE activities and roles that comprise the total system for using employer/community sites for student learning. However, rather than review all student learning activities and staff responsibilities, this section is purposely streamlined to serve as a framework for EBCE's instructional system described in the Curriculum & Instruction handbook.

Here we limit our discussion to key events and actions that an employer relations specialist must understand and/or implement to facilitate student onsite learning. Student learning strategies and all-staff planning and monitoring tasks are discussed at greater length in the curriculum handbook, as are student and learning center staff roles. These procedures are noted here only as necessary to set the context for description of employer relations specialist functions in coordinating site use.

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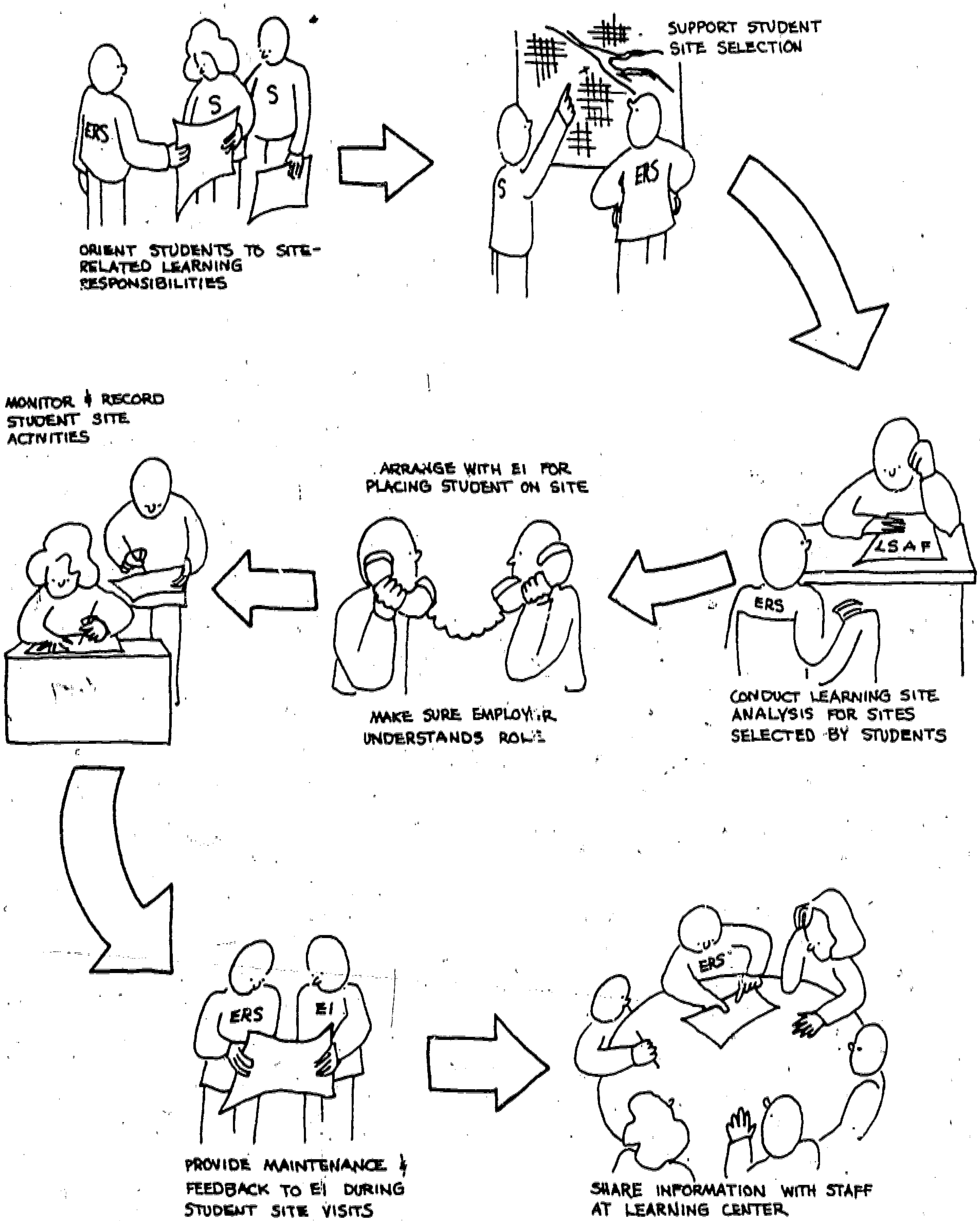
Steps to Follow

SUPPORTING STUDENT USE OF SITES



Planning Use of Sites for Student Learning

1 Agree on how sites will be used for learning

Although the logical first step is getting EBCE students into the community, the basic design for how sites will be used in student learning will already be determined by the time you begin preparations to utilize sites.

To refresh your memory about EBCE curriculum design, see Item 1 in the "Site Recruitment" section of this handbook, which summarizes the several ways in which employer/community sites may be used for student learning. For more detailed treatment of learning strategies, refer to the Curriculum & Instruction *handbook.*

2 Designate staff responsibilities for site use

$(CE)_2$ differentiates staff roles for site utilization according to whether a staff member supports students at the learning center or in the community. The learning managers and the learning resource specialist work with students at the center while the employer relations specialists have primary responsibility for student site involvement.

The employer relations specialist (ERS) is responsible for the following site utilization functions:

1. arranging for and placing students on desired sites
    a. assisting students during career interest assessment and site selection
    b. briefing employer instructors before student arrival at the site
2. analyzing site learning potential for use in developing student learning objectives and activities
3. enhancing the relationship between employer instructor and student and resolving any misunderstandings or differences between them
4. monitoring student onsite learning, supervising each student's site work and attending to day-by-day learning needs through frequent site contacts
5. supporting employer instructors' special needs as they work with students
6. providing the student with career and personal counseling when needed and encouraging the employer instructor to do so as well
7. accurately and promptly entering site data and student progress into the recordkeeping system
8. communicating regularly with learning center based staff
9. seeing that all program policies are adhered to on site

These tasks follow naturally on the employer relations specialists' involvement in site recruitment and development, and should guarantee consistency and continuity in all program contacts with site personnel.

SHARING THE LOAD

To adequately support 60 students in the community, the Tigard $(CE)_2$ program employs two employer relations specialists. Their workload is divided by roughly splitting the total number of employer/community sites--rather than by separating functions or dividing the student body between them. Sites recruited by an employer relations specialist are also utilized and maintained by that individual. Each student works with the ERS responsible for the particular site he or she wishes to use.

Allocating tasks in this way builds a sense of continuity and identity between site personnel and one particular staff person they can know well. It also gives students contact with two employer relations specialists rather than just one--another chance to interact with more than one adult in a given role.

CROSS-REFERENCES

"Employer Relations Specialist Guide to Site Utilization," page 141, puts ERS responsibilities into general chronological order, from late summer preparations through the four types of site use provided for by the $(CE)_2$ curriculum design.

Lists of each staff member's tasks and responsibilities, including those of the employer relations specialist, are contained in "Personnel," Management & Organization, pages 48-57.

How staff responsibilities are applied to specific student learning is discussed for each learning strategy in Curriculum & Instruction.

3

Adopt learning site analysis procedures

$(CE)_2$ staff use a Learning Site Analysis Form (LSAF) to pinpoint specific information essential to planning student activities at a particular learning site. Learning sites are identifiable learning situations rather than physical locations. If an organization or business has several occupations or jobs about which a student might learn, each is considered a learning site and an LSAF is completed for each.

The learning site analysis process has been specifically designed to be completed by the employer relations specialist and employer instructor together to identify job tasks in a descriptive format usable by EBCE learning managers and students. ERS knowledge of the program can combine with EI familiarity with the learning site to yield task information that can then be applied in an individualized way to the design of Basic Skills, Life Skills and Career Development activities for any student who wishes to learn there. Having an interview rather than simply asking the EI to fill out a questionnaire also allows the ERS to insure that the learning potential of all sites is calculated on the same consistent basis.

TWO STAGES

Use of the Learning Site Analysis Form occurs in two stages. Each stage is implemented during an interview between the employer relations specialist and the site employer instructor and corresponds roughly to the different purposes of the exploration level or learning level. In response to ERS questions, the employer instructor describes job characteristics and potential learning resources which the ERS in turn records on the Learning Site Analysis Form. (See Appendix M on page 243 for completed sample of the LSAF.)

Part One: General Site Information

Whenever possible, the first ERS/EI interview for learning site analysis purposes is held in conjunction with the site recruitment interview. At that time the ERS seeks general information about the site and the employer's desired degree of involvement in instructing EBCE students.

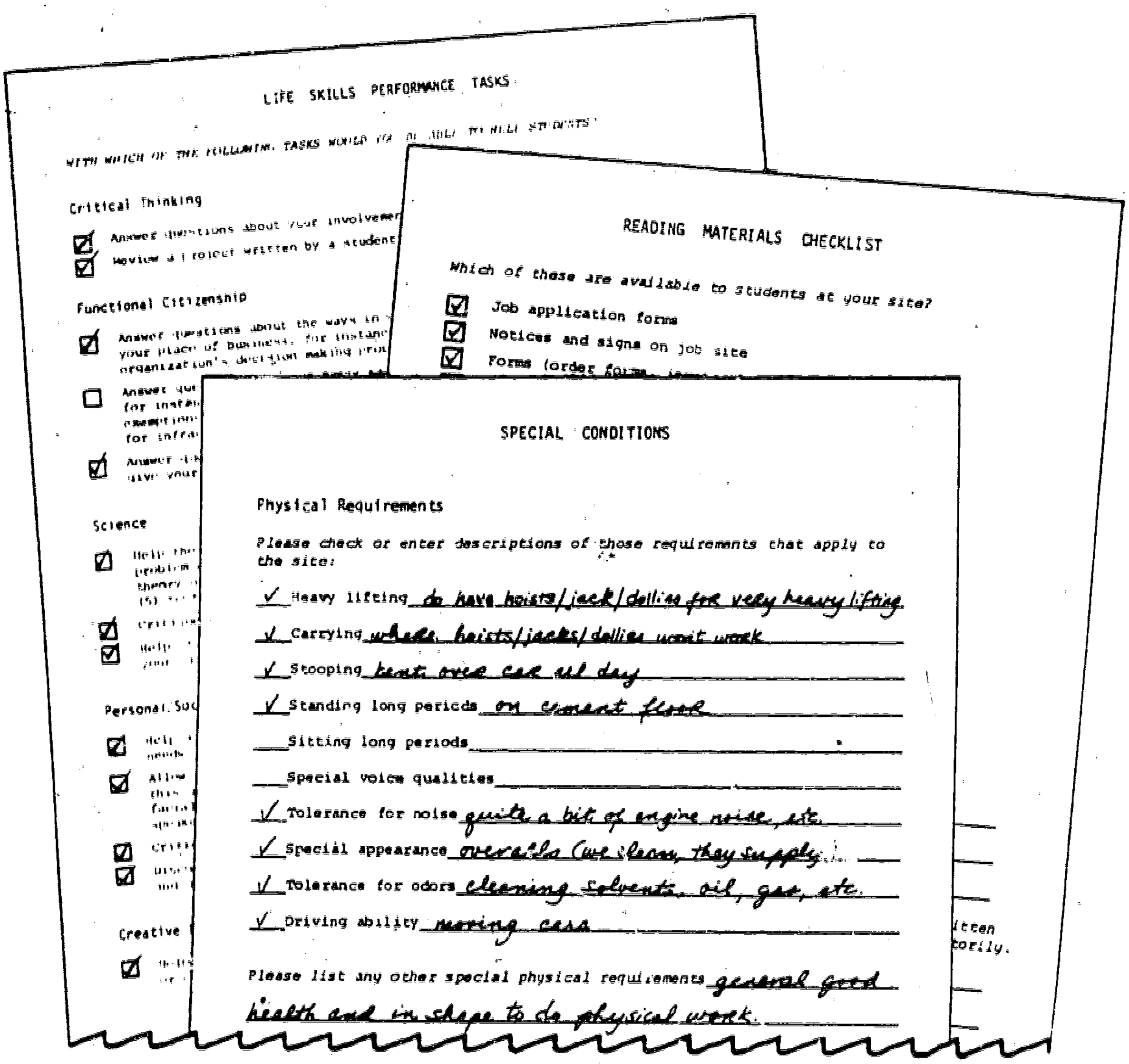
In section one of the form (first three pages) the employer relations specialist records the employer instructor's responses to questions about

1. special site conditions or requirements related to the student's physical comfort, health or safety

2. reading materials available to the student at the site

3. ways in which the employer instructor might support student work in the Life Skills

This information can be used by students in selecting sites to explore or when negotiating onsite project activities.



LIFE SKILLS PERFORMANCE TASKS

Critical Thinking

Functional Citizenship

Science

Personal/Social

Creative

READING MATERIALS CHECKLIST

Which of these are available to students at your site?

☑ Job application forms

☑ Notices and signs on job site

☑ Forms (order forms, ...

SPECIAL CONDITIONS

Physical Requirements

Please check or enter descriptions of those requirements that apply to the site:

✓ Heavy lifting do have hoists/jack/dollies for very heavy lifting

✓ Carrying where hoists/jacks/dollies won't work

✓ Stooping bent over car all day

✓ Standing long periods on cement floor

___ Sitting long periods ___

___ Special voice qualities ___

✓ Tolerance for noise quite a bit of engine noise, etc.

✓ Special appearance overalls (we clean, they supply)

✓ Tolerance for odors cleaning solvents, oil, gas, etc.

✓ Driving ability moving cars

Please list any other special physical requirements general good health and in shape to do physical work.

Part Two: Task Analysis

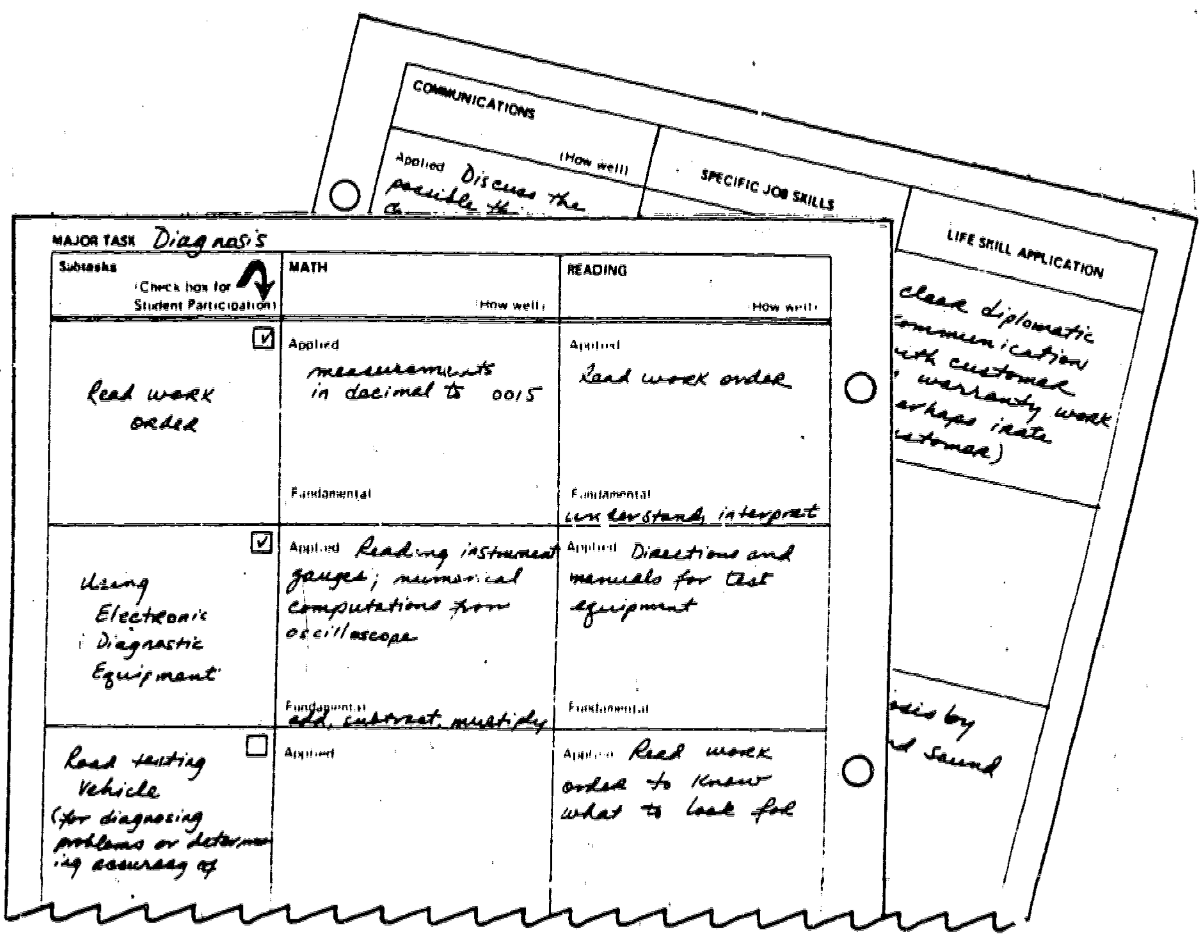
The second portion of the LSAF is usually completed during a second ERS/EI interview as soon after the first as time can be scheduled--and definitely before student use of the site for learning level project activities.

This section provides a format for the ERS to question the employer instructor in order to

1. divide the employer instructor's job responsibilities into "major tasks" and "subtasks" that can be learned by the student

2. identify math, communications and reading skills associated with each subtask

3. note possible Life Skills applications the EBCE learning manager may use in designing project activities



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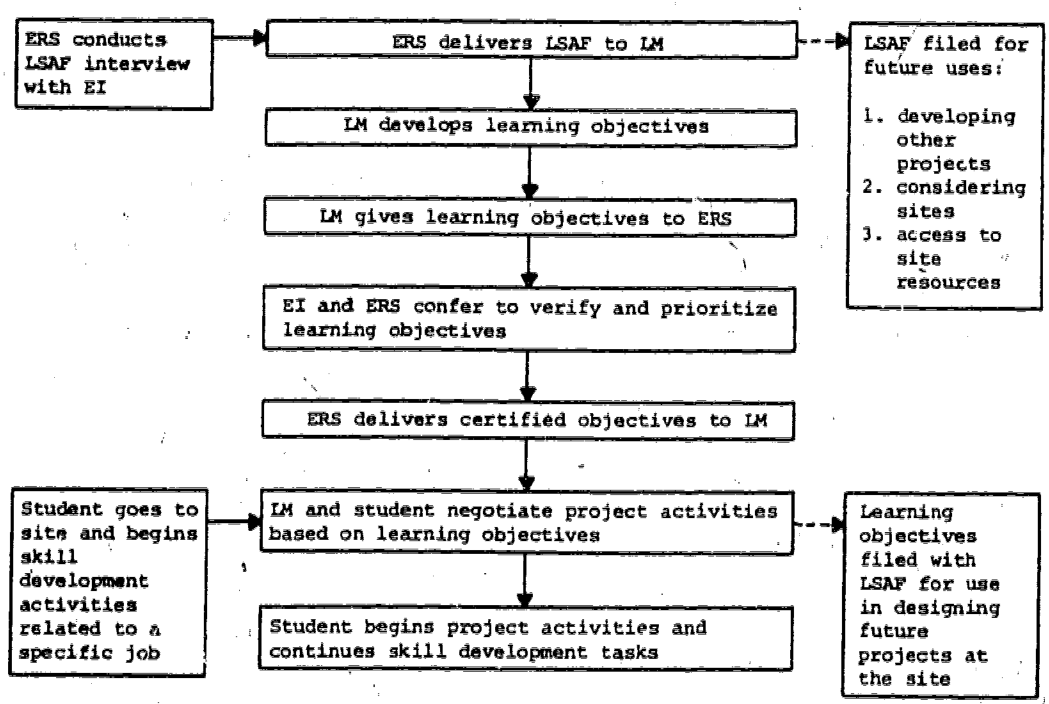
After explaining what is meant by the terms "major tasks" and "subtasks" and generally describing how the learning site analysis works, the ERS begins to ask questions about the tasks and subtasks inherent in the EI's job. As the EI talks, the ERS lists a major task at the top of each page of the LSAF. All subtasks the EI identifies as falling under the major task are listed down the left side of each page. Each subtask is then further delineated across the page according to whether it involves reading, mathematics, communications, job skills or any of the Life Skills--and to what extent or how well each must be done. For reading, mathematics and communications, the ERS distinguishes "fundamental" skills (needed before beginning a task) from "applied" skills (needed to actually perform the task).

USE OF LSAF INFORMATION

After completing the Learning Site Analysis Form the ERS returns it to the learning manager for use in writing learning objectives and project activities for individual students to complete at that site. This process is illustrated below.

USE OF LEARNING SITE ANALYSIS FORM
FOR STUDENT LEARNING



SOME ADDITIONAL CONSIDERATIONS

LSAF Prepares EI For Student

In addition to its primary function of yielding site-specific data for student learning purposes, the learning site analysis process helps promote a productive relationship between employer instructor and student. An employer instructor who has worked at defining his job responsibilities for an LSAF is better primed to help a student learn about that occupation and understands more fully how much a student can learn there.

Possible Variations in LSAF Procedures

"Learning site" as it is used in learning site analysis means a particular learning situation rather than entire employer or community site. There may be several learning sites at any one employer or community site. The distinction between the employer contact person the ERS interviews for recruitment purposes and each learning station's employer instructor is critical to the learning site analysis process:

1. The ERS completes the LSAF's job task analysis portion with the individual who will work directly with the student as employer instructor at a given learning site.

2. When the employer instructor is someone other than the contact person, the ERS must make arrangements after the recruitment interview (and completion of the first section of the LSAF) to get together with the employer instructor for part two of the form.

3. If the contact person and employer instructor are the same, the ERS may suggest that both parts of the LSAF be completed in one sitting to save time, although this can be fatiguing for both ERS and EI.

4. If several learning sites and employer instructors are designated for various departments or jobs at an employer site, an LSAF must be conducted for each one requested by a student for a learning level.

EI/ERS Information Sharing

The learning site analysis interview is a time consuming process that brings together the site-specific knowledge of the employer instructor with the program-related knowledge of the employer relations specialist. Neither must know a lot about the other's area of expertise to complete the transaction efficiently. Strictly speaking, the LSAF simply extracts possible learning activities from the job; it does not provide an explanation of the program nor of the employer instructor's role with students. Ideally it should remain an analysis of the EI's job in terms of tasks performed and skills required rather than lapsing into a reorientation session for the EI. The EI will become familiar with his or her role in the program through EI development sessions at the learning center and ongoing ERS support.

However, if both ERS and EI so choose, the interview can be an information sharing as well as data-gathering session. This may be necessary when the employer instructor is someone other than the site contact person who was oriented to the program during the recruitment interview.

$(CE)_2$ employer relations specialists try when possible to avoid combining the two functions because of the drain on both participants' time and energy which may result from such a lengthy conference.

Revising an LSAF

Normally LSAF information remains viable no matter how many students elect to visit a site. However, learning objectives written from the LSAF are always reprioritized as new projects are written for each student.

On the other hand, responsibilities of the employer instructor for whom the LSAF was completed may change, in which case the learning site analysis interview may be reconducted or the LSAF revised. The employer relations specialist determines whether an LSAF is outdated on the basis of whether learning tasks have changed since it was filled out.

CROSS-REFERENCE

A simulated learning site analysis interview between a $(CE)_2$ employer relations specialist and an employer instructor at a site is offered in Appendix M.

See Appendices M and P of this handbook and Appendix C of *__Curriculum & Instruction__ for completed samples of Learning Site Analysis Forms.*

Details of how LSAF information is used by learning managers in negotiating student projects are discussed in "Learning Plan Negotiation," *__Curriculum & Instruction__, pages 72-75, and in "Projects," pages 213 and 240 of the same handbook.*

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4 Plan for the training and support needs of employer instructors

COMMON TRAINING NEEDS

During their three years of helping employer instructors help students, $(CE)_2$ staff have observed that EIs have many common needs for information and advance preparation as instructors that can be addressed efficiently in groups on a planned basis. As a result, EI development activities--discussed in the preceding section of this handbook--are held four times a year at the learning center to orient employer instructors in a general way and to provide information and support necessary to their basic understanding of the program.

These periodic opportunities for employers to learn about the program and to interact with one another should complement highly individualized, on-the-spot treatment of immediate needs for assistance provided onsite by the employer relations specialist.

INDIVIDUALIZED EMPLOYER INSTRUCTOR SUPPORT

The employer instructor and student both need staff assistance in meeting the many challenges of adjusting to their relationship and to the unknowns of onsite learning. Much of this support occurs naturally in the course of developing students' individualized learning plans. In addition, special orientation and training activities at the learning center have attempted generally to prepare both student and EI for the nuances of EBCE learning.

However, employer instructors have found that as they confront specific situations involving a particular student, general information about EBCE is not enough. Suddenly they have questions they did not know to ask before actually working with a student--questions about how to coordinate site activities, how best to provide personalized guidance, how to help the student use the site to its full potential. $(CE)_2$ employer relations specialists must deal individually at the site with employer needs and concerns as they work with students.

Such "site maintenance" as a planned program activity springs from the same conviction that motivates much of what $(CE)_2$ staff do: success of student learning on sites depends considerably on the ability of the employer instructor to interact comfortably with the student as an individual. ERS support of employer instructors should thus encompass informal hints and tips to help them help students as well as formal, program-related issues. Although spontaneous, highly individualized and seemingly informal in some ways, site maintenance should function as a blanket insurance policy to help guarantee the progress of each student in the program.

Because of its very personalized nature, maintenance can be planned for only in a rather general way. $(CE)_2$ staff agree that this planning should logically

1. map out possible occasions for ERS-initiated visits and telephone calls and agree on the appropriate nature and frequency of such communications

2. anticipate how best to apply program policy and philosophy to situations in which employers are likely to call for help--such as student behavior, attendance and learning productivity

3. specify the ERS's role as staff liaison between sites and learning center people and events--particularly in view of the influence the ERS may have on both employer instructors and students

For $(CE)_2$, this translates into three basic employer relations specialist activities:

1. once-a-week site maintenance visits or telephone calls by the ERS to discuss, observe and record

    a. student status in relation to project activities, including progress in Basic Skills work and job skills practice as well as any special needs arising from performance of these tasks

    b. employer concerns related to attendance, scheduling, attitude and overall adjustment of the student

2. immediate on-the-spot response to expressed employer need for assistance or advice as a result of student site activities

3. regular feedback to employer instructors regarding general student progress

SITE MAINTENANCE CONTACTS

Once a student has been placed on an employer site and learning activities have been negotiated, the employer relations specialist follows up to insure that student and employer instructor are working together satisfactorily. This ERS maintenance varies according to the needs of student and EI and the nature of site use within the following general framework.

Career Explorations

The ERS telephones the EI at the end of student's first day on exploration and again after two or three days if possible to inquire generally (a) how student work on the exploration is progressing, (b) if any problems have arisen in terms of attendance, tardiness, grooming or the like, (c) if the EI has any questions.

Except for "delivering" a new student on the first day ERSs usually do not visit a site during an exploration due to its short-term, low-risk nature and the pressures of coordinating large number of explorations simultaneously.

The ERS talks with the student back at the learning center to get his or her point of view regarding the exploration and the employer instructor. This informal ERS/student interaction is summarized by a small group gathering of students as they finish their explorations. Information generated in this discussion--which includes sharing perspectives, feelings about the site and EI and recommendations or cautions to another student--may in turn prompt more intensive employer instructor maintenance.

Learning and Skill Building Levels

The ERS makes regular visits to the site (usually once a week) to record student learning progress and field questions regarding student behavior and general adjustment.

For each visit the ERS completes a Maintenance Visit Record form and distributes copies to the learning manager and student coordinator, discussing items with them as appropriate.

The ERS responds to indications from employer instructor or student of special needs--which in turn may prompt a special "troubleshooting" visit to the site for more intensive interaction with the EI and/or student.

Special Placement

The short term, project-specific nature of special placements minimizes the need for ERS maintenance. Depending on the particular activities negotiated, either the learning manager or the learning resource specialist may take charge of monitoring project activities and meeting the resource person's needs.

FEEDBACK TO EMPLOYERS

Employer instructors receive feedback in addition to ERS maintenance both while the student is on a particular site and after specified activities have been completed. This feedback is provided through the following activities.

Career Explorations

1. joint review of completed Exploration Package by employer instructor and student to verify student understanding of job/business

2. student thank-you letter at completion of exploration

3. receipt by employer instructor of general program newsletter containing news about student placements, special events and other program activities

Learning and Skill Building Levels

1. information exchange among employer instructor, employer relations specialist and student during negotiation and monitoring of project and skill building activities

2. completion by employer instructor of Student Performance Review regarding student learning progress, attitudes and behavior

3. receipt by employer instructor of Student Evaluation of Learning Site form completed by the student

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4. cooperative review by employer instructor, student and employer relations specialist of student project results, skill building activities and performance reviews

5. student thank-you letter on completion (optional)

6. receipt of regular program newsletter

Special Placements

1. information exchange among employer instructor, staff member (usually learning manager and/or learning resource specialist) and student during negotiation and monitoring of project activities

2. sharing of completed project or special activities results with employer instructor

3. student thank-you letter to the employer instructor

4. receipt of regular program newsletter

COMBINING TRAINING, MAINTENANCE AND FEEDBACK

For all employer instructors site maintenance and feedback happens before, in between and after more formal EI development sessions at the learning center. Within a few days after an employer/community site joins the program or an employer instructor agrees to work with a student, site personnel will either attend an orientation session or be contacted by an employer relations specialist for some highly intensive special orientation. Thereafter, development sessions, ERS site maintenance visits and feedback to the employer instructor will alternate to keep the EI informed about the program and the student. The employer instructor is always encouraged to ask questions and indicate needs for information or assistance.

CROSS-REFERENCES

"Employer Instructor Development," the proceding section of this handbook, treats the four group sessions held each year at the $(CE)_2$ learning center for training purposes.

See "Learning Plan Negotiation," Curriculum & Instruction, for staff roles during student learning plan development.

The regular program newsletter, which provides general information about students and the program to employers, is discussed in "Community Relations," Management & Organization.

5 Establish recordkeeping system for site maintenance and student onsite activities

As with all other aspects of the $(CE)_2$ program, use of employer and community sites for student learning requires an efficient recordkeeping system that captures comprehensive student and site information and makes it accessible to designated staff and students. These records must collect information from all participants in student learning activities--activities that require individual student movement about the community, are unlike those of other students, and are geared to different time frames.

Below is a summary of site utilization recordkeeping processes, many of which are also treated in other handbooks (see cross-references on pages 132-133).

SITE MAINTENANCE

Employer Card, ERS Notebook

Entered into the <u>ERS notebook</u> at the time of site recruitment (see page 126), the employer card serves as the cumulative summary of employer relations specialist visits to the site. Visits for site maintenance purposes are entered chronologically with student learning-related entries, as illustrated on the next page.

EMPLOYER CARD

EMPLOYER RELATIONS SPECIALIST NOTEBOOK

Brown Chevrolet
Business

555-1234
Phone

14572 N. Wayside Blvd.
Addre

Ch
Conta

wh
Sa
Sh
Off

CONDI
Time
pre
Cloth
Safet
Lette
Indem
Caree
Learn
Skill

Employer Card (side two)

SITE VISIT RECORD:

DATE	MAINTENANCE	PURPOSE
11-24		LSAF interview w/ Al Armstrong
11-28	Kelly Robbins	stopped by to check on Kelly's first day of Exploration
12-1	"	Phoned to confirm Learning Level beginning tomorrow
12-7	"	Maintenance Visit - OK
12-15	"	Interim Performance Reviews
12-23	"	Maint. visit - OK
12-29	"	Final Performance Reviews

Maintenance Visit Record

For each employer relations specialist visit to a site, a Maintenance Visit Record is also completed. One copy is retained by the ERS, the other is forwarded to the student's learning manager or other staff for use in monitoring student learning activites.

MAINTENANCE VISIT RECORD FORM

Site* Brown Chevrolet Date 12/23

Employer Instructor Al Armstrong Student** Kelly Robbins

IMMEDIATE CONCERNS

☐ *Schedule* ☐ *Attendance* ☐ *Attitude* ☐ *Other (specify)*

LEARNING PROGRESS/NEEDS

Basic Skills: OK

Project Status: *start* ——|——X——|—— *end*

Activities completed 3

Number remaining 2

Job Skills: OK

ADDITIONAL COMMENTS Al and Kelly are both satisfied with the way things are going. Kelly's project work is progressing on schedule.

**Site status:* ☑ *LSAF completed* ☑ *Learning objectives prioritized* ☑ *Project written*

***Type of site use:* ☑ *Career explorations* ☐ *Learning level*
☑ *Skill building level* ☐ *Special placement*

SITE PLACEMENTS AND ATTENDANCE

Student and EI Contract Form

When arrangements have been made for student use of a site for exploration, learning or skill building, the employer relations specialist notes the time arranged for the student on the "First Appointment" blank of the three part, no-carbon-required Student and Employer Instructor Contract form (see following page).

The first sheet of the contract form is posted immediately on the Status Board to indicate that student use of the site is pending.

The ERS gives sheets two and three of the form, with the Employer Instructor Report postcard attached, to the student. Once at the site, the student records the number of hours to be spent there on the contract form. After both student and employer instructor sign the form, the EI keeps one copy as a record and also retains the "Employer Instructor Report" postcard.

The student returns the remaining sheet of the contract form to the ERS, who mounts it on the Status Board to indicate the site is currently being used by that student. The original form placed on the board at the time of the student's first appointment is discarded.

When the site experience has been completed to the employer instructor's satisfaction, the EI signs the "Employer Instructor Report" postcard, verifying the student's attendance and performance, and mails it to the ERS.

STUDENT AND EI CONTRACT

Three-part form used to note the student's first appointment and to schedule times the student will be at the site.

STUDENT AND EMPLOYER INSTRUCTOR CONTRACT

STUDENT AND EMPLOYER INSTRUCTOR CONTRACT

STUDENT AND EMPLOYER INSTRUCTOR CONTRACT

NAME Kelly Robbins

SITE Hawk Aircraft DEPT. Engine Assembly

EMPLOYER INSTRUCTOR Cam Morgan

FIRST APPOINTMENT 9/13 11 AM (Date - Time)

☑ CAREER EXPLORATION
☐ LEARNING LEVEL

WEEK OF	M	T	W	Th	F
9/13 - 9/17	11-2	9-12	1-3	1-3	9-12

Cam Morgan — EMPLOYER INSTRUCTOR SIGNATURE

Kelly Robbins — STUDENT SIGNATURE

If there are any negotiated changes in this contract, notify your ERS

Postcard used to verify student attendance.

EMPLOYER INSTRUCTOR REPORT

Did the student meet the hours and appointments involved in this contract (was the attendance satisfactory)?

Student Name Kelly Robbins Yes ☑ No ☐

If not, what day(s) did the student miss?

Comments: No problems — Kelly worked well with all of us.

Cam Morgan
Employer Instructor

Student Information Card, ERS Notebook

At the same time that the Student and Employer Instructor Contract form is being initiated, the student's card for the employer relations specialist notebook is filed just behind the employer card for the site being visited. The student card provides the ERS with a current and complete record of each student's site placements and site-related learning activities, and the card can be carried along on site visits.

Student Kelly Robbins Home Phone 343-4210

Address 22622 SW Oak – Tigard

Emergency Phone 343-6810 New ☑ Returning ☐

TRANSPORTATION AGREEMENTS

☑ Driver's License ☑ Metropolitan Bus
☑ Personal Auto ☑ Program Vehicle
☑ Student Car Pool ☑ Volunteer Adult
☑ Employer Vehicle ☑ Other bicycle

COMMENTS:

EXPLORATIONS

	Site	*Dates* *S*	*C*	*Package Completed*	*Employer Instructor*
1.	City Terrace	9/6	9/11	ok	Sue Hedlund
2.	Hawk Air	9/13	9/17	ok	Cam Morgan
3.	Marina	9/17	9/21	ok	Tom Stewart
4.	Fixit	9/24	9/28	ok	JoAnn Reynolds
5.	Spooner	10/24	10/30	ok	J. Spooner
6.					
7.					
8.					

STUDENT INFORMATION

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(Student Card, side 2)

LEARNING LEVEL

	Site	Start	End	LSAF	EI Eval.	Student Eval.	Skill Dev.	Project
1.	Hawk Aircraft	11/5		11/3	ok	OK	ok	Started
2.								
3.								
4.								
5.								
6.								

COMMENTS: Kelly's doing fine — a little shy about new people.

ONSITE ACTIVITIES

Periodic maintenance visits allow the employer relations specialist to observe student learning progress and general adjustment. They are recorded on the employer card in the ERS notebook and on the Maintenance Visit Record form.

Each completed learning activity is recorded by the staff member certifying satisfactory completion--the ERS in the case of Exploration Packages and learning level skill building activities, the learning manager in the case of projects. For Exploration Packages the ERS notes the date the packet is "completed or received" in the appropriate column of the student card in the ERS notebook (see preceding page). For learning or skill building levels, each skill a student masters is recorded on a Learning Site Utilization form kept in the Career Development section of the student's individual record book.

Approximately every three weeks during learning and skill building levels, the student is reviewed by the employer instructor in terms of general site performance and adjustment. This Student Performance Review is recorded on a form, which is filed in the individual student record book at the learning center. At the same time, a Student Evaluation of Learning Site form is completed by the student, with emphasis on rating the employer instructor. This two-way exchange between student and EI is passed through the ERS for recording and is shared with other staff as need be.

Making Site Data Available to Students

At the learning center, the <u>employer card file</u> provides students with an easy-reference inventory of all currently active sites. During orientation week and periodically thereafter, students are also given printed copies of an up-to-the-minute <u>list of active employer/community sites</u> from which they select sites for exploration or learning.

Before deciding on a specific site students review Exploration Packages completed by other students visiting the site before them. They also confer with the ERS regarding more detailed information contained in the <u>cumulative site folders</u> set up at the time of site recruitment.

CROSS-REFERENCES

Forms that the employer relations specialist fills out personally have been displayed in this item. Those that the ERS simply *supervises are shown and described in <u>Curriculum & Instruction</u>:*

Learning Site Utilization Form - page 304
Student Performance Review - page 292
Student Evaluation of Learning Site - page 294

For additional non ERS-related recordkeeping, see each learning strategy in <u>Curriculum & Instruction</u>.

Examples and a summary of all student-related recordkeeping functions is contained in "Student Records," <u>Student Services</u>, Items 9-14.

Initiation of the employer relations specialist notebook, the site card file and cumulative site folders is treated in "Site Recruitment."

6 Provide for information sharing among staff

As is often noted in these handbooks, EBCE is primarily an individualized program in which many students interact with many adults as they move about the community. Although students are generally aided and supported by all adults in the program, individual staff members are given major responsibility for various aspects of a student's development. For example, learning managers are responsible for negotiation of student learning plans; the learning resources specialist, supplying required learning aids and materials and coordinating competency certification; the employer relations specialists, using employer sites for student learning.

Such specialization of roles necessitates continual information sharing among staff to insure delivery of a unified--as well as individualized--learning program for each student.

As part of the day-to-day effort to coordinate each student's onsite and learning center activities, employer relations specialists share their observations with other staff on a regular basis. Each week ERSs report student onsite learning progress and behavior--as well as any information "spinoffs" of ERS/student interaction during career interest counseling or negotiation of site placements--to various other staff in the following ways.

$(CE)_2$ STAFF MEETINGS

Learning Manager/Employer Relations Specialist Meetings

Meetings held weekly between the learning manager and the ERS are a major information sharing technique for supporting student project work. They were initiated specifically to insure regular exchange of student-specific information and coordination of project development negotiations among employer instructor, learning manager, student and ERS.

Summarized at these meetings are all observations and data gathered and recorded by either learning manager or ERS during daily informal contacts with students and various participating adults. Any snags that have surfaced during the week are resolved. These might be anything from an ERS delay in completing a Learning Site Analysis

Form to a learning manager's difficulty in drafting learning objectives, from employer instructor questions to student problems in completing project activities as negotiated.

Zone Progress Meetings and Zone Debriefings

For each school year action zone two all-staff meetings are held to review student status:

1. a zone progress meeting midway into each zone
2. a zone debriefing at the end of each zone

All students' learning progress and general adjustment in that time period is summarized and becomes the basis for subsequent negotiations with the student and communications with parents.

These meetings give each staff member a good sense of how other staff are dealing with each student and how the student is doing in all phases of his or her program work. They encourage consistent and equitable staff treatment of all students, whether at the learning center or traveling about the community.

Accountability Write-Ups

Each staff member completes an Accountability Write-Up form on any student he or she observes to be "slipping" in performance of expected important behaviors or learning tasks. In addition to their recordkeeping function, these write-ups are shared as needed with other staff through distribution of copies and discussion at staff meetings.

Daily Informal Interaction

As a matter of course the employer relations specialists check in with other staff on a day-to-day basis. They may stop by to deliver a completed LSAF to a learning manager or chat with the learning resource specialist about a student's request for a special placement. Sometimes the conversation goes beyond matters relating to the orderly progression of a student's learning plan; for instance, a special problem situation might arise or a misunderstanding might require resolution right away.

Whatever the situation, matters calling for collaboration between ERS and other staff are taken care of as they come up so that weekly meetings become primarily a review of recent events and communications.

CROSS-REFERENCE

Zone progress meetings, zone debriefings and Accountability Write-Ups are further discussed in "Guidance," Student Services.

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7 Prepare necessary supportive materials

Remember to have available before students arrive a sufficient supply of the supportive materials you will need as you work with students. Materials and forms that an ERS should stockpile in quantity include:

1. up-to-date lists of employer/community sites
2. Learning Site Analysis Forms
3. Exploration Packages
4. Student Performance Review forms
5. Student Evaluation of Learning Site forms
6. employer cards and student cards for ERS notebook
7. Maintenance Visit Record forms
8. Student and Employer Instructor Contract forms
9. Accountability Write-Ups

CROSS-REFERENCES

All forms and materials used by the $(CE)_2$ program are listed on page 114 of "Business Management," Management & Organization.

8 Provide for periodic review of site use process

There is no single point in the site utilization process when all staff, students and employer instructors pause to consider what they like and dislike about the tools and procedures they are using. However, ongoing evaluation by all EBCE participants is sought repeatedly in a variety of ways.

EVALUATION TECHNIQUES

First, each student learning activity, from an Exploration Package to an interdisciplinary project, has built into it--usually as part of the wrap-up--evaluation of its effectiveness and pertinence by all who have participated in its use.

Second, students, employer instructors and staff alike participate in periodic group activities planned to encourage frank expression of opinions among group members and analysis of program features. For example, student retreats and noon meetings, employer instructor development sessions and staff "after school" work sessions are periodically design/review oriented.

Third, evaluation is sometimes addressed in a more formal or structured way through the use of predesigned instruments such as the Student Evaluation of Learning Site form, Student Performance Review and questionnaires distributed at employer instructor development sessions.

Finally, and perhaps most importantly, day-to-day interactions among students, EIs and staff result in continual consideration of the efficiency of program features. Patterns and trends observed over time may in turn be brought up in a group session or--in the case of employers and students onsite--discussion with the ERS, who then relays them back to staff work sessions.

Two Examples of Change

Using these mechanisms for ongoing evaluation of all program features, $(CE)_2$ participants have gradually refined many aspects of the site utilization process.

For example, during the first program year little information about the student was communicated to the employer instructor before arrival of the student onsite. Staff felt that to tell the employer instructor "too much" about a student, particularly about his or her problems, would chance biasing the EI and interfere with optimum adjustment of both parties.

By the middle of the second program year, however, some employer instructors were convinced that they could better accommodate student needs and help with special areas of interest or concern if they knew about them in advance. They had tried discovering everything about a student through trial and error in a few weeks and were dissatisfied with the results. During the final "feedback session" in the employer development series several EIs requested that ERSs brief them beforehand on several prearranged items critical to student site progress. Individual EIs may elect not to receive this information but it is made available to those who wish it.

The employer card file is another example of revision based on experience and evaluation. In addition to site name and address each card now includes data regarding activities, criteria, requirements and special conditions pertinent to a given location. This makes the file useful to students in selecting sites for exploration and learning, whereas before it was simply a name and address directory for mailing purposes.

Still another instance of change based on experience and evaluation is the Student and Employer Instructor Contract form. This form (see page 129) was carefully designed to replace weekly time cards and earlier student status board cards and to give each employer instructor a record of the schedule negotiated for a particular student. It insures that a student's site use schedule is known by student, employer instructor and learning center staff alike, so that student attendance can be more easily monitored.

9

Finalize logical sequence for site-related events

To wrap up your planning for student use of sites for learning, all staff must agree on how the many separate tasks, responsibilities and events will come together in a logical order to form a "pathway" to student site learning. Following is the outline of chronological steps taken by $(CE)_2$ students, staff and employer instructors.

As a reference aid, this outline brings together topical items from all three sections of this handbook into a sequential "how we do it" summary of site use.

To help the ERS use this guide, items related to recordkeeping functions and minor logistical tasks are indented under the numbered steps.

Remember, the chronology is intended only as a guide and cannot substitute for indepth reading--not only of items within this handbook, such as the ERS role description on pages 110-111, but also of other handbooks, particularly Curriculum & Instruction. *To keep the chronology as succinct as possible, we use program terminology freely with the assumption that your additional reading will define those terms.*

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EMPLOYER RELATIONS SPECIALIST'S GUIDE TO SITE UTILIZATION

SPRING/SUMMER STAGESETTING

1. Student coordinator conducts student recruitment and selected students are accepted into program.

   Student information card with address, emergency telephone number and transportation agreement data made for employer relations specialist (ERS) notebook.

   Individual Student Book and section of Master Record Book set up for each student.

2. Student coordinator supervises student completion of initial career interest assessment instruments.

3. ERS recruits sites on basis of assessed or projected student career interests, obtains signed Letter of Intent and completes initial site survey section of Learning Site Analysis Form (LSAF) for each learning site at every employer/community site.

   For each site recruited the ERS files in his or her notebook a site information card with name of business, address and contact person.

   Site information card made for site card file (includes names of contact person, employer instructor and available learning situations).

   Manila folder set up for site; ERS writes up brief description of organization, including possible areas for involvement and special conditions/ restrictions; site survey section of LSAF, Letter of Intent and Indemnity Covenant are also filed in the folder.

4. Staff conduct first employer instructor (EI) development session (orientation) at learning center.

5. ERS arranges with site contact persons for first student site visits during student orientation week activities.

AFTER PROGRAM BEGINS

Career Exploration

6. Student receives general introduction to career development and site activities during student orientation.

7. ERS and student meet during orientation week to discuss results of career assessment and available employer/community sites.

   Student given list of available sites compiled from card file.

   ERS assists student in making tentative site choices for exploration and finding site-specific information gathered from:

   Site cumulative folder (descriptions made at time of site recruitment and first section of SSAF)

   Completed Exploration Packages in learning center resource files (if site has been visited by other students before)

8. Student narrows site choices on basis of initial research and selects first exploration sites.

9. Student gains Computer Information System (CIS) information on job or occupational area to be explored at first site(s).

10. Student discusses CIS information with ERS to receive Exploration Package and requests that ERS make arrangements for him or her to visit site.

11. Student discusses with ERS and learning manager possibilities for designed project activities at that site.

12. ERS meets with (or telephones) site contact person to arrange for exploration.

    ERS notes agreed time on "First Appointment" blank of Student and Employer Instructor Contract form, posts one copy of form on Student Status Board and gives remaining copies to student to take to site.

    ERS enters site name, starting date and projected ending date on student card in ERS notebook and moves card to just behind site card in notebook.

ERS notes on site card under "anecdotal comments" occurrence of and reason for this (and subsequent) meetings with site contact person.

13. Student arranges for transportation to site; ERS may accompany student for first exploration or if site has not yet hosted a student.

14. Student finalizes schedule with EI and begins exploration activities outlined in Exploration Package and any project activities appropriate to the site.

    Student records negotiated schedule on Student/EI Contract form, has EI sign it, leaves one copy plus EI Report postcard with EI and returns one copy to ERS for posting on Student Status Board.

15. ERS visits or telephones site at least once during exploration to check student progress and adjustment.

    ERS notes visit (not necessarily telephone call) on site card in ERS notebook.

16. Student completes any project activities and Exploration Package, has package certified by employer instructor and presents it to ERS; student writes thank-you letter to EI.

    EI mails EI Report postcard to ERS, who forwards it to clerical assistant for recording attendance.

17. ERS checks that package is satisfactorily completed (returns to student for corrections if necessary).

    Package filed in Career Development resource files (for use by other students in researching sites they would like to explore).

    Completion of exploration noted in Master Record Book.

18. ERS meets with students to discuss and evaluate their first explorations.

19. Student selects next site to explore and/or selects a site for learning level.

For a student's remaining career explorations steps 9 through 18 are repeated. If the type of site requested by the student is not available in the current site inventory, the ERS attempts to recruit a new site and the above chronology repeats from step 3.

Learning Level

20. From sites explored the student chooses one to return to for a learning level, and makes decision known to ERS.

21. ERS arranges student site visit with employer contact person or subsequently designated employer instructor.

    ERS notes agreed time on "First Appointment" blank of Student and Employer Instructor Contract form, posts one copy of form on Student Status Board and gives remaining copies to student to take to the site.

    ERS enters site name on student card in ERS notebook and moves card to just behind site card in notebook.

    ERS notes on site card in his or her notebook if contact has been made in person.

    Learning Site Utilization Form is set up for that student and filed in Individual Student Book.

22. ERS confers with student and EI regarding student schedule, initial skill development activities and possible performance of project activities.

    Conference recorded on site card in ERS notebook.

23. Student begins visits to site for learning level activities.

24. ERS makes appointment with EI and conducts task analysis portion of LSAF.

    Task analysis completion recorded on site card and student card in ERS notebook and on student's Learning Site Utilization Form.

25. ERS sends task analysis to learning manager for writing of learning objectives.

26. Student continues work on skill development activities at site. At end of second week, EI mails EI Report to ERS. Thereafter student turns in time card signed by EI at end of each week.

    Attendance credit recorded in time accounting book and EI Report and time cards filed in cumulative time card boxes.

    Clerical assistant informs ERS when time cards not received; ERS follows up with student.

27. Learning manager compiles and returns list of site-specific learning objectives to ERS.

28. ERS meets with EI to have learning objectives ratified and prioritized; ERS advises use of objectives as interim guide for skill development activities that the student can do until the learning level project is designed for that site.

    ERS notes meeting on site card in ERS notebook.

29. ERS returns prioritized learning objectives to learning manager with any additional learning activity suggestions.

    Completion of objectives recorded on Learning Site Utilization Form.

    Task analysis portion of LSAF and learning objectives filed in site cumulative folder.

    Copy of learning objectives filed in Individual Student Book.

    Two copies of learning objectives given to ERS.

30. Interim performance reviews conducted by student and employer instructor.

    Reviews noted on Learning Site Utilization Form in Individual Student Book.

    Copy of each entered in Individual Student Book.

    Original filed in Master Record Book.

31. ERS receives project design from learning manager and schedules meeting with student and EI to look over the project and gain the EI's comments/approval concerning its appropriateness to that site.

32. ERS, EI and student establish target dates for various project objectives.

    Project ratification conference recorded on site card in ERS notebook and on Learning Site Utilization Form.

    Copy of project is left with EI.

33. Student completes skill development activities, receives EI certification, and returns skill development sheet to ERS.

ERS enters completion on student card for ERS notebook.

ERS gives completed skill development sheet to learning aide who records activities in Master Record Book with learning level days on site.

Learning aide records completion of skill development activities on Learning Site Utilization Form.

Aide passes skill development activities to learning manager for evaluation.

34. ERS calls or visits the site weekly to check student progress on skill development and project activities.

    Each visit recorded on site card in ERS notebook.

    For each visit, a Maintenance Visit Record form is completed and distributed as needed to other staff.

35. ERS, EI and student meet for exit interview when skill development and project activities are completed; total project and products are re-examined and signed by EI, final student and employer performance reviews are completed, studen' ...ank-you letter is delivered.

    Interview recorded on site card in ERS notebook.

    EI/student evaluation and project completion are noted on student card in ERS notebook.

    Completed project is returned to the learning manager, who certifies its completion for program credit.

    Last entries are made on Learning Site Utilization Form.

    Student Performance Review is filed in Master Record Book.

    Copy of Student Evaluation of Learning Site form is filed in Master Record Book (original retained by EI).

For a student's subsequent learning levels, steps 20 through 35 are repeated. If it is not the first learning level visit at a particular site, both portions of the Learning Site Analysis Form would have already been completed, in which case step 4 is not repeated.

Skill Building (Optional)

1. Student indicates to ERS that skill building level is desired at a site, always one he or she has visited for a career exploration and perhaps learning level as well.

2. Student and ERS negotiate with learning manager for permission to initiate skill building level.

3. ERS contacts EI at site to arrange for student learning, including nature of learning experiences, starting date, duration, hours per day.

   ERS notes agreed time on "First Appointment" blank of Student and Employer Instructor Contract form, posts one copy of form on Student Status Board and gives remaining copies to student to take to the site.

   ERS enters site name on student card in ERS notebook and moves card to just behind site card in notebook.

   ERS notes on site card in his or her notebook if contact has been made in person.

   Learning Site Utilization Form is set up for that student and filed in Individual Student Book.

4. Student arrives on site and begins agreed-on skill building activities.

5. At end of second week, EI mails EI Report to ERS. Thereafter student turns in weekly time card signed by employer instructor.

   Attendance credit recorded in time accounting book and time card filed in cumulative time card boxes.

   Clerical assistant informs ERS when time cards are not received; ERS follows up with student.

6. Student and EI conduct periodic performance evaluations.

   Reviews are noted on Learning Site Utilization Form.

Copy of each is entered in Individual Student Book and Master Record Book.

7. ERS visits or calls site once a week to insure smooth progress and answer EI questions.

   Each visit is recorded on site card in ERS notebook.

   ERS completes Maintenance Visit Record and distributes copies as needed to other staff.

8. ERS, EI and student meet for exit interview when agreed-on skill building activities are completed, and final student and employer instructor performance is reviewed.

   Interview is recorded on site card in ERS notebook.

   Employer instructor and student evaluations and completion of learning activities are noted on student card in ERS notebook.

   Final entries are made on Learning Site Utilization Form.

   Student Performance Review is filed in Master Record Book.

   Copy of Student Evaluation of Learning Site form is filed in Master Record Book (original retained by EI).

Special Placement (Optional)

1. Student and learning manager or learning resources specialist agree that special placement is desirable for completion of certain noncareer-related project activities.

2. Student, learning manager or learning resources specialist notifies ERS (if employer related) or learning resource specialist (if other than employer site-related) of student need for special placement in the community.

3. ERS and student identify site at which these activities could be completed.

4. ERS or other staff arranges with site's employer instructor for student use of site for special placement purposes and negotiates specific times and length of visit.

5. Student completes negotiated project activities and leaves site.

6. Completed project activities returned to learning manager, who records them for program credit.

Supporting Student Use of Sites

10 Orient students to site-related learning responsibilities

During student orientation week at the beginning of the program year, staff walk new and returning students through the program's many options and requirements for individualized learning. Staff explain and illustrate career exploration, learning levels, projects and the several alternative ways in which students may use sites for completing learning activities. Students are helped to understand how site activities fit into their individualized learning plans, and every student actually visits a site for the first time during orientation activities.

This general orientation is reinforced by student/ERS interaction as the student is getting ready to go to sites.

CROSS-REFERENCES

"Program Entry/Exit," Student Services, instructs staff on how to plan and conduct orientation week activities and displays narrative descriptions of (CE)$_2$'s approach.

Further comments pertinent to orientation for individual learning strategies are included in Curriculum & Instruction; see particularly "Career Explorations," pages 137-144 and "Learning & Skill Building Levels," pages 307-312.

The "EBCE Student Learning Path" on page 9 illustrates how site activities fit into individualized learning plans and can serve as a useful orientation tool.

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upport student site selection

To implement this step you will want to read some portions of <u>*Curriculum & Instruction*</u>*, particularly those concerning career assessment and counseling in "Career Exploration," pages 116-118 and 145-150. Below we summarize key events the ERS is responsible for supporting.*

SELECTING SITES FOR DIFFERENT USES

Career Explorations

After incoming students have completed their career interest assessment before the program year begins, each meets with an employer relations specialist to select the first few sites to explore from those available. This cooperative matching of students to appropriate site makes use of three sources of information in addition to the student's stated and indicated career interests:

1. an up-to-date list of currently active sites

2. site cumulative folder contents, especially the site description made by the ERS at the time of recruitment and the first section of the Learning Site Analysis Form

3. completed Exploration Packages for sites visited by other students

The ERS's knowledge of various sites is particularly helpful to new students selecting their first sites. Second year students--and new students, too, after the year gets underway--are encouraged to read the materials about various sites for themselves before [illegible] the ERS.

After [illegible]ing several sites for possible explorations, the student uses the Career Information System (CIS) to gain detailed information on the job (occupational area) to be explored at each site. With help from the ERS the student makes final selection of sites for exploration and receives an Exploration Package for completion at the first site.

It is important to note that when students first enter the program and ERSs are faced with placing them all on exploration sites during the first few weeks of the year, their interests are matched to available sites only. As soon as possible after this first crunch of site placements, the ERSs recruit additional sites in response to student requests and interests that cannot be accommodated with the present site inventory.

Learning Levels

Selection of learning level sites is made by each student on the basis of continued interest in the site after completing an exploration there. If the student is undecided or would like ERS help in making the decisions the two get together. If the student is comfortable making the decision alone, the ERS is simply notified of the desired learning level so arrangements can be made with the appropriate employer instructor.

Skill Building Levels

A skill building level may follow a student's learning level at a site if (a) the student wishes a long-term experience at the site similar to preapprenticeship training and (b) the student is considered by staff to be progressing satisfactorily in other program work. Once student and staff decide a skill building level can be incorporated into the student's learning plan, selection of a site is automatic to the extent that the student must already have had a learning level there.

Special Placements

Students use employer and community sites for special placement purposes when they have a project activity requiring a site in which they have no specific career interest. All aspects of a special placement, including choice of appropriate site, are individually negotiated between student and staff--usually the learning manager and either the employer relations specialist or the learning resource specialist--depending on the student's specific learning goals and general status in program work.

Similarly, the actual contacting of a special placement site may be done by the staff person primarily involved in planning the placement with the student.

STUDENT CHOICE: A POINT TO REMEMBER

Underlying all student/staff interaction is the conviction that students should choose their own learning experiences. Program adults should counsel and assist to the degree appropriate to the individual student and situation; they should not make choices for students.

Only when a student doesn't know what to do or simply doesn't have a preference as to which sites to explore should EBCE staff take a more assertive role in getting the student started. As one employer relations specialist put it:

> *Sometimes you have to encourage students to go out on sites they haven't actually requested because it's either that or nothing at all. Some students--especially first year ones--don't know yet what they are interested in and actually appear not to be interested in much of anything. So you just about have to make some suggestions and get them going so they can get some experience on which to base further decisions. We try always not to impose our judgments on them; we just help them try something.*

CROSS-REFERENCES

For career interest assessment procedures see "Career Explorations," Curriculum & Instruction, pages 145-150.

See Curriculum & Instruction for full treatment of all four site utilization levels; for career explorations see pages 105-186; for learning and skill building levels see pages 277-327; for special placement, see its treatment as a resource for projects on pages 211 and 260.

12 Conduct learning site analysis for sites selected by students

To implement this step you should review Item 3 (page 112), in which the Learning Site Analysis Form is described. You may also want to read through Appendix M, which contains an example of how one ERS might have approached the LSAF process at an employer/community site.

Below we review a few issues that may arise as you begin analyzing sites.

How Important Is The Process?

Exactly how an ERS conducts a learning site analysis interview and completes an LSAF will depend considerably on personal style as well as time factors and the physical setting of the interview. Each ERS will develop a unique approach.

However, the efficiency, completeness and clarity with which the ERS fills out the LSAF will directly influence the ease with which the learning manager can later draft objectives and design projects that reflect accurately the particulars of the learning site. This places a special responsibility on the ERS to make the LSAF a truly useful instrument when completed, no matter what the circumstances surrounding the information gathering process. Occasionally, the ERS may have to put the finishing touches on an LSAF back at the learning center, filling in some information from memory before handing it to the learning manager.

Two Sittings Or One?

$(CE)_2$ employer relations specialists try during the recruitment interview to record general site information called for on pages one through three of the LSAF. The task analysis portion is usually completed at a later time when a student chooses a learning level at the site.

Obviously, circumstances sometimes dictate that the two parts of the form be completed in one longer sitting. This can be tiring for both employer instructor and employer relations specialist but is necessary before a student may visit a site for learning level project activities.

How Much To Record?

What the student can do on a job site will not always include all of what the EI does. For example, some tasks might be considered too dangerous or confidential for student involvement. A student learning at a telephone company under tutelage of a lineman would not be permitted to repair live wires; at a counselor's office some sessions might be declared off limits.

Employer relations specialists must agree beforehand if <u>all</u> job tasks should be captured on the LSAF or only those in which a student can reasonably be expected to participate. A total perspective of the job can be gained by recording all tasks, but student-specific ones must then be indicated in a way understandable to the learning manager.

13 Arrange with employer instructor for placing student on site

When scheduling student placements, the employer relations specialist takes into account time commitments and other time constraints of both student and employer instructor. For example, activities or business cycles at the site might compete with the student for employer time or might be so illustrative of site operations that they should definitely be experienced by the student. On other occasions a student's experiences at a site might warrant moving immediately to a similar site to better follow through on learning in a particular skill area. Or a student's target dates for other project activities might cause postponement of new explorations pending completion of a project underway.

SCHEDULING VARIOUS TYPES OF SITE PLACEMENTS

Career Explorations

When final selection of an exploration level site has been made by the student, the ERS contacts the appropriate individual onsite to arrange for student arrival. This person may be the original employer contact person or a designated employer instructor, depending on the specific site communication channels established during recruitment.

ERS procedures for scheduling students on explorations are as follows:

1. If the EI has not hosted a student before, the ERS may visit the site to make date and time arrangements. The ERS can then answer last minute questions, make sure that the EI feels ready and give background information on the student as necessary.

2. For an EI who has already hosted students, the ERS may choose to negotiate time schedules over the telephone.

3. In the case of a student's first exploration, the ERS may take the student along when visiting the site to make arrangements. This will break the ice for everyone and will supplement any advance information the ERS has provided the EI about the student.

Whatever approach seems appropriate for both the employer instructor and student, the ERS should insure that specific arrangements are made several days before student arrival onsite. The agreed time is recorded on the Student and Employer Instructor Contract (see page 129).

Learning Levels

Scheduling learning level placements is simplified by the fact that both student and employer instructor are now experienced. They know each other and are familiar with site use for learning. The ERS or student simply agrees with the EI on a regular schedule which is noted on the contract form, and the ERS insures that the second section of the Learning Site Analysis Form has been completed. If the LSAF was not filled out previously in response to another student's request for a Learning Level, the ERS conducts an LSAF interview with the EI at this time (see Item 3, pages 112-116).

Skill Building Levels

Because skill building levels occur after a student has had an exploration or learning level at a site, the EI will usually already know the student and be familiar with the program. He or she must simply be willing to be responsible for the student for a longer period of time.

At $(CE)_2$, skill building experiences are often combined with company training or preapprenticeship programs, thereby reducing scheduling and monitoring demands on the EI.

Special Placements

Specific arrangements with an employer instructor (or other resource person) for a student's special placement varies with the nature of planned student activities. A special placement need not follow another experience on that site and need not be of a certain length. Therefore date and time arrangements are limited only by the convenience of student and employer instructor and by the design of the particular learning activity to be performed there.

Moreover, students may initiate special placements not only through an ERS but also via a learning manager or a learning resource specialist. The ERS plays an optional role in facilitating such placements and usually commits only modest amounts of time to them.

TELLING THE EMPLOYER INSTRUCTOR ABOUT THE STUDENT

One aspect of making necessary site arrangements is providing the employer instructor with advance information about the student. Deciding what and how much to tell the EI is an important issue and should be dealt with thoughtfully by the ERS.

Some employer instructors--particularly those who work with students on learning levels--express a need for advance information about the student's learning abilities and disabilities, personal traits that might affect onsite adjustment or learning productivity, and individual needs and skills. Other EIs prefer not to know anything about students because they want to be open-minded. They feel that the discovery process of two people meeting for the first time is an important experience in itself and perhaps should not be "contaminated" with advance information about the student.

As a result, the ERS should "play it by ear." If experience with a particular EI suggests a need for "pregame" information about the student, the ERS tries to oblige. Such information is always a difficult thing to deal with because it tempts statement of personal opinions and value judgments about a student who might come on quite differently to the personalities and situations at the site.

14 Make sure employer instructor understands role

Employer instructor understanding of EBCE will vary according to previous experiences with

1. explanations given during site recruitment interview
2. participation in an LSAF interview
3. attendance at employer development sessions
4. use of site by previous students and related site maintenance activities by an ERS

The employer relations specialist must determine general readiness to receive students and insure EI understanding of his or her role during onsite learning activities. Except perhaps for truly seasoned employer instructors, the ERS should review the basics of what the EI can do to help a student learn as much as possible at the site.

EI RESPONSIBILITIES

Career Explorations

$(CE)_2$ staff have developed an EI checklist for explorations that the student hand delivers during the first day onsite. The EI retains the checklist, which summarizes the tasks explained by the ERS during employer instructor orientation (see following page), for referral as necessary during the student's exploration.

The checklist was developed on the basis of ERS observations and employer instructor feedback concerning the generally minimal need for ERS support during a short-term exploration. It was agreed that most EIs could get along on their own by following such a list because responsibilities would not vary much from student to student. For special needs the EI telephones the ERS for assistance.

EXPLORATION GUIDE FOR EMPLOYER INSTRUCTORS

Thank you for accepting ________________________ for an exploration. In order for this experience to be successful, the following steps are important. Please initial each as the exploration progresses.

________ **WELCOME** student and reach agreement on schedule for full exploration experience.

- *establish attendance contract with student*
- *record hours and days on contract form*
- *be sure both you and student sign the form*
- *retain yellow copy and postcard*

________ **ORIENT** student to your site.

- *give student a tour*
- *introduce student to people, places, and things*
- *cover the mission of your company - its products and services, its policies and standards*

________ **INFORM** student of career opportunities.

- *discuss Career Information System printout (ask student for it if not offered)*
- *help student with Exploration Packet (picture taking, interview)*
- *discuss how you got your job and opportunities in your field - the big picture*

________ **CERTIFY** the experience.

- *debrief student on the last day*
- *enter comments in Exploration Packet*
- *discuss student's interest in returning for a longer experience (Learning Level)*

________ **VERIFY** student attendance by signing and mailing contract postcard. We **must** have this postcard to credit the student's experience.

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Learning Level

Due to the highly individualized nature of student experiences during learning levels, the checklist for employer instructors is somewhat less specific than that for explorations. Learning level activities are individually negotiated with each student. However, every learning level has certain general activities and parameters in common with others; these have been combined in a checklist for review by employer relations specialist and employer instructor.

Looking over the checklist (see following page) together allows the ERS to prepare the EI--who probably has worked with the student during his or her exploration of the site--for projected learning needs and the EI role during student learning. At the same time, the ERS explains to the EI how this general prebriefing will be followed naturally by periodic arrangement of specifics between EI and ERS as the student progresses with specific learning activities.

Skill Building And Special Placement

Although skill building and special placements are different in nature and intent, they both require highly individualized arrangements with the employer instructor. The particular activities negotiated for either option will directly impact dates, times. length of placement and day-to-day student and EI responsibilities.

Consequently, the employer instructor's role cannot be limited to a checklist but should include these general considerations:

1. schedule and provide for student learning experiences--that is, when and what the student will do
2. share information and materials with student and ERS--in effect, how the student [illegible] do things
3. evaluate student performance as agreed with ERS--how well the student did things
4. certify student time at site
5. certify student completion of specific skills and learning activities

EMPLOYER INSTRUCTOR CHECKLIST FOR LEARNING LEVELS

TO FACILITATE THE STUDENT'S LEARNING PROGRAM

1. Hold interview at your site with an EBCE employer relations specialist to complete a Learning Site Analysis Form (LSAF) and suggest learning activities and job skills students may do at your site.
2. Receive the student at your site and decide job skills he or she can begin practicing.
3. Review learning objectives the learning manager writes from the LSAF and prioritize them in the order in which they might be done at your site.
4. Review and approve the student project designed from the learning objectives.
5. Help establish target/completion dates for learning activities on project.
6. Help the student with project-related research at your site, as specified in learning objectives.
7. Provide the student with a place to study.
8. Evaluate the student's performance of some project activities and certify their satisfactory completion when called for on the project form (see "Criteria" column).
9. Record on the Skill Development Sheet any skills the student acquires at your site, verifying that they were performed according to your standards.
10. Help the student complete any Basic Skills assessments in reading and mathematics that might be planned for on the project and show relationship between job tasks and Basic Skill needs wherever possible.
11. Help the student work with Basic Skills materials.
12. Complete Student Performance Reviews and discuss the student's evaluation of his or her site experiences.
13. Counsel regularly with students about career plans, site experiences and so forth.
14. Help the ERS maintain weekly contact (personal or telephone) with you.

TO MONITOR STUDENT ATTENDANCE

1. Establish a regular weekly schedule with the student.
2. Be sure that the student reports his or her time schedule and any changes in it to the ERS.
3. SIGN STUDENT WEEKLY TIME SLIPS to validate their accuracy.
4. Deal with student attendance problems as you would those of an employee.
5. Maintain weekly contact with the ERS.

LEARNING VERSUS WORKING

Whatever the learning purpose for student use of a site, the employer instructor must understand two critical program policies:

1. "Student Learning and Work For Pay"

2. "Student Onsite Productivity"

These policies were formalized as written statements by the $(CE)_2$ board of directors and program staff and reflect a basic EBCE conviction: that EBCE students are in the program to learn, not to work. That they learn through experience on employer and community sites <u>does not mean</u> (a) that they should provide the employer with goods or services of financial benefit nor (b) that they should be paid for their learning tasks or activities.

To provide educationally productive experiences for the student, employer instructors must fully understand these program policies. As a result, they are important topics in the ERS prebriefing of the employer instructor for any type of site usage.

CROSS-REFERENCES

For one employer's point of view on productivity and other site issues, see Appendix O.

See "Career Explorations," Curriculum & Instruction, for more ideas on how to brief employer instructors before student arrival onsite.

Appendix N contains full reproduction of both policy statements regarding learning versus financial productivity.

15 Monitor and record student site activities

The many tasks and responsibilities of the employer relations specialists in supporting, "watching over" and recording student learning are outlined in the chronology on pages 141-148. Before site use begins, an ERS should review that task summary, together with sections of the Curriculum & Instruction *handbook that offer detailed treatment of the ERS role as directly related to each learning activity and planning and monitoring technique.*

As students go about their learning activities alongside adults working in the community, ERSs must help both students and EIs prevent students' hands on participation in site activities from becoming non-productive educationally and productive financially. $(CE)_2$ ERSs have found this relatively easy to do because of employer instructors' sincere desire to help students learn. The very few questions raised about employers getting "free labor" from students were simply the result of employer misunderstanding of which activities were worthwhile in a learning sense. Once reexamined, the activities were restructured to provide appropriate challenge to the student.

Explaining the program's success in implementing the "no work" policies, $(CE)_2$'s program administrator has observed,

> *Employers are fully briefed on what students are supposed to be doing at their sites and the ERS maintains constant contact with them while students are there. Also students' time at the site is really quite 'structured'--their learning activities have been negotiated in detail before they ever get to the site. Students have a lot of specific learning tasks to get done while they are there, all written around the instructional purposes of the site visit.*
>
> *So you see we make it pretty difficult for employers to inadvertently slip and involve students in commercially productive work. There are a very few who might try to get what they can from the student's participation but this happens very rarely and we can spot it right away.*
>
> *Remember that each employer instructor commits a lot of time and energy to planning learning objectives and activities with the student and ERS. So the employer instructor has a vested interest in the instructional value and purposes of the student's site experience.*

16

Provide maintenance and feedback to employer instructor during student site visits

To implement this step you will want to review maintenance and feedback techniques described earlier in this section (see Item 4, page 119). Below we offer some points to keep in mind when working with students and employer instructors.

POINTS TO REMEMBER

Treat EIs As Professionals

Specifically how an ERS interacts with an EI to support student site learning will vary with the situation and personalities involved. $(CE)_2$ employer relations specialists try to use good common sense in all their negotiations with individual EIs, responding to their requests and needs in a personally appropriate way.

Remind EIs They're Important

During all ERS site contacts, employer instructors should be continually reminded how vital they are to the success of the program and the personal development of students with whom they work. Remember, everyone likes to know they are needed and appreciated.

Even Smart Students Aren't ERSs

Some students can maintain the site themselves between ERS visits by explaining program details and letting the EI know what is needed. This is desirable to a certain extent but should not replace regular site contact by the employer relations specialist.

Be Considerate When Scheduling

ERS arrangements for maintenance visits should take into account the employer instructor's job responsibilities. The ERS should find out beforehand if an employer instructor prefers drop-in visits or prescheduled ones, and time set for the visit should be at the employer's convenience.

What Do You Do When An EI Leaves?

An employer instructor at an active site may leave the program for various reasons--job termination or transfer, increase in workload and so forth. When this happens, the ERS's broad "site maintenance" responsibilities will expand to include recruiting and training a new EI for that particular learning site.

Hopefully, the recruiting will be simplified by the former EI or site contact person suggesting a co-worker who might be willing to take his or her place. In such cases the new EI may already be familiar with EBCE through his or her job relationship with the original EI.

In any event, the ERS must make certain that the new employer instructor

1. understands the program generally and the reasons for this student's visit specifically
2. knows how he or she can help the student with specific learning activities to be completed at the site
3. feels generally ready for the new experience and is available when the student arrives

If the student is on an exploration at the site when an EI leaves, the nature of explorations is low-keyed enough that there will be little problem--so long as the new person is formally identified to verify the student's activities and Exploration Package. On the other hand, learning levels run for several weeks, allowing time for the ERS (and the student, too, when appropriate) to orient the new EI to the role.

17 Share information with learning center based staff

To implement this step you should review Items 4 and 5 of this section in which recordkeeping forms and information sharing techniques are discussed.

Always it is important that the employer relations specialist be alert to the subtle nuances of student behavior and interactions with adults and promote sharing of insights among all staff. In this way, the ERS can truly serve as the bridge between site personnel and learning center staff.

APPENDICES

APPENDIX A

Occupational Clustering Systems: A Few Examples

Some system for grouping sites offering student exploration in similar occupations may be advantageous for descriptive purposes during site recruitment (see Item 5, pages 19-22). At that time, the employer relations specialist may wish to be able to draw on some method for clustering similar learning sites together for the purpose of assisting a student to choose among them before visiting a site. This clustering system may be completely informal, consisting simply of grouping together jobs that fall in similar interest areas, or it may be based on one or more of the more formal clustering systems suggested below.

Standard Industrial Classification's Occupational Clusters

Agriculture, Forestry and Fishing
Mining
Construction
Manufacturing
Transportation, Communications, Electric, Gas and Sanitary Services
Wholesale Trade
Retail Trade
Finance, Insurance and Real Estate
Services
Public Administration
Nonclassifiable Establishments

U.S. Office of Education Occupational Clusters

Agri-business and Natural Resources
Business and Office
Communication and Media
Construction
Consumer and Homemaking Education
Environment
Fine Arts and Humanities
Health
Hospitality and Recreation
Manufacturing and Distribution
Marine Service
Marketing and Distribution
Personal Services
Public Services
Transportation

Oregon Occupational Clusters

Accounting and Bookkeeping
Agriculture
Clerical Occupations
Construction
Electricity-Electronics
Food Services
Forest Products
Health Occupations
Industrial Mechanics
Marketing
Metals
Public Service Occupations
Steno-Secretarial

Dictionary of Occupational Title Occupational Clusters

Professional, Technical and Managerial Occupations
Clerical and Sales Occupations
Service Occupations
Farming, Fishing, Forestry and Related Occupations
Processing Occupations
Machines Trades Occupations
Benchwork Occupations
Structural Work Occupations
Miscellaneous Occupations

The index includes references to all four EBCE handbooks; page numbers are preceded by the following code:

C = Curriculum & Instruction *M = Management & Organization*
E = Employer/Community Resources *S = Student Services*

**(following a number) indicates sample form, illustration, display or flow chart*

(continued)

The index includes references to all four EBCE handbooks; page numbers are preceded by the following code:

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*(following a number) indicates sample form, illustration, display or flow chart

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APPENDIX B

Why Employers Participate In $(CE)_2$

The NWREL evaluation team recently surveyed employers connected with $(CE)_2$ to determine their reasons for working with EBCE. On a questionnaire, employers were asked to rate in numerical order the relative importance of several possible reasons for participation. Their list of priorities appears below in order from most to least important.

1. $(CE)_2$ can provide professional help in working with young employees and the experience to deal with a problem rather than eliminate it.
2. Involvement with $(CE)_2$ provides an altruistic opportunity for helping other people.
3. The employer instructor is provided a chance to interest young people in a career area that is of vital concern to him or her.
4. Teaching can be rewarding. Many people take great pleasure in instructing someone who is interested in their job skills.
5. Some employers gain satisfaction by helping previously uncommitted students achieve academic success for the first time.
6. Everyone has a social obligation to help better the community.
7. Participation with $(CE)_2$ can provide introductory training for future employees.
8. Working with $(CE)_2$ students can provide a boost to employee morale. New faces and new personalities help provide a renewed interest in the environment.
9. Participating with students in a community program is good public relations.
10. Production may be increased due to the desire to show someone new how well you can handle your job.
11. Many companies require participation in community organizations.

12. The newsletter and brochures circulated by $(CE)_2$ provide low-cost advertising.

13. Time goes faster when someone is sharing the ups and downs of an everyday job.

ADDITIONAL COMMENTS

"We must spend time and money on potential dropouts when young--it will be less costly to society in the long run."

"Obviously the experience of an employer relating the particulars of his/her tasks to a learner gives that employer an opportunity to evaluate his/her own tasks and gain a more accurate insight into their careers."

"It is of great importance that the $(CE)_2$ students have interest in the work at the job site--they really must want to explore their interest in the job site and in themselves."

"Very satisfying to me to start these young people on their career path."

"Find employers that have youth (family) or have worked with young people age 14-18."

$(CE)_2$ is an excellent early introduction to awareness of lifelong learning; it gives students relevant learning opportunities."

"$(CE)_2$ acts as an alternative to high school education; more career oriented than academic."

"Provides opportunities for employees to demonstrate true motivation talents; have the opportunity for the employees to express true leadership in dealing with students."

"The alternative to the present educational system is welcomed."

APPENDIX C

Employer Information Packet

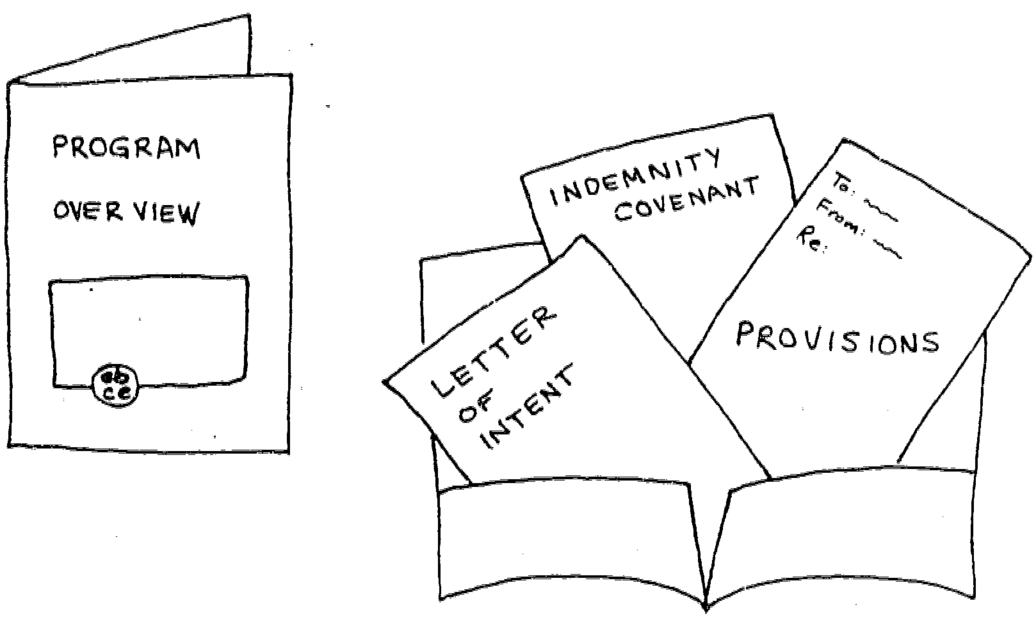
The Employer Information Packet is a portfolio of materials explained by the employer relations specialist to the site contact person during the recruitment interview (see pages 30-38). These materials are arranged together in the Program Overview folder, allowing additional items to be included when desired.

Materials contained in the packet and displayed in this appendix include:

1. provisions for employer and student participation (retained by contact person)

2. Letter of Intent (signed by the employer and retained by the ERS)

3. Indemnity Covenant (signed by the employer and retained by the ERS)



Included in the packet but not illustrated or displayed here are general program descriptive materials, also left for the employer's use (see Program Overview), and pages one through three of the Learning Site Analysis Form (see Appendix M).

(CE)2
Community Experiences For Career Education 11950 S.W. King James Place . Tigard, Oregon 97223 . Phone: (503) 639-8850

TO Employers and Heads of Agencies Providing Learning Settings for Community Experiences for Career Education $(CE)_2$ Students

FROM Jerry Beier
$(CE)_2$ Project Director

RE Provisions Under Which Employers and Students Participate in the $(CE)_2$ Program

Juniors and Seniors from Tigard High School are currently enrolled in a pilot program known as Community Experiences for Career Education, $(CE)_2$, to test the extent to which their total high school education can be derived from employer and other community settings. Provisions under which employers and students participate in the program are as follows:

1. State and Local Education Authority

$(CE)_2$ has been approved under the pilot program provisions of the Oregon Board of Education at the request of Tigard School District 23J.

2. Status of the Students

The students are not paid and are not "employees" within the meaning of the Fair Labor Standards Act because the following six conditions apply:

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 who provides the training derives no immediate advantage from the activities of the trainees or students, 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 em[illegible] the trainees or students underst[illegible] stu[illegible] entitled to wages for the time[illegible]

3. Insura[illegible] of from Liability for Participat[illegible]

A. The $(CE)_2$ Corporation carries a general liabili[illegible]cy that covers liability exposure to the Corporation's officers, directors, employees and students. Participating employers have relief from liability through execution of an indemnity covenant.

B. Each $(CE)_2$ student is covered ... er a $1,000 nondeductible student medical policy.

C. The $(CE)_2$ Corporation carries primary liability insurance on the $(CE)_2$ vehicle to cover bodily injury and property damage; secondary liability insurance is carried by the Corporation to cover bodily injury and property damage that may be incurred by students transported or driving in other vehicles.

$(CE)_2$'s insurer is ______________________. Specific inquiries relative to insurance and liability exposure may be directed to ______________________________.

4. Hazardous Occupa...

Students may be assigned in occupations involving hazardous work if the conditions set forth in, "A Guide to Child Labor Provisions of the Fair Labor Standards Act," are properly met. Following is an excerpt from the "Hazardous Occupations, Exemption II," page 9:

II. Student-Learners:

(1) The student-learner is enrolled in a course of study and training in a cooperative vocational training program under a recognized State or local educational authority or in a course of study in a substantially similar program conducted by a private school; and

(2) such student-learner is employed under a written agreement which provides:
- (i) that the work of the student-learner in the occupations declared particularly hazardous shall be incidental to his training;
- (ii) that such work shall be intermittent and for short periods of time, and under the direct and close supervision of a qualified and experienced person;
- (iii) that safety instructions shall be given by the school and correlated by the employer with on-the-job training; and
- (iv) that a schedule of organized and progressive work processes to be performed on the job shall have been prepared.

Each such written agreement shall contain the name of the student-learner, and shall be signed by the employer and the school coordinator or principal. Copies of each agreement shall be kept on file by both the school and the employer.

This exemption for the employment of student-learners may be revoked in any individual situation where it is found that reasonable precautions have not been observed for the safety of minors employed thereunder.

Your questions relative to conditions under which employers and students participate in the $(CE)_2$ program are welcome. My of... is at 11850 SW King James Place, at King City on SW Pacific Highw... ...en to you.

(CE)2
Community Experiences for Career Education

LETTER OF INTENT

TO Jerome H. Beier, Project Director
Community Experiences for Career Education, Inc.
11850 SW King James Place
Tigard, Oregon 97223

FROM Company: ______________________________

Address: ______________________ Zip: ________

Phone: ______________________

RE Participation in Community Experiences for Career Education $(CE)_2$

Our firm will provide learning experiences for a maximum of ____ students, ages 16-18. We will have the opportunity to interview the students prior to beginning their learning period. We reserve the right to cancel our participation in this program at any time. The time the student will be with our firm will be by mutual agreement between both parties, but will not exceed five days per week or seven hours in any one day without a written waiver from the student's counselor.

We understand that students will comply with our rules as specified, will report promptly for work assignments, or will call our Employer Instructor if unforeseen circumstances interfere.

Our Employer Instructor for this program will be ______________________

______________________ ______________________
Position Phone Ext.

Time Arrangement ____________

____

Level of Student Involvement

Exploration Level ____
Learning Level ____
Skill Building Level ____
Special Placement ____
Other ____________

____

____
Signed

____
Title

____
Date

Note: All individuals, institutions, organizations or agencies who sign a Letter of Intent become members of Community Experiences for Career Education $(CE)_2$.

(CE)2
Community Experiences For Career Education 11850 S.W. King James Place . Tigard, Oregon 97223 . Phone (503) 639-8850

INDEMNITY COVENANT

In consideration of ____
____________________, hereinafter termed "Cooperator," consenting to participate in the pilot undertaking of COMMUNITY EXPERIENCES FOR CAREER EDUCATION $(CE)_2$, INC., an Oregon corporation, hereinafter termed $(CE)_2$, whereby high school level trainees in the work experience program will be assigned to Cooperator's activity, $(CE)_2$ does hereby covenant and agree to save, hold harmless and indemnify Cooperator for and from any amounts that Cooperator shall be obliged to pay pursuant to decree or judgment of any court of competent jurisdiction, arising by reason of Cooperator's participation in such work experience program, including, but not limited to

(a) Claims or demands for wages or compensation for personal services rendered by trainees in the program

(b) Damages due to injury to the person or property of trainees in the program

(c) Reasonable attorney's fees incurred in defending against or opposing claims or demands of trainees and court costs allowed

That $CE)_2$ shall and does hereby bind itself to obtain, keep and maintain and pay the premium for personal injury and property damage insurance coverage in a company regularly doing business in the State of Oregon, with limits of not less than __________ each person, __________ each occurrence and __________ property damage, with respect to any and all risks included within the purview of Paragraph (1) hereof, and shall cause to have the Cooperator named as co-insured thereunder and $(CE)_2$ shall promptly furnish to Cooperator a certificate of such insurer conforming hereto.

$(CE)_2$ represents that all trainee participants in the work experience pilot program are enrolled as students of School District No. 23J, Washington and Clackamas Counties (Tigard), Oregon, and that coverage will be provided through the State Accident Insurance Fund pursuant to the revisions of Section 656.033 Oregon Revised Statutes.

This indemnity covenant is executed this ______ day of ____________, 19___ pursuant to resolution of its Board of Directors by its duly authorized undersigned officers.

COMMUNITY EXPERIENCES FOR CAREER EDUCATION $(CE)_2$, INC.

By: ________________________________ Chairman

By: ________________________________ Secretary

STATE OF OREGON)
) ss.
County of Washington)

On this ______ day of __________, 19___, personally appeared ____________________
____________________ and ________________________________
who, being duly sworn, did say that they are the Chairman and Secretary respectively of COMMUNITY EXPERIENCES FOR CAREER EDUCATION $(CE)_2$, INC., the within named corporation, and that said instrument was executed in behalf of said corporation by authority of its Board of Directors, and each of said officers acknowledged said instrument to be the voluntary act and deed of said corporation.

Before me:

____
Notary Public for Oregon
My Commission expires: ____________________

APPENDIX D

Employer Sites and Learning Sites

The following list divides employer and community sites explored by $(CE)_2$ students at the time this handbook was written into categories to suggest the range of learning sites--careers and jobs--EBCE students can investigate. The division attempts to illustrate both the nature of the organization and the many different occupations students may encounter there. However, this is just a beginning: listed here are only those learning sites actually explored by $(CE)_2$ students and not always the entire range of career possibilities at the employer site as a whole.

EMPLOYER/COMMUNITY SITE	LEARNING SITES
AGRICULTURE & ENVIRONMENT	
Harmon Farms	Small business management
Sauvie Island Management Area	Game management Game law enforcement
ARTS & ENTERTAINMENT	
Headwater Booking Agency Inc.	Booking agent
Jewelart	Sales Display
Portland Symphony Orchestra	Musician
COMMUNICATIONS & MEDIA	
General Telephone (Beaverton)	Telephone operator Directory assistance Central office and equipment Telephone repair
General Telephone (Tigard)	Draftsman Installer Cable splicer Lineman
Georgia Pacific Corporation (Photo)	Photographer

EMPLOYER/COMMUNITY SITE	LEARNING SITES
COMMUNICATIONS & MEDIA (continued)	
KOIN	TV producer AM/FM radio Disc jockey
Moore's Audio Visual	Equipment repair Installation and service
Photo-Art Commercial Studios, Inc.	Photographer Receptionist
Spectrum Studios, Inc.	Engineering Sound recording Equipment maintenance Secretary
Tigard Times	Reporter
West Hills Photography	Photographer Touch up Receptionist
CONSTRUCTION	
Dim sio [illegible] es, Inc.	Contractor
Dovetail Woodworkers, Inc.	Cabinet building
Marcum Construction Company	Foreman
Tualatin Development Company, Inc.	Contracting Carpentry
MANUFACTURING	
Peerless Trailer	Welding and metal Fabrication
Sunn Musical Equipment	Cabinet shop Final assembly Quality control Foreman
Tek onix	Graphics Maintenance (electrical) Switchboard paging
Tigard Machine, Inc.	Machine operator

EMPLOYER/COMMUNITY SITE	LEARNING SITES
MANUFACTURING (continued)	
Trus-Joint Corporation	Sales Construction
Williams Air Controls	Receptionist Engineer Drafting Production control Accounting Machinist Sales
RECREATION	
Julie's Travel Desk	Secretary/receptionist Travel agent
Portland International Raceway	Management Booking
Western Oregon Karate Association	Karate instructor
RESEARCH	
Georgia Pacific Corporation (Gypsum)	Laboratory technician
Northwest Regional Educational Laboratory	Librarian Counselor Photographer Computer operator Writer/editor
SALES	
Aqua Pets	Sales clerk Stock clerk Small business management
Athletic Department of BRS, Inc.	Catalogue sales Warehouse and shipping Billing and collection
Ball Ford (Sales)	Automobile sales

EMPLOYER/COMMUNITY SITE	LEARNING SITES
SALES (continued)	
Blue Ribbon Sports	Warehouse Retail athletic store sales Catalogue sales Management
Flowers by Donna	Floral arranging Sales Small business management
Frahler Electric	Electrician
Georgia Pacific Corporation (Office)	Telephone switchboard operator Receptionist/secretary
Girod's Super Market	Cashier Stock clerk
International Business Machines Corporation (Sales)	Clerical Accounting Sales representative
King's Garden, Inc.	Landscaping Sales
Knauss Chevrolet (Sales)	Automobile sales
Milk & Honey Food Co-op	Buying and selling food
Seven-Eleven	Sales
Sieberts, Inc.	Sales Business management Interior decorator
Suzuki of Hillsboro (Sales)	Salesman
Western Oregon Marine	Mechanic Salesman
SCHOOLS	
Charles F. Tigard Elementary	Counselor Teacher
Fowler Junior High	Counselor Teacher

EMPLOYER/COMMUNITY SITE	LEARNING SITES
SCHOOLS (continued)	
Highland Park School	Teacher
Raleigh Park Elementary	Teacher
Templeton Elementary	Teacher
Tigard High School	Librarian
Tigard School of Beauty	Beauty operator
Twality Junior High	Counselor
Washington County IED Outdoor School	Counselor
William Walker Elementary	Teacher
SERVICES	
Business Services	
American Data Service	Keypunch Computer program
Long-Maxwell & Associates, Inc.	Engineering Secretary
Perron Partnership	Landscape architect
Financial Services	
First National Bank of Oregon	Loan officer General office Checking and credit accounting
U.S. National Bank (Tigard)	Teller Customer relations
Food Services	
Chalet Pancake House	Cashier Waitress
Floyd's Restaurant	Fry cook Waitress

EMPLOYER/COMMUNITY SITE	LEARNING SITES
SERVICES (continued)	
The Goody Shack	Waitress Short order cook
Health Services	
Randall K. Corey, O.D.	Prescribing and fitting glasses and contacts Dispensing frames and accessories
Kim Hurley, D.M.D.	Dentist Dental assistant
Meridian Park Hospital	Laboratory technician Nurses' aide
Metro-West Ambulance	Ambulance driver
John A. Nelson, D.M.D.	Dentist Dental assistant Receptionist
Physicians & Surgeons Hospital	Medical receptionist
Insurance Services	
Allstate Insurance Company	Centrex switchboard Telephone adjusting General office Drive-in claims adjusting
Investors Insurance Corporation	Claims adjusting Receptionist
Legal Services	
Pat Furrer, Attorney	Legal secretary Lawyer
Public Defenders Office	Alternatives Investigation
Norman Sepenuk, Attorney	Attorney
Tigard Justice Court	Clerk Judge

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EMPLOYER/COMMUNITY SITE	LEARNING SITES
SERVICES (continued)	
Mechanical Services	
Ball Ford (Service)	Service Parts sales
Dunmire Specialized Auto Service	Repairman
Eagle Aircraft Service Company	Mechanic
International Business Machines Corporation (Service)	Equipment repair Clerical
Knauss Chevrolet (Service)	Auto mechanic Parts sales
Suzuki of Hillsboro (Service)	Service Parts sales
Tigard Texaco	Small business management Service station attendant
Social Services	
American Red Cross	Blood program Volunteer services Health and safety programs
Capitol Hill Methodist Church	Ministry
Children's World Day School	Teacher (pre-school)
City of Tigard (City Hall)	Building inspection Public works inspection
City of Tigard (Police Department)	Police car mechanic Policework
City of Tualatin	Secretary Clerk
Cordero Youth Care Center	Counselor
Edwards Activity Center	Physical awareness Job skills assisting and training

EMPLOYER/COMMUNITY SITE	LEARNING SITES
SERVICES (continued)	
Metro-Southwest Chamber of Commerce	Manager
Outside-In	Medical aid Counselor
Tigard Care Center	Physical therapy Nurse
Tiny Tigars Day Care Center	Teacher
Tualatin Valley Guidance Clinic	Counselor
U.S. Air Force Recruiter	Recruiter
U.S. Army Recruiter	Recruiter
U.S. Navy Recruiting Station	Recruiter
Washington County Fire District #1	Fireman
TRANSPORTATION	
Georgia Pacific Corporation (Trucking and Salvage)	Diesel Trucking

APPENDIX E

Recruiting Union Sites

$(CE)_2$ employer relations specialists have had limited experience with recruiting union personnel or placing students at union sites for essentially two reasons:

1. only a somewhat small--but steadily growing--percentage of the Tigard community work force is unionized

2. students have seldom selected sites where unions are present and when they have their employer instructors have been non union members

Other EBCE programs may operate in communities where more of the work force is unionized, thereby increasing the likelihood that staff will be recruiting union and non union sites alike. For these staff, the following materials may prove helpful.

WHY RECRUIT UNION SITES?

EBCE is intended to provide students with a wide range of experiences in the world of work. Among these groups are those we call labor and management or employees and employers. If students are to gain a general understanding of the trends and issues operating in the world of work they need to understand the philosophy and contributions of organized labor as well as the viewpoints of those workers who choose not to participate in the labor movement. They should experience work situations delimited by contractual specifications common in the business world--specifications such as division of work between groups working together on the same general tasks (for example, Teamsters making deliveries and Food Store Employees receiving them).

In keeping with EBCE emphasis on <u>experiential</u> learning in and from the <u>community</u>, students can best gain this kind of information and these experiences at sites where the influence of organized labor is present. Hence the need to recruit union sites and union personnel into the EBCE site network.

MAKING ENTRY INTO UNIONIZED SITES

Anticipate Concerns

Union representatives, conscious that students need "hands on" experiences for EBCE to be worthwhile, nevertheless may have difficulty understanding how that can be accomplished within the laws and regulations governing the involvement of minors at work sites and without posing a potential threat to the job security of adult workers.

EBCE staff responsible for dealing with unionized sites and union personnel must be prepared to allay legitimate issues and concerns. These include:

1. Education programs involving young people in work places might result in exploitation of the students (engaging them in productive work without pay and/or involving them in menial jobs).

2. Student involvement at employer sites could take jobs away from adult workers and undermine or detract from proven union-sponsored programs such as apprenticeship training.

3. Experience-based education might neglect basic skills in favor of career explorations.

4. A "career education" focus might result in exclusion of important lifelong learning aspects of education such as the arts and humanities.

Plan Your Recruitment Strategy

Based on $(CE)_2$'s experiences with union sites and their personnel, the following general approach to unions during site recruitment is suggested:

1. Ask the site contact person whom you interview for site recruitment about union contracts at the site and obtain the name(s) of union representatives there.

2. During the interview discuss the strategy which should be used in making the union contact. Get a general feel for the union relationship with the company.

3. Discuss with the contact person any projected changes in manpower. Students entering the site while employees are on layoff may be suspect.

4. When possible, volunteer to initiate the union contact. This gives you the opportunity to explain the program completely and answer questions from the business representative or other union officials.

5. When talking to union representatives, explain in detail the Exploration Level. Exploration level participation is a good entry for a site hesitant about getting into the program, particularly if the site is a closed shop or union shop.

   Describe how learning levels and project activities fit into the curriculum. Emphasize that onsite learning is carefully planned and monitored so that it will be educationally productive for the student rather than financially productive for the employer. Give the union contact person copies of the program's policy on student learning and financial productivity.

   Give some examples of student onsite learning activities.

   Before leaving, make sure the union representative understands the conditions under which the site is participating.

6. When necessary, develop a memo of understanding or agreement with the union to supplement the Letter of Intent for that site. In the memo, delineate the students' planned activities at the site and their relationships with employees.

7. Introduce the student to the shop steward if there is one (closed shop). Try to insure that the shop steward has a clear understanding of the agreement between management and labor. Answer any questions the steward may have.

8. Follow up with the union representative(s) at regular intervals to answer additional questions which may develop from having a student at the job site.

POSSIBLE STUDENT LEARNING EXPERIENCES AT UNIONIZED SITES

Exploration level participation is good entry for a site that might be hesitant about joining the program. For example, at $(CE)_2$ a particular manufacturing firm participates on an exploration level basis because it is a closed union shop. However, the shop steward has attended employer instructor development sessions and is cooperating with the ERS to develop appropriate learning experiences at the site.

Perhaps the best situation would be that in which the student associates with a worker who explains his work and, when he feels the student is ready, stands back and supervises as the student does the work for a short time himself. This process avoids any work-taking by the student and places the worker in a position of esteem as teacher and supervisor.

In many cases it may not be possible to make an arrangement of this sort and students will be allowed only to observe. Perhaps after a period of such observation labor members will come to understand the EBCE program's methods and goals so that later students can participate more actively in the work.

Try to place students on both exploration and learning levels at sites where several trade or craft unions are present--for example in the building or construction industries. Students could spend a short time with each of several different crafts (plumber, electrician, carpenter, welder, and so on), broadly sampling the construction business as a whole.

Union offices themselves might be developed as sites for student learning. Some central union offices may be receptive to providing onsite learning experiences for students, having them attend union meetings, steward training classes, grievance meetings, arbitration cases and collective bargaining sessions.

Suggest that the business agent invite the student as a guest to a regular union meeting and have the student explain the benefits of the EBCE program.

If the employer has an apprentice program or a formal training plan which is part of the union agreement, try to get the student involved. Unions are almost always receptive to preapprentice programs. If properly structured, credit may be given toward regular apprenticeship, benefiting both the student and the employer.

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APPENDIX F

Synopsis of Session I: Orientation

This first-of-the-year employer instructor development session is planned to prepare all site personnel for student learning activities at their sites.

Following is a brief summary of $(CE)_2$'s employer instructor orientation, arranged by topic and the title of the staff person involved with that portion of the presentation.

SESSION I: ORIENTATION

Greetings and Introduction of Staff: Program Administrator

The program administrator opened the session by welcoming the employer instructors as the key individuals in student onsite learning and in the success of the program as a whole. He explained briefly the relationship of $(CE)_2$ to the Northwest Regional Educational Laboratory and to the National Institute of Education, the program's funding agency.

Overview of the $(CE)_2$ Program: Program Administrator

As the first step in orienting employer instructors to $(CE)_2$, the program administrator introduced them to the three curriculum components into which student learning goals are divided, using a three-dimensional visual aid consisting of a set of three small boxes labeled Life Skills, Basic Skills and Career Development and nested within a larger box representing the curriculum model as a whole.

Employer Site Utilization Levels: Staff Member

Using an overhead projector and simple transparencies, a staff member illustrated to the employer instructors the four major ways in which students can utilize employer sites for learning purposes:

1. Exploration: a short, general introduction to a firm; a broad overview organized by activities contained in the Exploration Package

2. Learning: a longer employer site visitation, usually focusing on one or more particular roles or jobs, during which a student works on project activities

3. Skill building: an optional indepth relationship with a job of the student's choice; comparable to preapprenticeship training

4. Special placement: an optional use of an employer site as a resource for noncareer-related projects

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Exploration Package: Employer Relations Specialist

The Exploration Package guiding the student's general introduction to a site is the first instructional material with which the employer instructor gets involved. Using a package completed at a site as a trial run, an employer relations specialist walked through the process of completing a package. EIs were reminded that they would verify the satisfactory completion of the package before the student left the site. Copies of the sample completed package were then passed around for examination by the EIs.

Learning Site Analysis Form (LSAF): Employer Relations Specialist

The employer relations specialist introduced this information-gathering tool--used to identify specific tasks performed by the employer instructors on their jobs--by means of a role play between an interstate truck driver and a $(CE)_2$ ERS. This role play illustrated the process whereby job tasks may be broken down into discrete subtasks, which in turn may be analyzed for their Basic Skills applications.

Use of Information Gathered by the LSAF: Learning Manager

When an employer instructor's job tasks have been recorded in detail on the LSAF, the form is forwarded to the learning manager, who translates the information into student learning objectives. These learning objectives are then written in the form of a project that integrates student learning in all three curriculum components and becomes the basis for student onsite activities.

The LM illustrated techniques for writing up project tasks from information on the LSAF and for incorporation of Life Skills and Basic Skills into the project.

The LM went on to explain student use of learning level skill building activities during the interval between student arrival at a site and delivery to him or her of the individualized project to be completed there.

Question and Answer Panel: Program Administrator, Two Employer Relations Specialists, Learning Manager, $(CE)_2$ Board of Directors Member

The program administrator reiterated the point that if the system was going to work, it would depend on the efficient "tapping" by program staff of the vast pool of knowledge among the employer instructors. In conclusion, the program administrator summarized the foregoing information into an overall review of the major features of the program and then opened the session to questions from EIs.

Following are several of the questions asked by participants and answers summarized from the panel's responses:

What if a student is hurt on our job site?

The employer indemnity agreement that goes into effect when you join the program puts the responsibility on $(CE)_2$'s shoulders. Health, sickness and accident insurance is carried by $(CE)_2$, as well as state workmen's compensation coverage.

If a student at our location causes injury to another employee, what happens?

Again, we take the responsibility. If suit is brought, it would be brought against $(CE)_2$, not against you or your business.

What are the limitations on student activities on the job site? In other words, what can or can't a student do?

The student's actions and learning activities are limited by four main factors: legal regulations, your particular contractual requirements, safety considerations and your judgment as an employer instructor. We will work closely with each of you to clarify what is and is not appropriate for students on your site.

What do students think of the program?

At the end of the first year, student reaction was mixed. Most students said they liked $(CE)_2$, but not all students did "well." Some students who were very productive in this program would have been productive wherever they were; others were productive who probably wouldn't have adjusted as well to a different program. Admittedly, we "failed" some students just as the regular high school had.

If this is an alternative to high school, how can it be just a two-year program?

It is actually an alternative to the last two years of high school. $(CE)_2$ is for 16 and 17-year-olds--juniors and seniors--only. When they finish our program, they have finished high school and they get a diploma just like any other graduating senior.

When a student is coming to our site, does he or she just show up, or is the time for the interview scheduled?

The time is scheduled in advance. This happens when the employer relations specialist arranges with you for a student to come to your site for an exploration. At the same time, the two of you agree on a time for student visitation.

What if a student doesn't like the site?

That's part of what an exploration is for--to let the student get an overview of the site and what goes on there and decide if he or she would like to learn more about it on a learning level. Once the student begins an exploration or learning level, he or she is encouraged to remain until agreed on learning activities are completed.

Will a student select me or one of my workers as employer instructor?

Some students request particular individuals with whom to work, but most select a job site or a job in which they are interested. The individuals who work with them become employer instructors (EIs) through designation by their supervisor--or what we call the "contact person" at the site. Once the EIs at a given site have been designated, students learn with the EI in the area in which they're interested.

How do I as an employer select the employer instructor who will work with the student?

That selection is dependent on two things: (a) your understanding of what the EI role with the student will be and (b) your knowledge of your employees and best estimate as to who would make a good EI. Our employer relations specialists can help you learn about what an EI will be doing to help the student and can discuss with you the general qualities--such as patience, optimism and so on--we look for in an EI. You alone will be familiar enough with your employees to decide which individuals would make good EIs.

Are students supposed to participate in actual work on the job?

Yes, it's important for the student to get involved in what is actually being done at the site. There's enough evidence that students have been passive in their learning too long. However, we want to emphasize the difference between what we call "educational productivity" and "commercial productivity"; remember, the student is at your site to learn, not to do work for you. As long as he or she is learning and the work is safe, we encourage letting them have "hands on" experiences.

In our business, things happen spontaneously and not according to a strict schedule. Is it necessary that I be willing to commit myself to a certain time every day to help a student?

By no means--we welcome variation. The student might want to participate all day for two or three days rather than come just in the morning or afternoon. We recommend scheduling time with the student according to what is convenient for both of you and what will show the student the most about your place of business.

Would it go against your emphasis on "individualization" for us to include the students in our regular employee training sessions?

No, not at all. We individualize and personalize student learning activities as much as possible, but we also want them to see realistically as many aspects of the working world as they can. If at your site the reality of what an employee does includes attending a training session, let our student go too. Besides, such a training session would give the student a lot of preliminary information about your site that could help him or her get acclimated quickly.

SESSION I REVISIONS

For the next year's orientation session, a newly-developed slide/tape replaced the program administrator's program overview and explanation of the program's four site utilization levels.

After a staff member introduced revised Basic Skill procedures, employer instructors were divided into three groups that rotated among half-hour workshops chaired by designated staff:

1. exploration level procedures--employer relations specialist

2. onsite procedures/responsibilities of student and EI--employer relations specialist

3. learning site analysis/predesigned projects--learning managers

In all three groups, emphasis was on the employer instructor role, particularly processes and procedures to be followed onsite by the EI.

APPENDIX G

Suggested Training Needs for Session II

Before designing each employer instructor development session, current information/training needs in that area must be determined.

Following are lists of responses from each of three groups--$(CE)_2$ Board of Directors, employer instructors and staff--to inquiries regarding appropriate topics for the $(CE)_2$ problem solving clinic.

Materials used during the clinic are displayed in Appendix H. Appendix I contains an evaluation summary of the session, and a synopsis is contained in Appendix J.

$(CE)_2$ BOARD RESPONSES

Learning

The employer instructor needs more feedback on what the student is doing and how the EI can help him or her.

Employer instructors need more information about the student at the time of placement--more facts about skill levels and what can be expected of the student.

The employer instructor needs to know what to expect in terms of skill areas: How can I help? Should my expectations vary with each student?

The employer instructor needs to see evidence of student work on the site (products).

Specifically, how does Basic Skills practice fit in with other site activities?

Behavior

How do we handle problems of appropriate clothing and appearance?

What do I, as employer instructor, do with problems with students as they occur on the spot?

Students often express a bad attitude toward school, but still possess few Basic Skills. Lack of skills presents problems to the employer. How can this be resolved?

Program Policy

Students should have a real desire to be on a learning level at the site; they should have expressed an interest in the exploration level site.

There is too much down time for students between explorations.

Can the students reasonably be expected to meet the employer's scheduling needs?

EMPLOYER INSTRUCTOR RESPONSES

Learning

What am I to do with a bored student? How do I attempt to get a student involved on my job site?

Can you give me some information about what the student is interested in so that I know where to start?

How can I figure out what to show a student?

How much experience and training do students have for specific jobs?

How do I provide students with learning experiences and yet at the same time not overload them so heavily?

What do I do when I don't have much time to work with the student?

How much supervision do I give? Do I leave the student on his own?

Behavior

What do I do when a student is late all the time?

When I know that I am not getting through to a student, what can I do?

What is the best way to talk to a student about grooming and attitudes?

How do I encourage a student to be responsible?

How do we open the lines of communication?

Program Policy

What insurance does $(CE)_2$ carry?

What safety restrictions are there?

What modes of transportation does $(CE)_2$ use?

What is $(CE)_2$ policy regarding labor contracts?

Who has legal authority over the student?

What is $(CE)_2$ policy regarding student attendance?

How often can I expect to see a representative from $(CE)_2$?

Can I hire a student? Must I hire a student?

What information about the student can I receive?

What is the system for notifying employers about the student's learning program?

STAFF RECAP OF QUESTIONS THEY HAVE HEARD ASKED

Learning

What else can students do besides the Exploration Package?

Do I need to teach reading?

What is done by the students during the rest of the day?

How do I know what a student is supposed to learn?

Behavior.

What do students do if I am busy?

What do I do about home problems and counseling? About hair? About attitudes? About lack of motivation? About lack of verbal skills?

Program Policy

Are there restrictions to what students can do on my site?

Do I have to hire the student? Can I hire him?

Who do I contact at $(CE)_2$? How often do I see someone from $(CE)_2$?

What about attendance? Safety?

Who has authority?

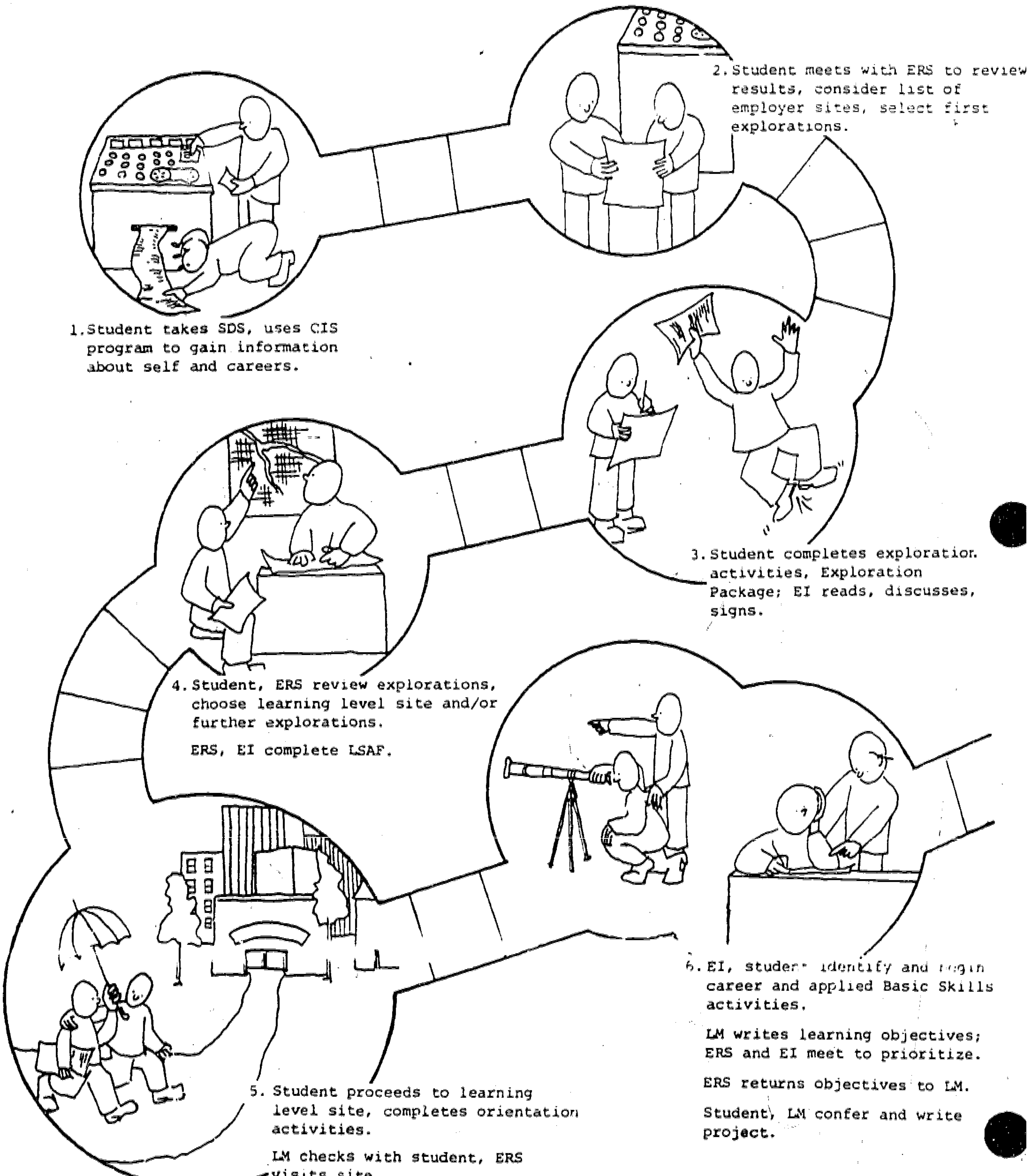
APPENDIX H

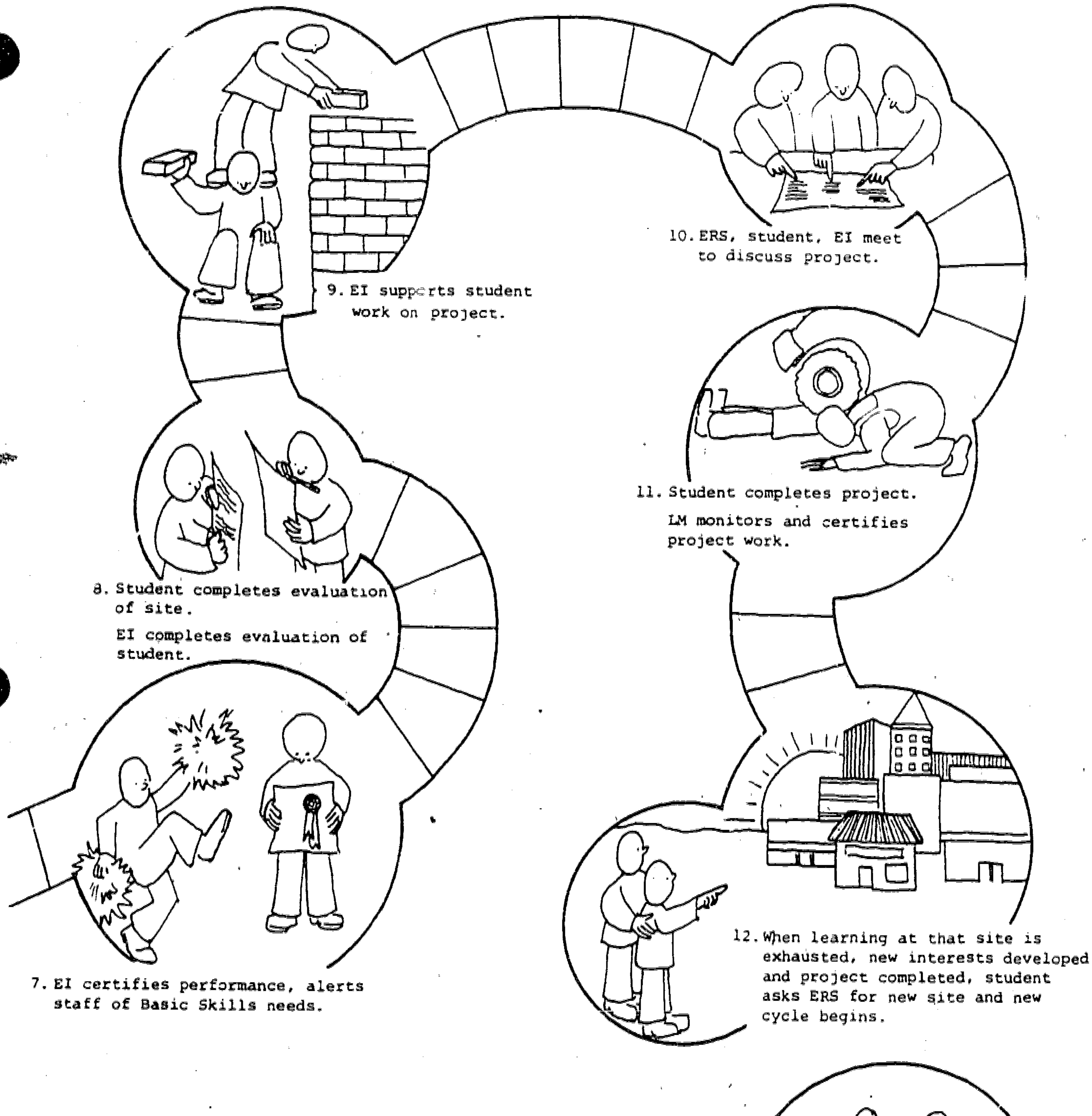
Materials for Session II

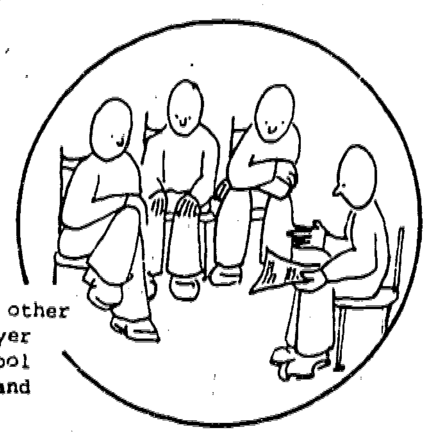
The main steps of the student's comprehensive learning system are illustrated on "The Pathway to Employer Site Learning," developed for use with employer instructors and others interested in the program. Following the "Pathway" are sample activities keyed by number to appropriate steps. Please note, there is not a sample activity for every numbered step.

For a presentation, staff provide a brief explanation as well as illustrative materials as appropriate for each numbered "step." Employer instructors attending Session II are walked through the handout, filling in sample activities as they would for a student learning at their site.

PATHWAY TO SITE LEARNING







Meanwhile, student completes competencies and projects on other sites, participates in employer seminars, tutoring, high school classes, special placements and community activities.

GLOSSARY

CIS	Career Information System
EI	Employer Instructor
ERS	Employer Relations Specialist
LM	Learning Manager
LSAF	Learning Site Analysis Form
SDS	Self Directed Search

SAMPLE PATHWAY ACTIVITIES

Career Information System Sample Question

Corresponds to Number 1 on Pathway

Physical Limitation: Your physical abilities may affect your job choice.

1. Lifting

   Are you able to do heavy work? That means a job in which you lift 100 pounds or often lift and carry 50 pound objects. It also means lots of walking, standing, stooping, reaching or moving things. (Circle one code word.)

Answer	*Code Word*
Yes, I could	Yes
No, I wouldn't be able to	No
I could, but wouldn't want to	CD
I don't know	DK

List three places (or departments) where you would like to go on an exploration. ______________________________

____

List one activity you plan to participate in on your exploration level. ______________________________

Choose the learning level location you wish to visit (remember, you must have gone on an exploration there).

____

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Learning Site Analysis Form Sample Activity

Corresponds to Number 4 on Pathway

MAJOR TASK ______________________________

SUBTASKS *(Check box for student participation)*	MATHEMATICS *(How well)*	READING *(How well)*
	Applied: Fundamental:	Applied: Fundamental:

COMMUNICATIONS *(How well)*	SPECIFIC JOB SKILLS	LIFE SKILLS APPLICATION
Applied: Fundamental:		

Learning Level Skill Development Sheet Sample Activity

Corresponds to Number 5 on Pathway

Directions:

1. Ask your employer instructor to take a few minutes to discuss with you the tasks you will be doing on your learning level. List them here.

2. Ask your EI how well you should be able to do each task. List what he or she says here.

3. When you think you can do a task as well as your EI says you should, have him or her check you off.

TASK	HOW WELL	EMPLOYER *(initial)*	OK *(date)*

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Student Evaluation of Learning Site Sample Questions

Corresponds to Number 8 on Pathway

STUDENT EVALUATION OF LEARNING SITE

Student ______________________ Date __________

Employer Instructor ______________________

Site ______________________

Learning Level ☐ Skill Building Level ☐

EI DEMONSTRATES AN UNDERSTANDING OF HIS/HER ROLE BY:	Yes	No	Does not apply
Providing orientation to the company			
Making introductions to other people			
Orienting to facilities			
Clarifying expectations of dress/grooming			
Defining rules and punctuality			

Comment

EI PROVIDES A PRODUCTIVE LEARNING ENVIRONMENT BY:	Yes	No	Does not apply
Being interested in development of student and program			
Being willing to take time to help			
Encouraging independent work on assigned tasks			
Understanding why student is there			
Giving feedback on performance			
Encouraging new and meaningful experiences			
Supplying company information and materials			

Comment

Student Performance Review Sample Questions

Corresponds to Number 8 on Pathway

STUDENT PERFORMANCE REVIEW

Student ______________________ Date __________

Employer Instructor ______________________

Site ______________________

Learning Level ☐ Skill Building Level ☐

ATTENDANCE/PUNCTUALITY	Needs to Improve	Improving	Satisfactory	Commendable	Excellent	Does Not Apply
Reports to employer site on time						
Adheres to established schedule						

Comment:

ATTITUDE						
Understands and accepts responsibility						
Observes employer's rules						
Shows interest and enthusiasm						
Courteous, cooperative						
Good team worker						
Judgment						
Poise, self-confidence						
Demonstrates appropriate dress/grooming						
Concerned for equipment/property						

Comment:

LEARNING PROCESS						
Uses initiative, seeks opportunities to learn						
Learning growth						
Quality of assigned projects						
Asks questions of appropriate person						
Uses employer site learning resources						

Comment:

Between Numbers 8 and 9 on Pathway

At this point, someone else should be writing learning objectives for you to complete on the site. However, based on the task that you outlined in the Learning Site Analysis Form, write the topic of the project you think could be completed on your job site:

____

EI Supports Student Work

Corresponds to Number 9 on Pathway

Share one thought about this site and project that you want to remember to tell your employer instructor.

____

____

EI, Student, ERS Meet

Corresponds to Number 10 on Pathway

This step is where the employer instructor, student and employer relations specialist discuss the project to be completed. Give your best guestimate of when the project (the one above, for which you have a title) will be completed.

Project completion date: ______________________________

Student Completes Project

Correspond. to Number 11 on Pathway

This step approaches the end of your learning at this employer site. List one important thing you have gained as a student at this site.

____

____

APPENDIX I

Evaluation of Session II

An evaluation of the $(CE)_2$ employer instructor problem solving clinic was conducted by NWREL's EBCE evaluation unit to determine the clinic's impact on employer instructors and to identify EI suggestions for improving future clinics and program operations.

The evaluation consisted principally of three strategies:

1. *comparing the content of the clinic presentation with the questions that had recently been elicited from EIs by $(CE)_2$ staff*

2. *having an evaluator observe the clinics on both evenings*

3. *developing and analyzing a self-administered EI problem solving clinic questionnaire*

PROBLEM SOLVING CLINIC EVALUATION

Findings

The content of the employer instructor problem solving clinic was judged to be highly congruent with the set of questions received by the project staff from selected EIs contacted prior to the clinic.

Observations of the two evaluators attending the clinics indicated that the presentations on both nights were exceptionally well organized and presented. The "Pathway to Employer Site Learning" and other handouts were well designed and did much to focus the presentations and discussions. Several of the EIs with whom evaluators talked after the clinic indicated that they found the session useful. The only area that was noted where future attention might be needed was timing. It appeared that too much information was covered for the time available.

The EI questionnaire was distributed to each clinic participant at the end of the evening. Of the 42 EIs attending the clinic, 25 completed the questionnaire.

Questionnaire responses are tabulated on the following pages. Since the clinic was intended primarily to answer EI questions about the program, it was impressive to note that the highest rating by EIs was given to the program staff's willingness to respond to questions. The area receiving the lowest rating was EI understanding of the student learning system.

In Part II of the questionnaire, 24 of the 25 EIs felt that the program's expectations for participating EIs were realistic. All EIs responding to the next question felt that a weekly visit to their site by the employer relations specialist was sufficient to maintain communications. The most frequent student changes cited by EIs involved students becoming more interested in a particular job or gaining in such general work-related behaviors as punctuality.

EIs indicated their interest in having future seminars address (a) helping students reach their objectives, (b) judging student performance and (c) learning about the real world of work and the training needed for it.

SUMMARY OF QUESTIONNAIRE RESPONSES

Following are questions asked and the tallied responses to each.

Part I

Based on your personal judgment of the problem solving clinic tonight, please rate the following areas by circling for each: excellent, good, fair or poor.

Question	Excellent	Good	Fair	Poor	No Response
1. How relevant to your interests were the problems discussed tonight under "policy"?	10	14	1	0	
2. How relevant to your interests were the problems discussed under "learning system"?	10	12	3	0	
3. How relevant to your interests were the problems discussed under "student behavior"?	16	7	0	1	1
4. How willing was the staff to respond to your questions?	23	2	0	0	
5. How useful do you feel tonight's clinic was in helping you to do a better job of working with students?	16	7	2	0	
6. How realistic, in your opinion, were most of the answers that were suggested tonight?	11	14	0	0	
7. How well do you feel you understand the student learning system now?	3	20	2	0	
8. How feasible do you feel the student learning system is at your job site?	7	14	4	0	

Part II

If you prefer, you may complete this section of the questionnaire sometime during the next several days and give it to the employer relations specialist on his/her next visit to your site.

1. Do you feel that the program's expectations for participating employers are realistic? *Yes* 24 *No* 1

   Comments:

   The site exploration process is well suited to the stock brokerage business; however, the learning site process is barely feasible here.

   Anything that can be done to steer the youth in a useful direction is worthwhile.

   Yes, if the employer has time and room.

   I feel it would be helpful to have the program better explained to the various business managers/owners.

   I think some classroom type sessions concerning what to expect in a given trade--for example, paperhanging--would be helpful.

   The only way the program can be productive is if there is a "give and take effort" by $(CE)_2$ and employers.

   The program is flexible enough to meet the varying needs of each employer.

   I would like the exploration level at my particular job to be over a full day or two rather than bits and pieces. It would give a more realistic view of what goes on.

2. Do you feel that a weekly visit to your site by the employer relations specialist is of sufficient frequency to maintain good communications? *Yes* 24 *No* 0 *No Response* 1

   Comments:

   I feel that a complete understanding has developed between us.

   Often a phone call is probably sufficient and saves man hours for everyone, especially the employer relations specialist.

   But I don't see them once a week. I don't feel it is of great importance if things are going well.

However, I think a monthly visit would be adequate. Telephone calls to answer questions should be sufficient.

A more frequent visit schedule can be arranged when the situation dictates.

I have never seen this person.

Weekly is too frequent.

3. What changes, if any, have you seen so far in students assigned to your employment site?

Comments:

I felt their general understanding of our business was heightened greatly.

Finally, students are showing a true interest in this profession.

They are better mannered.

I feel that *(name)* interest in motorcycle repair has increased since he has had the opportunity to do some actual repairs on his own.

They become more at ease in a shop area--their competence level rises rapidly.

(name) has improved her attitude, realizing that work is work.

I note an improved awareness of the importance of punctuality, accuracy, care in detail.

The student has demonstrated an improvement in self-confidence and an increased willingness to communicate with personnel.

They have more enthusiasm and desire to learn.

They have become more self-confident and better able to communicate with people.

We haven't had enough students to make a judgment.

4. What topics would you like to have included in the next employer instructor training session? *Listed below are some possible areas. Write down additional ones if you care to. Then indicate for each area how important you think it would be to you by circling H for high value, M for medium value and L for low or no value. (NR indicates no response.)*

AREAS	VALUE			
	H	M	L	NR
Techniques in how to communicate with a student about grooming and other concerns	9	8	8	
How to judge student performance	16	8	1	
How to give feedback to a student to let him/her know how he/she is doing	12	9	4	1
How to help a student schedule his/her time at my site	12	7	3	3
How to motivate a student and get him/her more involved	14	8	3	
How to get a student to ask questions	14	8	3	
How to help a student reach his/her objectives	21	4	0	
How to help a student use equipment properly	8	6	10	
How to introduce a student to the <u>real</u> world of work and the training he/she needs for it	18	4	3	

List other topics of interest to you:

How to help a student understand rules of safety and ethics.

How do our jobs and techniques relate to other class activities and other job sites?

Techniques other employers have found to be successful in dealing with students on exploratory and learning levels would be useful.

You should provide some feedback from the students as to what methods or efforts by employers were the most effective. Possibly some time could be devoted to the objectives at $(CE)_2$ and how $(CE)_2$ differs from other career education programs.

Miscellaneous:

The time seemed short for the amount of subject matter discussed.

I feel that the presentation will enable me to do a better job with $(CE)_2$ students. I wish I had come before as I now have a better understanding of what the students may expect to do and what I can offer to them.

Students should be informed of all company policies, benefits and chain of command. They should learn dependability.

I am beginning to understand the true role of the employer instructor.

I would like to reduce program staff involvement in the next employer training session. A good gut-level discussion of the nine topics above by students and employers would be interesting and extremely beneficial.

What is the basic philosophy behind $(CE)_2$? Is the program aimed at finding careers for students? Or is it just an educational tool? My question being, "Is it realistic to expect 17 and 18-year-old people to be able to realize what they want to do with their lives?" Another concern is that the education at $(CE)_2$ seems to be task-oriented. I have a fear that the "becoming" side of education is being neglected--that is, literature, psychology and sociology.

Programs I have seen have all been well presented and the fact that you question how effective they are tells me they will always be well presented.

APPENDIX J

Synopsis of Session II: Problem Solving Clinic

The second employer instructor development session was planned to respond to employer instructor questions and concerns arising from the first student visitations to sites.

Following are brief summaries of information covered each night, arranged by topic and the title of the staff person leading that portion of the activities.

SESSION II: PROBLEM SOLVING CLINIC

Greetings: Program Administrator

After a period of informal conversation and coffee, the employer instructors were welcomed to this, the second session for EIs to be held during the year, by the program administrator, who then introduced staff members to the group and outlined the session.

Objectives of the Meeting: Student Coordinator

The purpose of the evening's program was reviewed by the student coordinator in the context of the employer instructor development component.

The audience at this point was divided in half. One group attended the presentations on program provisions and student support system, while the other a'tended the presentation on the learning system. The two groups t..en switched places so that all participants had attended ' presentations.

Program Provisions: Program Administrator

The program administrator reviewed for the employer instructors the means by which information had been gathered for the evening's clinic. Questions had been solicited from a representative sample of employer instructors, from the Board of Directors (as employer representatives) and from members of the program staff. These questions had then been grouped by topic to result in the material covered in the three "sections" of the clinic.

Using an overhead proj tor and a list of "Questions Often Asked About $(CE)_2$ Program P...icy," the program administrator offered brief answers to the questions compiled:

What insurance does $(CE)_2$ carry?

> $(CE)_2$ carries a sizable <u>general liability policy</u> covering employer's participating in the program. When you sign a Letter of Intent to host students at your places of business we enact an Indemnity Covenant on your behalf. This makes Community Experiences for Career Education, Inc., subject to suit in case of liability questions.

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We have secured State Accident Insurance Fund coverage for all our students, making it unnecessary for employers to carry our students on their SAIF rolls.

An additional accident and health policy on each of our students covers minor injuries that might take place in or about the learning center.

What safety restrictions are there?

Students must follow the same safety rules that govern employees at the site they are visiting.

What modes of transportation does $(CE)_2$ use?

$(CE)_2$ students may use the $(CE)_2$ van, private autos or public buses in getting to and from their employer and community sites. Parents must approve in writing the type(s) of transportation their sons or daughters may use.

What is your policy regarding labor contracts?

Program staff work with an appropriate labor representative to discuss any contract that might affect a student at a site. We neither ignore nor accept labor contracts as a whole; rather, we negotiate each situation individually as students visit sites.

Who has legal authority over the student?

The $(CE)_2$ Board of Directors and program staff have legal authority and control over the students and the program. $(CE)_2$ grants the employer the right to take whatever action is appropriate while a student is onsite. There, the students are responsible to the employer.

What is your policy regarding student attendance?

$(CE)_2$ students are still legally enrolled in Tigard High School and are bound to comply with state attendance requirements. Students are asked to account for their time on employer sites by using time cards. Employer instructors should counsel students regarding attendance just as they would an employee.

How often can I expect to see a representative from $(CE)_2$?

Our intention is to have an employer relations specialist contact employer instructors once a week during a student's learning there. EIs are welcome to call an ERS at any time to discuss a student's progress or to ask questions.

Can I hire a student? Must I hire a student?

A basic program conviction is that a student's major purpose in visiting employer sites is to learn. We promote educational productivity for students, rather than commercial productivity. While at a site, the student can participate in what's going on for the purpose of learning. But he or she shouldn't be encouraged to do something just to keep busy or to get a little something for you. Reproductions of the "Policy Regarding Student Learning and Work For Pay, Statement Regarding Productivity" (see Appendix N) were handed out so employer instructors could read $(CE)_2$'s formal position in this regard.

When the student has completed learning activities at your site, you may offer employment if you wish. You are not obligated in any way to hire any student.

How often will I be invited to meetings like this?

Four times a year.

How were your students selected?

All Tigard High School students are eligible to apply to $(CE)_2$. Applicants are selected to represent a range of interests, previous achievement, ability and career aspirations.

Student Support System: Student Coordinator

The employer instructor's role as a source of student guidance was the focus of the student coordinator's remarks. "You can provide communication with the student which from his point of view will be a lot more meaningful and realistic than anything we, the staff, could say."

The employer instructor was encouraged to exercise authority for the conduct of the student while he or she was learning at the site. "The student is to be treated like any other employee and expected to take the responsibility for his actions regarding such things as grooming, hygiene, attendance and behavior." However, although the employer instructor has the authority to make decisions as appropriate for the student and the site, he or she may consult with program staff at any time for assistance or counsel, particularly regarding student conduct.

Based on student behaviors deemed "typical" or "recurring," a small booklet had been put together by the student coordinator.

This booklet was used as a discussion prompter to get employer instructor opinions and suggestions regarding behaviors--both those illustrated and others they had observed--they dealt with as they worked with students. The SC was assisted by several program students in facilitating the discussion and making suggestions from the student's point of view.

Learning System: Learning Manager, Learning Resource Specialist

This portion of the presentation concentrated on ways in which employer instructors could make their site interesting to student learners.

Using learning level materials, the learning manager first illustrated a few activities that might be derived from a site as seemingly "ordinary" as a motorcycle sales and service shop. The list resulting from the employer instructors' answers to the question, "What could--or should--a student learn about what is involved in business operations at your site?" ranged from studying legislation affecting recreational use of bike trails to understanding various insurance regulations relating to motor vehicles and to business operations.

The learning resource specialist then explained student progress through a learning level experience, which occurs after a student has explored three to five sites to survey interests. Using two handouts--one illustrating in cartoon form the student's "Pathway to Employer Site Learning" and the other consisting of brief examples of activities composing steps along the path (see Appendix H)--the LRS walked the EIs through what an EI and student would be doing, both together and independently, during the course of a student's learning level activities.

The LM explained several of the steps in the pathway related to writing a project, using exemplary Learning Site Analysis Forms, lists of learning objectives and sample projects.

Wrap-Up and Evaluation: Program Administrator

The program administrator distributed to each employer instructor in attendance an evaluation form and requested that they be filled out before EIs left or returned later by mail.

SESSION II REVISIONS

The next year's problem solving clinic consolidated employer instructor's indicated needs into two topical areas:

1. basic skills procedures, beginning with student entry into the program and continuing throughout projects and onsite activities

2. employer instructor and student responsibilities for learning progress, contact with staff and behavior while a student is at the site

Basic Skills procedures were explained to the entire group by a staff member, who used sample activities and handouts to walk EIs through what they would be expected to do to respond to students' Basic Skills needs.

The second topic was addressed via a student-produced videotape of a day in the life of an EI and student at a site: a stern, chastising, "too busy" EI confronted with a tardy, unmotivated student who does not know what he wants to do or what he is supposed to do. The entire group viewed the tape, broke into three discussion groups, then reconvened to compile conclusions and suggestions.

APPENDIX K

Synopsis of Session III: Training Session

Session III is planned to focus on employer instructor skill needs identified through evaluation of Session II.

Following are brief summaries of topic areas covered during the session. Staff titles are indicated for those activities needing a coordinator.

SESSION III: TRAINING SESSION

Orientation: Program Administrator, Learning Manager, Employer Relations Specialist

For those employer instructors new to the program since Session II, a half hour orientation was held before the training session began.

This orientation consisted primarily of brief explanations of student learning processes and strategies, including Exploration Package and process; learning level process, materials and projects; and the Learning Site Analysis Form. The learning manager used a handout entitled "The Pathway to Employer Site Learning" (see Appendix H).

The importance of the employer instructor as the students' "teacher of record" and certifier of individual progress was emphasized throughout. EIs were assured that they are best qualified to fulfill this role, and with students spending so much of their time on employer sites, the EIs are very important. They would be the faculty in the traditional high school.

The program administrator pointed out that the materials developed for this program are a substitute for traditional textbooks. However, they are process outlines rather than being content-focused, offering greater flexibility and relying on individuals to "fill them in."

After fielding several questions from the new EIs, the program administrator moved into the next phase of the session.

Large Group Introduction to Session III: Program Administrator

To begin this phase, staff members introduced themselves and spoke briefly on where they thought the program and secondary education were heading.

The program administrator introduced the purpose for the evening's get together: gathering EI response to questions generated during Session II. The EIs then divided into three groups, each of which discussed among themselves--with assistance as needed from an attending staff member--the three topic areas on the agenda.

The following synopsis of each topic area incorporates comments by all three EI groups. Emphasis in each session was on EIs helping each other; EI opinions and suggestions in turn provided input to staff for future program decisions.

Although no group's discussion followed strictly the topical areas indicated--and other questions and comments wove in and out of the conversation--the following indicate the range of EI contributions:

Ways of Helping and Encouraging Students Onsite

Try to get rid of your titles and relate as persons; this may be easier for an employee than for a boss or owner, but it's a good idea for everyone.

"I try to show them I'm nobody special. I'm just here to help you do your projects. I spend a lot of time with the students trying to get them to talk."

Find out what some of the student's other interests are and ask a few questions about them; try to get to know the student as an individual.

Try to prepare your employees for arrival of a student so they can help the student adjust and "fit in."

Introduce the student to people at the site as soon as possible; young people are always very impressed when they are given the chance to meet people from the top of an organization all the way down.

Treat the students like employees; try to make them feel as much a part of what's going on as possible, whether it's a production crisis or a birthday coffee.

Try to face up to any uncomfortable situation at the site; don't hesitate to deal straight on with "hassles," and help students take that approach, too; be honest and encourage them to be.

Structure their first few experiences to guarantee some success and shore up their self-confidence; some students discover success for the first time at a site.

Judging Student Performance Onsite

You can judge student performance--as well as sincerity, attitude and intentions--better th ore involved with them you get; also, their performance will be . fected by the human concern you express for them and for other people.

Observe closely how fast students catch on to the tasks inherent in the job they are exploring: Can they do what you suggest as an "exercise" or learning activity? Can they do it in a straightforward way, or do they need quite a bit of time? Do they need more practice, perhaps?

When a student is working on project tasks, use the criteria that were spelled out with the ERS beforehand.

Apply the same criteria you set for your own work; specifying criteria (how well a job is to be done) also helps an employer look at himself and his own job.

Students will tell you if you're not doing the right things as employer instructors.

Helping Students Learn About the World of Work and Training Needed for Specific Jobs

Students learn about work and training from being at the scene, almost by osmosis, that is, observation.

Help students put what they observe into perspective by "rapping" with them: "I have to 'deglamorize' my site because they think it's such hot stuff (radio station); I really have to help them see there's a lot of menial stuff involved, as well as being a 'famous' DJ."

Use the Learning Site Analysis Form and interview as bases for understanding the potential of your site for involvement, and also for becoming vividly aware of all the tasks combined in your job.

"I try to show them everything at one time or another--the good and the bad, the clean and the dirty, the morning slack time as well as the afternoon pressures."

Wrap-Up and Reports from Small Groups: Program Administrator

After reconvening all participants from the three discussion groups into one large gathering, the program administrator asked a representative from each to summarize the main points made in their groups. Following are some representative comments made during this wrap-up period:

What turns students on is incommunicable; it depends on the one-to-one knack.

Try to be ourselves, be consistent; the program's value is in exposing students to different kinds of employers.

Treat students as peers.

We need more information regarding making the Exploration Package more interesting for both EIs and students.

We need more feedback from the program regarding student responses and what we might have done to improve the experience.

To judge performance, it is important to specify objectives clearly.

There might also be times for staff to give suggestions on teaching.

More basic than setting criteria, you should ask yourself what you expect to do.

We need feedback: Why is the student coming back? Am I doing it right? and so on.

We need specific tasks and areas of responsibility.

We perhaps even need some background information about individual students.

Set some standards and let students know them.

ERSs should give more input to EIs.

Sometimes students lose interest after a week; aren't there better ways to determine interests prior to taking on sites?

Guidance is sharing: a person helping a person sort things out.

SESSION III REVISIONS

The next year, employer instructors expressed needs for skill improvement centered around opening up effective and mutually comfortable lines of communication with students. As a result, Session III became a full-blown "communications training session," formatted as indicated on the following agenda:

7:30 p.m.	Greetings	*5 minutes*
7:35	Introduction	*5 minutes*
	Introduce resource person Give background information	
7:40	Theory Input	*15 minutes*
	Role of communication in everyday interactions Supportive/defensive climates	
7:55	Four Communications Skill Practice Sessions	
	1. Paraphrasing	*15 minutes*
	Debriefing	*2 minutes*
	2. Perception check	*15 minutes*
	Debriefing	*2 minutes*
	3. Behavior description	*15 minutes*
	Debriefing	*2 minutes*
	4. Description	*15 minutes*
	Debriefing	*2 minutes*
	Wrap-Up/Conclusion	

APPENDIX L

Synopsis of Session IV: Feedback

This fourth in the series of employer instructor development sessions (held the week school ended) emphasized feedback from various community resource people regarding changes that might be made in the program to better facilitate student learning in the community.

Competency certifiers--not normally considered part of the "employer" network--were also invited. For a feedback session it was felt that certifier experiences with students away from the learning center and their solutions for evaluating student performance could benefit staff and employer instructors equally.

Following are brief summaries of the evening's discussion topics; the staff person participating in each discussion group is indicated by title.

SESSION IV: FEEDBACK SESSION

Introduction and Purpose: Program Administrator

The program administrator opened the session by explaining that this was the climax of the year-long drive to involve employers in the program, not only as instructors, but also as designers and evaluators. This would be done by soliciting feedback from employers relating to their program experiences as they hosted students as a competency certifier, on an exploration or on a learning level.

Each participant was asked to attend one of three groups on the basis of his involvement with students. These groups were chaired by one staff member and recorded by a second staff member. Each person was asked to analyze the topic dealt with by the group in terms of three questions:

1. How has $(CE)_2$ improved since your initial contact with the program?

2. What are your areas of concern now?

3. What help can you give in future planning for $(CE)_2$?

Exploration Level Suggestions: Employer Relations Specialist

A photograph and statement as to why the student is there should be presented by the student to the EI on arrival and posted by the EI. Personnel and security people will then be aware why students are there.

The EI should present the students with a business card and introduce them to other key personnel upon arrival onsite.

Students should wear a $(CE)_2$ patch with their name to identify themselves to other employees and to promote $(CE)_2$ name familiarity.

The EI and student should hold a conference at the conclusion of the exploration to provide the EI with positive and negative feedback from the student, and to provide the student with feedback from the EI. This is the appropriate time for the EI to verify completion of the exploration and to enter comments in the Exploration Package.

The EI should be provided with a checklist describing his or her role in the exploration process. Sometimes the student is assigned to a different person on each day of the exploration. Frequently those persons have not been oriented to $(CE)_2$ and consequently are unaware of their role.

The site card file should be accessible to the student to alert him or her to EI expectations. The site card should include:

1. name of company and address
2. name of EI and other key employees (in case EI is not available when the student arrives)
3. brief description of the job and EI expectations for the student in terms of appearance/behavior/other
4. preferred time of day and length of stay (for example, a.m./p.m.)
5. other pertinent information

Nine hours is too long for some explorations and not long enough for others. Some flexibility should be introduced. If this information is available to students, it may prejudice their selection of sites.

Exploration Package

On the first page, students should write a statement of expectations before going to the site and statements of impressions after. Employer instructors would like to know of student reactions, positive or negative, as soon as possible either during or immediately after the exploration.

On the match/mismatch page, we may be supplying too much information--that is, too many word cues for the students. Indication of interests on this page prior to the exploration may tend to bias students. Through exposure to new situations, they might develop new interests.

For the comments page, the conference mentioned earlier would be a good time for the employer instructor to verify completion of the exploration and to enter his or her comments in the package.

For the interview, students should be provided with instructions and interview techniques prior to the first exploration. This might be done in several ways:

1. Bring a radio or TV interviewer to conduct a group session.
2. Train employer instructors at an evening session.

3. Give employer instructors a checklist of what students need to know.

4. Students might prepare questions in advance to share with the employer relations specialist and/or learning manager.

Employer instructors don't like the tape recorder but realize the students' need for it.

Exploration process

Find out how students feel about sending Computer Information Service (CIS) information to parents. Is it useful to parents?

An introduction meeting for the employer instructor and student is a good idea. It should involve those EIs who will work directly with students.

Learning Level Suggestions: Employer Relations Specialist

Major recommendations

There should be more teamwork (employer relations specialist, student, employer instructor, learning manager) on writing the Learning Site Analysis form, learning objectives and projects.

1. Through such teamwork, the uniqueness of each site will be a factor in the development of objectives.

2. If projects are to mesh academic and job skills adequately, the only way to do justice to the job skills is by allowing the EI to participate in the writing.

3. Some of the objectives are not demanding enough; cooperation between the student and EI could prevent this.

4. According to the needs of the student, as well as the learning site, projects could be either more structured or more free--that is, individualized to the character of the student and the site.

There should be a $(CE)_2$ form on which to evaluate each student concerning academic background and other significant characteristics, such as ability to realize time commitments and so forth.

1. Use of this form by the EI would be optional.

2. After this, it would be up to the EI to request more extensive information.

Accountability: because of the uniqueness of each learning site, the issue of how to deal with time commitments should be individually negotiated.

1. Weekly $(CE)_2$ time cards will be tightly enforced.

2. Treat the student as you would a regular employee--that is, learning the job includes being there on time and following through to conclusion.

3. Set up a schedule with each student and see hat he or she maintains it (the EI should check the s. ident in and out).

4. When a schedule agreement is set up between the student and the EI at the outset of the learning level experience, this should be communicated to the ERS so that monitoring and followup can be individualized.

There should be a followup on each student for the benefit and interest of the EI.

$(CE)_2$ should contact each site once a week for feedback, regardless of the number of students there.

1. Some of the EIs seemed to feel the need for more encouragement and consistent visits from the ERS.

2. A telephone call would be better than nothing and could determine the need for a visit.

Students on an exploration could work with students on a learning level to provide more comfortable entry.

More night meetings should be held, since days are a busy time for EIs.

Other points well taken

One site person present was not an employer instructor, and the E" was not invited to the meeting. It is essential for the EI to be present.

One EI felt that the program (translation of job skills, Learning Site Analysis Form, objectives, projects) took over and imposed a rigidity that did not leave enough opportunity for EI input and creativity.

Perhaps there should be more stringent selectivity on choosing EIs.

Competencies Suggestions: Learning Resource Specialist

Problems	Possible Solutions
First aid competency: The certifier sometimes certifies students he or she never sees and should have more personal contact and practical application, rather than simple study and testing.	a training session at a fire station or at $(CE)_2$ a seminar-style class
The certifier needs clearer specifications as to what students are expected to learn or know.	The learning resource specialist will review each competency with certifiers and secure their further suggestions.
Sometimes several students turn in identical work. How does the certifier know if they have really done the work needed to understand the competency?	The certifier could question students orally before certification to ascertain their levels of understanding.
It is sometimes difficult for certifiers to work large groups of students into their business schedule--a system is needed to modulate the flow of students	Seminars Start students on competencies early in the year; adjust their schedules to correspond to the peaks and valleys of certifiers' work demands.
Certifiers want more precise feedback from students as to their interests and competence. Too many students seem to be doing the competencies not out of real interest or sense of need, but just to get certified.	How about some process oriented conferences? Perhaps counseling could be expanded in this area; some certifiers would like to participate in this.
Certifiers wish to have the right to deny certification if performance is not satisfactory.	They have that right; perhaps this should be clarified for all certifiers.

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Problems	Possible Solutions
There is too great a contrast between the freer, individualized style of the rest of the program and the rigidity of the competencies. Certifiers feel it affects adversely their relationship with students.	Point out repeatedly that while they may now appear simply as demanding tasks, these skills will, in the long run, help them survive, which is what EBCE is all about.
The learning engendered and measured by the competencies is too limited in scope.	A certifier could communicate a student's need to $(CE)_2$ staff so further work in that area can be built into the student's learning plan; all adults involved should try to follow through more.

Summary

The eight problems above were stated specifically by at least one certifier, and often agreed to by several certifiers. $(CE)_2$ staff perceived two common threads of frustration running through the certifiers' comments:

1. They want to contribute their time and effort, but they want to spend it really helping students learn something; too often they feel they are merely rubber stamps.

2. The competencies are too limited in scope and should be expanded somewhat so that students gain a better understanding of the area covered by the competency.

The interest and involvement of the certifiers was impressive, as was their genuine desire to teach and help students. In fact almost all the problems mentioned derive from what they experience as the frustration of this motive. It is a highly desirable attitude that should be reinforced by a careful consideration of the certifiers' opinions about the competencies.

If it is decided that the general scope of the competencies should remain unchanged, it would be desirable to expand certifier involvement in the program. One way this can be done is to utilize them as special placement sites for individual project work. This solution would increase the site resources available to students and give certifiers the opportunity for the greater personal involvement with students that they desire.

SESSION IV REVISIONS

The following year the final development gathering again focused on eliciting analysis of explorations, learning levels and competencies from those involved with students in each activity. However, particular attention was paid to procedures for identifying students' Basic Skills needs and supporting individualized practice during onsite project work and competency certification.

On the basis of suggestions compiled, several refinements were made in the system for providing students with Basic Skills practice both on employer/community sites and at the learning center.

APPENDIX M

The Learning Site Analysis Process: A Simulation

Following is a fictional account of a firm's recruitment into EBCE, its selection for exploration and learning by a student and the ensuing process of learning site analysis by an EBCE employer relations specialist and an employer instructor at a participating site. This simulation is intended to illustrate some of the processes and principles discussed on pages 112-118. Notes to the reader regarding some of these topics are also included.

The use of an auto dealership in this example is not intended to suggest a recommended or "typical" type of EBCE employer/community site. Any community agency, place of business or occupation--whether horticulturist or lawyer or professional model--can offer significant learning to students in an EBCE program.

"Brown Chevrolet" is used here because everyone is basically familiar with such a business and the services it offers, thus providing a common ground from which to illustrate the learning site analysis technique.

For another example of a completed LSAF, together with learning objectives and student project developed from LSAF data, see Appendix P.

PRIOR TO THE INTERVIEW

How the Site Was Recruited

Brown Chevrolet is a medium sized EBCE employer site that came to the attention of the program's employer relations specialist when Charles Goddard, Brown Chevrolet's general manager, heard a talk about EBCE at a Chamber of Commerce meeting. Afterwards he approached Ted Hummell, the ERS who had given the talk, and asked him if he would like to come out and explain more about the program.

The following week Ted visited the site to meet with Goddard and the owner for the recruitment interview. Both were obviously interested in EBCE and agreed to make Brown Chevrolet available to EBCE students.

The person with authority to decide if a place of business will join EBCE will vary. Usually it will be the owner, president or general manager. The employer relations specialist must obtain this person's signature on the Letter of Intent--regardless of whether this person or someone else will work directly with students.

Identifying and Preparing Employer Instructors

Goddard--who would be listed in the program's records as "site contact person"--volunteered to serve also as employer instructor (EI) for students wishing to explore the business as a whole or the sales department. He asked his shop foreman, Al Armstrong, to become the employer instructor for students interested in exploring the shop. Goddard knew that Armstrong worked well with people and that he was involved in several activities with young people, including coaching a Little League team. The office manager agreed to be the EI for students wishing to explore the office.

The owner and all three EIs--Goddard, Armstrong and the office manager--attended the employer instructor orientation session at [illegible] ..ning center the last week in August.

Students Choose Site Based on Interest

In late September Brown Chevrolet Sales Department was selected for exploration by a girl in her second year in the EBCE program. She told Goddard, her EI, that she had always been curious about auto dealers and selling techniques and wanted to see for herself what it was like. As he signed her Exploration Package at the end of the week, Goddard told her he was impressed with her diligence and encouraged her to return for a learning level if she wished. However, she had already chosen a learning level at the Better Business Bureau and asked instead if she could plan on returning to Brown Chevrolet after that for a short-term special placement, during which she intended to work on a project activity on business management.

The week before Thanksgiving a junior boy named Kelly Robbins chose the service department at Brown Chevrolet for an exploration, emphasizing that he wanted to learn about repairing cars. He had already been on several explorations at other sites, including a motorcycle repair shop and an aircraft maintenance facility.

Site Analyzed for Learning Potential

Ted, the ERS, subsequently called on Armstrong, who would be Kelly's EI, to arrange for the exploration and complete a Learning Site Analysis Form (LSAF) for the service department.

An employer or community location can offer more than one occupation, skill area or interest area for student learning; each is considered a potential EBCE learning site and must be analyzed carefully if chosen by a student. Whether a learning site is an entire organization or one person's job, a Learning Site Analysis Form is completed with the employer instructor in preparation for student learning. Hence, at Brown Chevrolet, the ERS initiated two different LSAFs--one with Goddard for the sales department explored by the first student and a second with Armstrong for the service department. When and if a student selected an exploration in the office, a third LSAF would become necessary for that aspect of the organization.

In planning to meet with Armstrong for the interview, Ted pointed out to him that Kelly was already thinking about a longer learning level to follow his exploration of the service department. Since the complete LSAF is necessary to plan learning level activities--only part one, which gathers general site information, is needed before a student's exploration--Ted suggested that Armstrong arrange for about a two hour meeting during which they would have time to go through both the general information portion and the more detailed task analysis necessary to design site-related project activities.

Whether the two portions of the LSAF are completed in one or two sittings will depend on the circumstances. Some employers prefer one longer meeting, some can allow only an hour at a time. An ERS must juggle everyone's commitments so that the appropriate section(s) of the form are completed in time to make available the information needed for student learning at a site.

INTERVIEW: PART I - GENERAL SITE INFORMATION

Following is a simulation of the learning site analysis interview between the EBCE employer relations specialist (Ted) and the service department's employer instructor (Al).

Ted: *Good morning, Al. Sorry I'm late--had to drop a student off at the place next door and I ended up chatting with her employer instructor for a few minutes. How are you?*

Al: *Fine. Busy, but fine. Sit down while I run this order out to one of the men. Can I get you a cup of coffee on the way back?*

Ted: *Yes, thanks.*

Al is out of the office for three or four minutes, during which time Ted looks around more closely at the work scheduling center references on auto manufacturer's specifications and other materials scattered around the office. He notes a few possible reading materials, which he will confirm with Al as they talk.

Al: *Well, this is our day for doing the job analysis thing--what's it called again?*

Ted: *Learning Site Analysis Form. That's sort of a mouthful, but we tried to give it a name that says what it is. We thought it was important to say <u>learning</u> site analysis rather than <u>job</u> site or <u>employer</u> site.*

Al: *I remember something about that from the EI development meeting the other night. And I think I basically understand the process--just couldn't remember the whole name.*

Special Conditions: Page 1 of the LSAF

Ted: *OK, for the first page of the LSAF we need to talk about what we call "special conditions"--things that might affect a student's physical comfort or safety. First, do any of the following physical requirements apply to a mechanic's job: heavy lifting?*

Al: *Yes, quite a bit, although for the really heavy stuff like lifting transmissions, blocks and so forth we have hoists or jacks.*

Ted: *How about carrying?*

Al: *Sometimes--mostly in situations where hoists or jacks won't work.*

Ted: *Stooping?*

Ted continued down the list of physical requirements listed on the "Special Conditions" page, jotting down Al's responses to each item he called out (see opposite page). He continued through "clothing, equipment requirements" and then asked about safety conditions in the shop.

Ted: *As you know, our insurance covers any possible accidents here, but we like to be forewarned about any particular problems or liabilities about the site. What would you say about safety to a young person coming here?*

Al: *The two main points we stress all the time are: be careful when you're moving equipment and cars around so you don't hurt anyone or yourself, and positively no smoking in the area where repairs are being made. We're strict about this--it's dangerous and we have to enforce it to the letter. Smoking where you're not supposed to automatically means you find another job.*

Oh, another thing. I don't want to sound uptight and middle-aged, but we discourage long hair around here too. If they have it longer than their collar they have to pull it back with a rubber band so that it doesn't fall forward when they are working.

Ted: *That's perfectly legitimate as far as we are concerned. Part of what we think is important for students to learn is that, within limits, what an employer says to his employees goes. And in every working situation it's sometimes hard to sort out the boss's own opinions from other reasons for doing things. But the employees still have to abide by the rules.*

SPECIAL CONDITIONS

Physical Requirements

Please check or enter descriptions of those requirements that apply to the site:

✓ Heavy lifting do have hoists/jack/dollies for very heavy lifting

✓ Carrying where hoists/jacks/dollies won't work

✓ Stooping bent over car all day

✓ Standing long periods on cement floor

___ Sitting long periods ___

___ Special voice qualities ___

✓ Tolerance for noise quite a bit of engine noise, etc.

✓ Special appearance overalls (we clean, they supply)

✓ Tolerance for odors cleaning solvents, oil, gas, etc.

✓ Driving ability moving cars

Please list any other special physical requirements general good health and in shape to do physical work.

Clothing, Equipment Requirements

✓ Driver's license ___ Hard hat ✓ Coveralls ___ Rain, foul weather gear

___ Uniform ___

___ OTHER ___

Safety Conditions

Please describe special safety restraints or conditions as designated by the employer instructor or contracts and agreements:

Safety in a garage —
Careful when moving cars and machines
No smoking
Keep long hair out of way

Reading Materials: Page 2 of the LSAF

Ted: *OK, it looks like we've covered everything on the first page. Next I need to know what reading materials would be available to Kelly here in the shop--things an employee would actually have to read. This list can be pretty important because it will not only cue us and the student as to what information's available about the site, but it can also be useful if a student is looking for extra Basic Skills things to practice with.*

Let me just run through this list quickly: job application forms?

Al: *Yes, I could get some from the office.*

Ted: *Notices and signs on job site?*

Al: *(laughs) Yes, you may have noticed all the eye catchers we've got posted around here!*

Ted: *Anything like order forms, invoices and so forth?*

Al: *Sure, we've got plenty of those things Burt could get into. In fact, he can be involved in completing all the written records we do.*

Ted continued down the "Reading Materials Check List" (shown opposite). He concluded by asking Al to pick out what he thought were the three most important things Kelly should read while there.

Ted: *Well, there really are a lot of important things that the guys have to read to do their jobs. But...let's see...I guess all the specifications we get from the manufacturers on how to repair certain makes and styles of vehicles would be one of them. And another could be the instruction manuals for our diagnostic equipment. Maybe the third would be order forms and instructions for obtaining parts and supplies. Oh, and the parts manuals themselves can be pretty challenging.*

Actually, it's surprising how much the guys do have to read around here. Of course, most of them work from memory, but every time there's a change they have to catch up on it.

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READING MATERIALS CHECKLIST

Which of these are available to students at your site?

- [x] Job application forms
- [x] Notices and signs on job site
- [x] Forms (order forms, invoices)
- [x] Catalogues
- [x] Brochures or printed advertising
- [x] Manuals and written instructions
- [x] Schedules or lists
- [ ] Account statements
- [x] Letters, memos, notes (a sampling)
- [x] Reports, pamphlets, or articles in publication
- [ ] Telephone lists or lists of extensions
- [x] Address lists
- [x] Labels or writing on packages
- [ ] Union or Labor Force contracts
- [ ] Personnel tests regularly administered
- [x] Any other specific work-related materials
- [ ] List others

____

____

____

Using the list above as a reference, select three pieces of written material you feel must be read in order to do the job satisfactorily.

Mfg's repair instructions

Instruct for diagnostic equipment

Order forms / instructions / parts manuals

Life Skills Areas: Page 3 of the LSAF

Ted: *Boy, sounds to me like Kelly will be more than busy with all this stuff to read!*

(Ted turns to page three.) *Now, how do you feel about helping Kelly work on project activities related to some of the following topics and tasks:* "Answer questions about your involvement with $(CE)_2$?"

Al: *Sure. I don't know exactly what you mean by that, but I'd feel comfortable talking to him about it.*

Ted: *Well, it's part of what we call "critical thinking"--getting into decisionmaking and how other people form opinions and make decisions--for instance the factors you considered in agreeing to help kids in* $(CE)_2$.

Would you be willing to review a project Kelly himself might write about your shop here? Some projects are actually designed and written by the students, but it would have to be screened carefully by you or someone else at the site to make sure it was on target.

Al: *Yes, that sounds fine. Can't think of anything terribly controversial that could come up!*

Ted continued down the page listing possible Life Skills tasks, paraphrasing each so that Al wouldn't be confused by program terms or phraseology. For each task Al agreed to, Ted simply checked the appropriate box, as illustrated at the right.

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LIFE SKILLS PERFORMANCE TASKS

WITH WHICH OF THE FOLLOWING TASKS WOULD YOU BE ABLE TO HELP STUDENTS?

Critical Thinking

- [x] Answer questions about your involvement with EBCE.
- [x] Review a project written by a student that involves your place of business.

Functional Citizenship

- [x] Answer questions about the ways in which various aspects of democracy impact your place of business; for instance, what role do employees play in your organization's decision making process?
- [ ] Answer questions about business taxes that impact your place of business; for instance, how does the tax work, how is it collected and computed, what exemptions are allowed, who regulates the tax and what are the penalties for infraction?
- [x] Answer questions about codes that impact your business and employees and give your opinions about the relative merits of those codes.

Science

- [x] Help the student apply the five-step scientific method: (1) observe a problem or process; (2) look for patterns and correlations; (3) formulate a theory or hypothesis; (4) use the hypothesis to make a prediction; and (5) test the theory or hypothesis as it might impact your place of business.
- [x] Critique the student's recommendations.
- [x] Help students identify cause and effect relationships and situations at your site.

Personal/Social Development

- [x] Help a student identify and analyze a behavior he or she possesses that needs to be strengthened or eliminated.
- [x] Allow a student to analyze a conversation in which you are involved. (To do this a student will try to interpret non-verbal clues such as tone of voice, facial expression, body movements, etc., in an effort to understand how the speaker feels.)
- [x] Critique a student's observations.
- [x] Discuss the manner in which male/female roles affect types of jobs, advancement and availability within your place of business.

Creative Development

- [x] Help a student understand creativity not just as expressed in painting, music, or crafts, but as a process related to all aspects of life:
    a. Allow the student to photograph creative products or methods of your business.
    b. Help the student identify creative business methods or operations.
- [x] Critique a student's suggestion of an alternative to procedures or products.

INTERVIEW: PART II - JOB TASK ANALYSIS

Ted: *All right. Now we need to record what a mechanic's job consists of so we can figure out what Kelly could do to learn about it, while at the same time acquiring some important Basic and Life Skills. And our learning manager--Kelly's is Lorna Huntley, incidentally--will be using this information to put together what we call learning objectives to use for designing a project Kelly can do here.*

Al: *That's right, we went over some Life Skills areas I might help him with, didn't we?*

Ted: (flips back to page 3) *Right--it was this page here. Well, let's go on to the task analysis part of this form.*

Getting Started

Ted: *You don't have to worry about what I'll write onto the form. Just tell me about being a mechanic; what is the job all about, what does a mechanic have to do, what work is he responsible for. Don't be concerned about the order you tell me things. As you talk, I'll jot down what we call "major tasks"--the big responsibilities in the job--and "subtasks"--the smaller parts of each big responsibility. Then when you've described it generally to me, I'll read back to you what I've got so we can agree before going any further.*

The ERS can decide how to explain the task analysis function and how to proceed in terms of what will make both parties feel more comfortable. The cue words page (see opposite) may be given to the EI to glance at for "triggers" or may be read aloud quickly by the ERS. The ERS may ask the EI to talk informally about the job before beginning to write anything. If the EI finds it difficult to get started, the ERS can suggest reviewing the day's or week's activities.

The ERS can also decide whether to make rough notes on the LSAF or record the task analysis on notebook paper for recopying onto the LSAF form later.

CUE WORDS

The following list of cue words can be used as prompts to help employer instructors specify the kinds of activities that are suitable for students learning on their sites.

READING

Identify
Interpret
Skim
Understand

COMMUNICATIONS

Compose
Copy
Describe
Direct
Discuss
Edit
Enunciate
Flexible Vocabulary
Inform
Instruct
Interview
Listen
Paraphrase
Persuade
Record
Summarize
Transcribe

MATH

Add
Balance
Calculate
Calibrate
Centigrade
Count
Decimals
Degree of Angle
Degrees of Heat
Divide
Estimate
Fahrenheit
Formulas
Fractions
Measure
Multiply
Percent
Ratios
Subtract
Use Money

SPECIFIC JOB SKILLS

Administer
Adjust
Advise
Alphabetize
Analyze
Appraise
Arrange
Assemble
Bore
Build
Classify
Clean
Compare
Compile
Control
Coordinate
Design
Detect
Develop
Diagnose
Discriminate
Draw
Drill
Drive
Examine
Excavate
Experiment
Fabricate
File
Finish
Install
Investigate
Layout
Locate
Lubricate
Manipulate
Mark
Memorize
Mix
Nail
Post
Reason
Repair
Repl
Score
Serve
Service
Setup
Solder
Sort
Spray
Test
Type
Weld

LIFE SKILLS APPLICATION

Analyze
Chart
Comprehend
Create
Empathize
Generalize
Negotiate
Observe
Perceive
Realize
Relate
Resolve
Solve
Synthesize
Translate
Use Statistics

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Major Tasks

Al: *OK, let me first go through in a very general way what a mechanic does. Maybe it would help to talk about it for one particular car coming into the shop. That should at least touch on most of the things we do here.*

Again, how the EI explains his job can vary. The ERS might suggest approaching it in terms of a typical day or week, walking through a process from beginning to end (like the car approach above) or simply talking in any order and gradually letting a framework emerge. This will vary from person to person; the ERS must actively translate what is said into a manageable form for recording on the LSAF format.

Al: *First of all, when someone brings a car in for repair you have to figure out what needs to be done. Most of the time they'll tell you something sounds wrong or "it's doing something funny," but they themselves don't know what the problem is. It's up to the service representative to listen to their description of the problem and then write the description and possible causes on a work order.*

The work order is what the mechanic uses to figure out what he has to do. He then usually has to check the car out himself to get more specific. For example, the work order may read "hum in transmission" or "rattle in dashboard," but the mechanic has to start investigating what it actually is--maybe by taking the car for a test drive or using some of our diagnostic equipment.

Ted: *Well, then, that seems like it would be the first major task that the mechanic does--trying to figure out what is wrong with the car.*

Al: *Right. Until you do that you can't do anything. We call this first step "diagnosis."*

Ted: (Notes "diagnosis" in the "Major Task" space at the top left of the first task analysis page.) *OK, so then what does the mechanic do?*

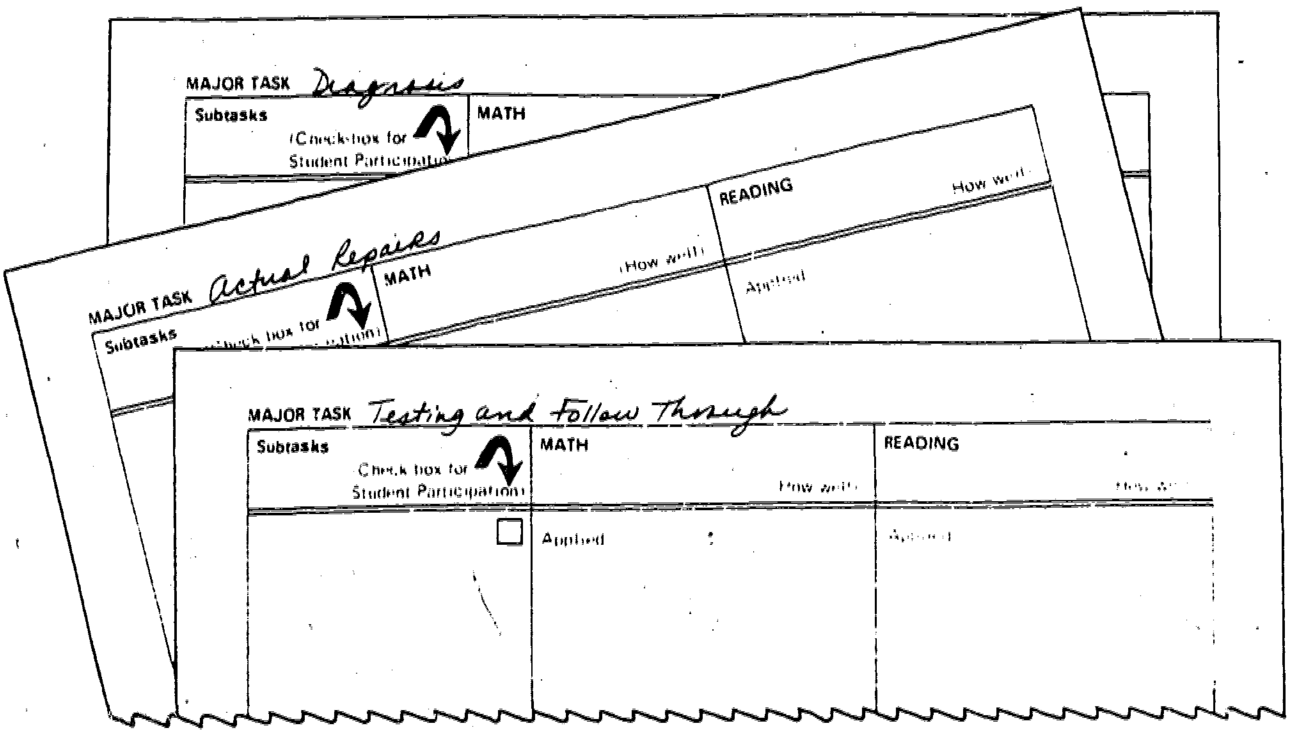
Al: *Fix it! Once he figures out what's wrong, he does whatever work is necessary.*

Ted: *That sounds logical enough (laughs). So major task number two becomes--what shall we call it? Actual repairs?*

Al: *Right. And then the only thing left for that particular job is testing what you've done and wrapping things up--you know, cleaning up your work area and writing up the final order.*

Ted: *Good. We'll call that just "testing and follow through" for now.* (He jots down at the top of the next two task analysis pages "actual repairs" and "testing and follow through.")

Although the ERS needn't show the EI the LSAF as he writes, the left hand pages of the form would at this point have the three major tasks at the top.



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Subtasks

Ted: *OK, let's go back now and try to dig into a little more detail about each of these three major tasks. We want to find out a little more about what makes up each one--in other words, what their subtasks are. Let's begin with diagnosis.*

Al: *I'd say it's pretty simple, really. The mechanic reads the work order and, if necessary, clarifies what's written on it with the service writer. Then he starts his own investigation: looking the car over, testing it on the equipment, taking it out on the road if necessary.*

Ted: *Good. How about if I just break those things out into their own subtasks just as you described them: review work order, use diagnostic equipment, road test.*

Ted and Al proceed in a similar way with the two other major tasks, extracting for each the subtasks that make them up. Task number one and its subtasks are illustrated on the facing page. See the attached completed LSAF for what Ted wrote for the other two tasks as they talked.

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MAJOR TASK: Diagnosis

Subtasks (Check box for Student Participation)	MATH (How well)	READING (How well)
☑ Review work order	Applied: Fundamental:	Applied: Fundamental:
☑ Use diagnostic equipment	Applied: Fundamental:	Applied: Fundamental:
☑ Road test	Applied: Fundamental:	Applied: Fundamental:
☐	Applied: Fundamental:	Applied: Fundamental:
☐	Applied:	Applied:

From Subtasks to Basic Skills

After analyzing subtasks for the major tasks they returned to major task number one to break down each subtask even further into skills an EBCE student could learn while performing each.

Ted: *What we have to do now is examine each of these subtasks for math, reading, communication and job skills involved that an EBCE student could learn to do. To begin, for "review work order", tell me a little more about what a student would need to know in order to be able to do that adequately.*

Al: *First, he'd need to be able to read somebody else's writing and interpret what the service writer meant. That would involve being familiar with terms related to auto repair and understanding measurement tools such as calipers and so on. He'd have to be able to communicate with the service writer and even sometimes with customers, especially for warranty work. Naturally once in awhile you get someone who's mad about something, so the mechanic has to be a reasonable person who can handle that type of thing.*

MAJOR TASK Diagnosis

Subtasks (Check box for Student Participation)	MATH (How well)	READING (How well)
☑ Review work order	Applied: Understanding measurements in decimal to .0015 Fundamental:	Applied: Read work order Fundamental: understand, interpret
☑	Applied:	Applied:

Ted: *Let me check this back with you. Necessary math skills would be understanding measurements--to what degree of accuracy?*

Al: *Oh, say decimals to .0015.*

Ted: *OK. Would necessary reading skills usually just be reading a handritten work order and understanding or interpreting someone else's directions?*

(Al nods)

Ted: *And communications skills would involve talking with both the service representative and possibly a customer to narrow down the problem? All right, let's go on to the next subtask, "using diagnostic equipment."*

COMMUNICATIONS (How well?)	SPECIFIC JOB SKILLS	LIFE SKILL APPLICATION
Applied Discuss the possible things that could be wrong from the customer description; Communicate with service writer. Fundamental	Good handwriting	Clear diplomatic communication with customer on warranty work (perhaps irate customer)
Applied		

Ted and Al continue through all the subtasks in a similar manner, Ted filling in information on the LSAF as they proceed. The LSAF pages Ted filled out are displayed on the following pages.

MAJOR TASK *Diagnosis*

Subtasks (Check box for Student Participation)	MATH (How well)	READING (How well)
☑ *Read work order*	Applied: *measurements in decimal to .0015* Fundamental:	Applied: *Read work order* Fundamental: *understand, interpret*
☑ *Using Electronic Diagnostic Equipment*	Applied: *Reading instrument gauges; numerical computations from oscilloscope* Fundamental: *add, subtract, multiply*	Applied: *Directions and manuals for test equipment* Fundamental:
☐ *Road testing Vehicle (for diagnosing problems or determining accuracy of repairs)*	Applied: Fundamental:	Applied: *Read work order to know what to look for* Fundamental: *understand*
☐	Applied: Fundamental:	Applied: Fundamental:
☐	Applied:	Applied:

COMMUNICATIONS (How well)	SPECIFIC JOB SKILLS	LIFE SKILL APPLICATION
Applied Discuss the possible things that could be wrong from the customer description (communicate with service writer) Fundamental	Good handwriting	clear diplomatic communication with customer on warranty work (perhaps irate customer)
Applied Writing out results on work order - recommendation for customer repairs Fundamental	Learn to use the Oscilloscope, other test equipment (increment of change)	
Applied Writing an service order; discussing with other mechanics or customer Fundamental	feeling car's vibrations; hearing a miss, wind leak, etc.	diagnosis by feel and sound
Applied Fundamental		
Applied		

MAJOR TASK Actual Repairs

Subtasks (Check box for Student Participation)	MATH (How well)	READING (How well)
☐ Disassamble for final diagnosis	Applied: Measure for size of replacement parts — 100% accuracy accurate to .0015 Fundamental:	Applied: Read manuals, Service order Fundamental:
☐ Actual Repairs	Applied: Pounds per square inch using a torque wrench Fundamental: multiply	Applied: Reading work order Fundamental:
☐ Reassemble and fill out time accounting cards	Applied: Time to complete a job ¿ .1 of an hour Fundamental: add, mult, Subtract	Applied: Read directions on forms Fundamental: understand
☐	Applied: Fundamental:	Applied Fundamental
☐	Applied:	Applied:

COMMUNICATIONS (How well)	SPECIFIC JOB SKILLS	LIFE SKILL APPLICATION
Applied: Discuss with other line mechanics, Service manager, possibly customer Fundamental:	Calipers (Dial indicator) Micrometer Learn to read precision gauges	accuracy and pride in precision work
Applied: Fill out purchase order for parts Fundamental:	Use of hand tools, impact wrench, jacks, hoists	What happens with used parts, oil, fluids, filters, etc.
Applied: Keep track of time on trouble-shooting jobs Fundamental: written and form	Time clock	Ecology of a well tuned engine
Applied: Fundamental:		
Applied:		

MAJOR TASK Testing and Follow Through

Subtasks (Check box for Student Participation)	MATH (How well)	READING (How well)
☐ Electronically Retest	Applied: Calibrate oscilloscope numerical gauges Fundamental	Applied: Read gauges, instruments Fundamental: understand
☐ Road test Roadside adjustments	Applied Fundamental	Applied Fundamental
☐ Crediting for your job and cleaning up after work	Applied Fundamental	Applied Fundamental
☐	Applied Fundamental	Applied Fundamental
☐	Applied	Applied

COMMUNICATIONS (How well)	SPECIFIC JOB SKILLS	LIFE SKILL APPLICATION
Applied Fundamental		
Applied Rechecking work order verbally with service writer Fundamental		
Applied writing up final order, turning in to cashier with Keys Fundamental		Importance of cleaning tools. Regarded as an investment.
Applied Fundamental		
Applied		

Site Resources

When they have completed the breakdown for all subtasks, Ted concludes the interview by filling out the last page of the form, "Tools, Materials and Learning Resources" (see facing page). To do this, Ted simply reads the resources listed on the left side of the page to Al and records his suggestions.

This page, incidentally, can be filled in during the first part of the interview to save time during the second part. The materials page is printed at the end of the LSAF because the information will not usually be needed until the learning manager is writing up a student's project.

TOOLS, MATERIALS AND LEARNING RESOURCES
AVAILABLE FOR STUDENT USE AT THE SITE

Tools unique to this job:

all tools used
for auto repair

Special classes the student might be able to take:

Work samples and materials:

Heavy equipment:

hoists
cranes

Office machines (typewriters, calculators, adding machines, etc.)

Audiovisual materials (films, tapes, slides, video tapes) and equipment (projectors, recorders, cameras) the student might use:

none

Precision instruments:

dial guage calipers
electronic test equipment

Ted: *Well, Al, I think that does it for this time. We've definitely got enough here to give Kelly quite a choice of things to do! When would you like to have him get started?*

Al: *Let's see-I'll be out of the office part of tomorrow and we've got a really full day coming up on Friday. How about if we wait until Monday for his first day? How long do you think he'll be here?*

Ted: *That's strictly up to you. It usually takes two to four days for an exploration, but whatever you feel comfortable with is what we should agree on. We suggest full days rather than half days whenever possible, though.*

Al: *You mean the same hours the shop is open--7:30 to noon and 1:00 to 5:30?*

Ted: *No, usually we stick to the school day--8:00 to 3:00, with time out for lunch. Of course, if you and Kelly like, he can stay longer in the afternoon.*

Al: *Well, I do think full days would give him a better picture of how our shop operates. If he'd like to start Monday and stay until Thursday or Friday, that would be fine with me.*

Ted: *Good. I'll see that he gets the message. And I really want to thank you for your time. This is going to be an interesting place for Kelly to be for the next few weeks.*

Al: *I hope so. I'm glad to think that there's something here a young person can get into that might really be of interest to him--or her, as in Jane's case.*

Ted: *OK, Al. I'll call you Tuesday or so to see how everything's going with Kelly. Bye.*

AFTER THE INTERVIEW

After Ted and Al completed the Learning Site Analysis Form, Ted relayed the proposed schedule to Kelly, who agreed and arranged for transportation to the site for the following Monday.

In the meantime, Kelly's learning manager drew up a list of potential learning objectives from the information recorded on the LSAF. When Kelly completed the exploration and decided he wanted to return to Brown Chevrolet for a learning level, the learning objectives were OK'd by the EI and became the basis for an individualized project negotiated between Kelly and his learning manager.

APPENDIX N

Student Learning and Financial Productivity

Because EBCE students experience their learning by working alongside adults in the community, many questions are raised about their status in comparison to paid employees at the sites they visit. A new EBCE program must affirm very early its position on

1. *students working for pay at sites where they are also learning*
2. *students continuing a task more times than it takes to learn it, thereby resulting in benefit to the employer*

$(CE)_2$ responded to this dilemma by formulating written statements on both issues. These statements are given to the site contact person at the time of site recruitment and discussed with each employer instructor before he or she hosts a student.

(CE)$_2$ STATEMENT REGARDING STUDENT ONSITE PRODUCTIVITY

In the Experience-Based Career Education model at Community Experiences for Career Education, Inc., the word "productivity" is used in several different ways. Students are told that they are expected to be educationally productive; that is, they in their roles as learners are to produce obvious results and participate in learning activities in a sincere and conscientious manner. Employers are told that students are not to be financially productive; that is, students are not to turn out units of work that result in financial profit for the employer, the company or the organization.

It is a poli[illegible] of (CE)$_2$ that educational productivity (as described below) is the focus of this entire program and that the conditions listed under financial productivity are unacceptable.

Educational Productivity occurs when students are productive in the learning sense and agree to tasks that have the prospect of resulting in meaningful learning experiences. Students use equipment; handle materials; make, ass[illegible]le, draw and paint things; and perform services for the purpose of le[illegible]ng as much as possible about how these things are done and how it feels to do them. They also help identify and design learning activities and comple[illegible]e learning objectives that are a part of closely monitored learning plans.

Students come to understand what things need to be done in a work task and also why they need to be done. Students do a variety of tasks and remain in specific work areas only as long as those areas are returning obvious learning benefits. The student's "payoff" is in terms of understandings acquired, skills learned, habits developed and experiences gained. Students might be very productive but the production should definitely serve an educational purpose.

Financial Productivity occurs when a student remains on one job with the intent of performing that job. In such cases, the student turns out work comparable to that of regular employees that could be sold for profit in the interest of the company or organization. The student might or might not be offered a salary and might replace an existing employee or a potential employee. Emphasis is on the production of physical things rather than development of attitudes and values. Evaluation would be on the basis of quality and volume of physical work done.

$(CE)_2$ POLICY ON STUDENT LEARNING AND WORK FOR PAY

It is the policy of $(CE)_2$ that students do not receive financial reimbursement for any activities on employer sites while representing the $(CE)_2$ program. Reasons for this policy are as follows:

1. Paying the student creates legal and financial barriers detrimental to the program (work permits, withholding requirements, tax reporting, union membership and so on).

2. Paying the student suggests productive work has been done. Students must not be productive while on employer sites for learning purposes (Rule of thumb: the student should demand more of the employer site in terms of time, attention, materials and so forth than he is returning in the way of production or services.)

3. Employers would soon be classified as those willing and those not willing to pay students. This is not a valid determinant for employer site use.

4. Students are reluctant to leave a site where they are receiving pay. We must retain the flexibility for new sites to be selected when the learning potential of the current one is exhausted.

5. It has been our experience that when pay and learning are mixed the pay activities take precedence.

6. Students do earn a high school diploma for successful completion of this program. In addition they are offered an extensive education that requires facilities, staff and materials.

The above policy does not suggest, however, that $(CE)_2$ is in any way prejudiced against students working for money. The opposite is true. Adequate pay for honest and productive work is central to the purpose of career education. We do think the two activities should be separated. Therefore:

1. Students are encouraged to find employment outside program hours.

2. We will permit employers to hire students from $(CE)_2$ but there is no expectation that they do so; any such agreement will be entirely between the employer and student.

3. Students will be placed on and moved from employer sites according to the educational issues involved. No consideration will be given to a student's employment on a site.

4. Students may hold part-time jobs during the day as long as the hourly requirements of the $(CE)_2$ program are met. Such employment may be by employers participating in the $(CE)_2$ program. Jobs with employers where students are currently placed or have had a learning level placement must be performed before 8:30 a.m. or after 5:00 p.m. on weekdays or on weekends and vacations. In no case will work for pay hours on $(CE)_2$ employer sites coincide with program hours.

5. We will make available to students information about job opportunities as they come to our attention.

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APPENDIX O

Interview With An Employer Instructor

Recently a student reporter for the Tigard EBCE program's newsletter, (CE)$_2$ News, interviewed an employer instructor to explore some of his opinions about the program. This EI was chosen for the interview because he had been with the program from its beginning--both as an employer instructor and as a member of the board of directors--and could provide some useful guidelines for newly recruited employer instructors. Following is an edited transcript of the conversation.

AN EMPLOYER INSTRUCTOR COMMENTS

1. What characteristics do you feel an employer instructor needs?

Each time we have a new student we learn something. An employer instructor must be willing to struggle a little bit to learn about an individual student. At each site you have to find somebody who enjoys his own job because he won't show someone else his job satisfactorily unless he likes it himself. He should have an interest in the (CE)$_2$ program and in students generally. You need an enthusiastic kind of person, not one who is just putting in time.

An employer instructor should be natural and show his job as it really is, not try to put on for students. If you try to show your job to be more important than it is or even less important than it is a student will perceive this and mark you as a phony.

2. What are some things an employer instructor can do to help a student maintain interest in the job?

Employers should think of t[illegible]s to keep a student's interest alive through participating so the student is involved, not just watching. For example, ask the student, "Could you mix this for me," or "Watch this gauge and record changes," etcetera.

The employer must walk the fine line between limiting a student's experience to observing and having a student be economically productive on the site. He must never utilize the student for work an employee would otherwise be hired to do. What happens ideally is a trade-off for the employer and the student.

Students need to do activities related to the actual job being explored or learned, not menial tasks around the place.

Particularly on the learning level and skill building level the students can get involved in actual job tasks. For instance, at Georgia Pacific on these levels a student might be given an actual project to do.

At Georgia Pacific we show films on the industry to vary the presentation of information about the site. Sometimes we let students sit in on meetings so that they see how business actually functions. We utilize a variety of employer instructors at the site so that students get a good idea of the variety of jobs available.

An employer has to play it by ear. If he is interested enough he will find ways to reach the student and create interest. It's helpful to have a coordinator at the site, somebody who should be ready to receive a student and get the student going. Students should not be left just sitting around waiting; people's time is important.

3. *Do you have any suggestions for helping a student adjust to circumstances that may be different from any in his or her past experience?*

Well, that's a hard one. You could try to find out the student's background so that you can point out relationships between his past experiences and the site. For example, if the student grew up on a farm you could stress the similarity between heavy farm equipment and equipment on the site. Also you can analyze your own staff to try to match up employer instructors and students in terms of temperament.

4. *How can an employer instructor help a student who has problems with Basic Skills such as reading, writing and math?*

Basic Skills is the hardest part of the $(CE)_2$ program to implement on the employer sites. People in education tend to believe that the Basic Skills requirements of most jobs are higher than they are. For instance, at Georgia Pacific some Basic Skills functions such as trigonometry are used so seldom that the employee who needs them on occasion looks them up. But also schools tend to neglect the very very basic things such as spelling.

There are different kinds of problems and projects here every week so that they follow no predictable pattern. This makes it difficult to plan Basic Skills work for students. A problem is that some of the reading materials we use are so difficult that it would turn off a student to that particular job if he were immediately introduced to them. But we're going to have to do more in the Basic Skills. It seems to be the weakest part of the program.

5. *Judging from your past experience what is a successful way to discuss with a student problems of personal hygiene or grooming without hurting or alienating the student?*

We haven't had many problems with this. If it's something minor such as a student wearing a T-shirt saying, "I live to boogie," I feel it's better to let the student learn from observation of employees what kind of dress is appropriate. If it were something actually offensive such as coming to work dirty then I would tell them very frankly that a change was necessary if they wished to stay here. In the case of long hair then students would be required to fix it in such a way as to insure safety around machinery. Otherwise it's no problem.

6. *What about a girl who chooses clothing styles that reveal her midriff and navel?*

I'd probably ask her to wear one of our lab smocks. But this subject should be discussed generally at the learning center and let the employers lay down the hard and fast rules particular to a site. Some things practically all employers would object to such as very poor hygiene or bare navels; these things it would be more appropriate for the $(CE)_2$ staff to discuss with the student before he or she goes out to the site. Otherwise it looks bad for $(CE)_2$ as a reflection of what you will tolerate.

7. *What are the primary benefits an employer instructor receives from participating in the $(CE)_2$ program?*

If matched well with a student an employer instructor will find someone who really is interested in his work and that will be satisfying in itself. Some employees are isolated in their work on special projects; the student gives them someone to talk to about their work. The hardest part about any job is communication, trying to tell other people about your ideas. A student gives employers a chance to brainstorm ideas with a new person.

We're not too proud to take ideas from anybody--the competition or students. We often give a newly recruited employee a problem no one else has been able to solve. He, not knowing it is impossible, sometimes solves it. This is something that could be done with students on a long-term skill building level. We haven't done enough of this. It wouldn't be feasible on short-term placements and we always have to be careful not to overstep the limitations of the placements as to student productivity. But students need to know their ideas are important and their work is important.

APPENDIX P

Sample Learning Site Analysis Form, Learning Objectives And Resultant Student Project

Following is a set of examples showing

1. *a Learning Site Analysis Form (LSAF) completed for a particular site.*

2. *prioritized learning objectives written by the learning manager from the LSAF and sequenced by the employer instructor*

3. *the individually negotiated project that was subsequently designed by the learning manager and student to incorporate key learning objectives related directly to the site and its learning potential*

These examples are intended to supplement discussion of the Learning Site Analysis Form that appears in "Site Utilization," pages 112-117. For additional treatment of the LSAF, learning objectives and project, see several places in Curriculum & Instruction*: "Learning Plan Negotiation," pages 72-75; "Projects," pages 214 and 236-241; "Learning & Skill Building Levels," pages 301 and 320. Appendix C of that same handbook also displays another set of examples similar to those show[illegible] e following pages.*

experience-based
career education

LEARNING SITE ANALYSIS FORM

Flowers by Helen
BUSINESS/INDUSTRY

Florist
DEPARTMENT/POSITION

451 NE Corbett, Portland 765-4321
ADDRESS/PHONE

Helen Windsor
EMPLOYER INSTRUCTOR

Amy Rober
EMPLOYER RELA

Oct 17
DATE

SPECIAL CONDITIONS

Physical Requirements

Please check or enter descriptions of those requirements that apply to the site:

✓ Heavy lifting lots of water

✓ Carrying from cooler to sink

✓ Stooping from cooler to sink

✓ Standing long periods all day — seldom sit

___ Sitting long periods ___

✓ Special voice qualities smile in voice for telephone

___ Tolerance for noise ___

✓ Special appearance general good grooming

✓ Tolerance for odors spray paint (5 minutes at a time)

___ Driving ability no one under 25 can drive the van

Please list any other special physical requirements ___

Clothing, Equipment Requirements

___ Driver's license ___ Hard hat ___ Coveralls ___ Rain, foul weather gear

___ Uniform ___

___ OTHER ___

Safety Conditions

Please describe special safety restraints or conditions as designated by the employer instructor or contracts and agreements:

OSHA rules
Sensible

READING MATERIALS CHECK LIST

Which of these are available to students at your site?

- [x] Job application forms
- [ ] Notices and signs on job site
- [x] Forms (order forms, invoices)
- [x] Catalogues
- [x] Brochures or printed advertising
- [x] Manuals and written instructions
- [x] Schedules or lists
- [x] Account statements
- [x] Letters, memos, notes (a sampling)
- [x] Reports, pamphlets, or articles in publication
- [x] Telephone lists or lists of extensions
- [x] Address lists
- [x] Labels or writing on packages
- [ ] Union or Labor Force contracts
- [ ] Personnel tests regularly administered
- [ ] Any other specific work-related materials
- [x] List others

newspaper obituaries (know content for people who might call)

Using the list above as a reference, select three pieces of written material you feel must be read in order to do the job satisfactorily.

Catalogs

Order Forms

Account statements

LIFE SKILLS PERFORMANCE TASKS

WITH WHICH OF THE FOLLOWING TASKS WOULD YOU BE ABLE TO HELP STUDENTS?

Critical Thinking

- [x] Answer questions about your involvement with EBCE.
- [x] Review a project written by a student that involves your place of business.

Functional Citizenship

- [x] Answer questions about the ways in which various aspects of democracy impact your place of business; for instance, what role do employees play in your organization's decision making process?
- [x] Answer questions about business taxes that impact your place of business; for instance, how does the tax work, how is it collected and computed, what exemptions are allowed, who regulates the tax and what are the penalties for infraction?
- [ ] Answer questions about codes that impact your business and employees and give your opinions about the relative merits of those codes.

Science

- [x] Help the student apply the five-step scientific method: (1) observe a problem or process; (2) look for patterns and correlations; (3) formulate a theory or hypothesis; (4) use the hypothesis to make a prediction; and (5) test the theory or hypothesis as it might impace your place of business.
- [x] Critique the student's recommendations.
- [ ] Help students identify cause and effect relationships and situations at your site.

Personal/Social Development

- [x] Help a student identify and analyze a behavior he or she possesses that needs to be strengthened or eliminated.
- [x] Allow a student to analyze a conversation in which you are involved. (To do this a student will try to interpret non-verbal clues such as tone of voice, facial expression, body movements, etc., in an effort to understand how the speaker feels.
- [ ] Critique student's observations.
- [ ] Discuss the manner in which male/female roles affect types of jobs, advancement and availability within your place of business.

Creative Development

- [x] Help a student understand creativity not just as expressed in painting, music, or crafts, but as a process related to all aspects of life:
    a. Allow the student to photograph creative products or methods at your business.
    b. Help the student identify creative business methods or opera[illegible]
- [ ] Cri[illegible] a student's suggestion of an alternative to procedures or products.

Note:

Math

making change
purchasing flowers
markup (on one rose, on two in a corsage...)
estimate time used in preparation for a wedding
measure ribbons, wire
add and subtract on orders

Related Projects

Terrariums
Know Indoor Plants
Scientific Names of Plants, Flowers
How to dry flowers

CUE WORDS

The following list of cue words can be used as prompts to help employer instructors specify the kinds of activities that are suitable for students learning on their sites.

READING

Identify
Interpret
Skim
Understand

COMMUNICATIONS

Compose
Copy
Describe
Direct
Discuss
Edit
Enunciate
Flexible Vocabulary
Inform
Instruct
Interview
Listen
Paraphrase
Persuade
Record
Summarize
Transcribe

MATH

Add
Balance
Calculate
Calibrate
Centigrade
Count
Decimals
Degree of Angle
Dec[illegible]t
D[illegible]
Est[illegible]e
Fahrenheit
Formulas
Fractions
Measure
Multiply
Percent
Ratios
Subtract
Use Money

SPECIFIC JOB SKILLS

Administer
Adjust
Advise
Alphabetize
Analyze
Appraise
Arrange
Assemble
Bore
Build
Classify
Clean
Compare
Compile
Control
Coordinate
Design
Detect
Develop
Diagnose
Discriminate
Draw
Drill
Drive
Examine
Excavate
Experiment
Fabricate
File
Finish
Install
Investigate
Layout
Locate
Lubricate
Manipulate
Mark
Memorize
Mix
Nail
Post
Reason
Repair
Replace
Score
Serve
Service
Setup
Solder
Sort
Spray
Test
Type
Weld

LIFE SKILLS APPLICATION

Analyze
Chart
Comprehend
Create
Empathize
Generalize
Negotiate
Observe
Perceive
Realize
Relate
Resolve
Solve
Synthesize
Translate
Use Statistics

MAJOR TASK ORDERS

Subtasks (Check box for Student Participation)	MATH (How well)	READING (How well)
customer telephone orders (local delivery) ☐	Applied know prices – "good listener can learn price in a few minutes" Fundamental	Applied might scan floral trade magazines in store and note descriptive terms used by professionals Fundamental
wire order (local delivery) ☐	Applied Fundamental	Applied Fundamental
wire order (out of town delivery) ☐	Applied Fundamental	Applied consult wire order catalogs for florist in proper town 1. FTD 2. Telaflora 3. Florafax 4. AFS (American Floral Service) Fundamental
customer personal ☐	Applied making change Fundamental	Applied Fundamental
order form ☐	Applied	Applied

COMMUNICATIONS How well?	SPECIFIC JOB SKILLS	LIFE SKILL APPLICATION
Applied Telephone etiquette (smile in voice), advise on minimum order for delivery, inform of price ranges, describe arrangements in price ranges — flexible vocabulary of descriptive terms Fundamental	on-the-spot training of names of flowers, colors and variety, kinds of arrangements and prices	3 telephone lines — student might demonstrate proficiency by writing order from extension and comparing with Helen's — adjective games?
Applied record on order form (2 copies placed in a clip for the day order is due) delivery name and address, type of arrangement, message on card and signature, time of day for delivery, billing name and address — note WIRE SERVICE if one used Fundamental		point of interest: "FLORENCE" = term in trade meaning a foul-up; Helen allows only one — then she fires
Applied Telephone order to florist Fundamental	note: florists pay to belong	student might research differences among wire order service companies who act as clearing house for billing — articles in trade magazines
Applied: pleasant customer approach allow to browse, be available for advising, write orders Fundamental		
Applied 2 copies: 1 for operation, 1 for bookkeeper	orders for day divided on clips by type (rose, carnation and so on); when filled, copies separated for bookkeeping and customer or wire order billing and distribution in piles for 1. town delivery, 2. will call, 3. plant, 4. wire	

MAJOR TASK OTHER

Subtasks (Check box for Student Participation)	MATH (How well)	READING (How well)
supplies ☐	Applied know prices of flowers and materials Fundamental	Applied sometimes have list of major special event needs Fundamental
flower arranging ☐	Applied know prices of flowers and materials Fundamental	Applied trade magazines for ideas Fundamental
funeral ☐	Applied Fundamental	Applied newspaper obituaries to advise customers Fundamental
flower maintenance ☐	Applied Fundamental	Applied Fundamental
shop maintenance ☐	Applied	Applied

COMMUNICATIONS (How well)	SPECIFIC JOB SKILLS	LIFE SKILL APPLICATION
Applied: sometimes telephone for emergency needs Fundamental:	go to flower market daily to pick up supplies, including flowers and materials	
Applied: Fundamental:	tools: scissors, knives, wire cutters materials: tape, ribbon, wire, leaves and flowers, shredded styrofoam water-soaked vases break	flowers keep up to two weeks so there is no waste
Applied: advice as to time, location, desires of family according to obituary Fundamental:		old flowers can be consumed in funeral work
Applied: Fundamental:	mechanics: know tools, suitability of flowers to each other and types and shapes of vases maintenance: cleaning flowers, cutting and pounding stems, know different needs of different flowers (hardwood stems crushed with mallet, soft split with knife) - can revive flowers that have begun to wilt, NEVER throw or give away	
Applied:	keep buckets washed and scoured, sweep floors, wash glass cases, vacuum	

MAJOR TASK OTHER

Subtasks (Check box for Student Participation)	**MATH** (How well)	**READING** (How well)
weddings ☐	Applied: Fundamental:	Applied: Fundamental:
deliveries ☐	Applied: schedule time Fundamental	Applied: read maps (street names and numbers) Fundamental:
☐	Applied: Fundamental:	Applied: Fundamental:
☐	Applied: Fundamental:	Applied: Fundamental:
☐	Applied:	Applied:

COMMUNICATIONS (How well)	SPECIFIC JOB SKILLS	LIFE SKILL APPLICATION
Applied: Fundamental:	1. sometimes rent special container 2. make arrangements 3. deliver corsages 4. set up for reception 5. cleanup following reception 6. retrieve rented goods	
Applied: appearance, pleasant manner of approach to customer Fundamental:	van maintenance and cleaning	
Applied Fundamental		
Applied: Fundamental:		
Applied:		

TOOLS, MATERIALS, AND LEARNING RESOURCES AVAILABLE FOR STUDENT USE AT THE SITE

Tools unique to this job:

Special classes the student might be able to take: There's a class at City College she could attend

Work samples and materials: She can probably have some of our surplus flowers/plants to work with on her project

Heavy equipment:

Office machines (typewriters, calculators, adding machines, etc.)

Audiovisual materials (films, tapes, slides, video tapes) and equipment (projectors, recorders, cameras) the student might use:
there is a film on floral arrangements we show customers.

Precision instruments:

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LEARNING OBJECTIVES

The following activities have been written from the Learning Site Analysis Form for Flowers By Helen, Florist *and reflect activities a student can do at that site.*

1. Demonstrate an ability to read, understand and properly fill out order forms.
2. Exhibit the ability to understand and demonstrate the pricing of items in the store.
3. Fill out a job application form.
4. Learn to read, compute and fill out account statements.
5. Read newspaper obituaries to be familiar with the information contained therein to allow the student to deal with people who might call to make arrangements for a funeral.
6. Demonstrate mathematics skills in correctly making change for customers on purchase of items from this store.
7. Demonstrate an understanding of the process of markup in terms of the cost for a particular flower versus the selling price.
8. Demonstrate the ability to estimate the time used in preparation of flowers for a wedding and demonstrate the skill and ability that would be necessary to make such preparations.
9. Measure accurately and cut ribbons to be used in flower arrangements, bows and so forth.
10. Add and subtract on orders.
11. Demonstrate the ability to communicate with people over the telephone in dealing with customers and in dealing with placing of wire orders for local delivery.
12. Understand the pricing system and be able to quote to customers the prices for particularly requested merchandise.
13. Show a knowledge of the floral trade by being aware of the amount of business available in this area, what opportunities might be available for a person wishing to enter this business and what kinds of training would be required to conduct such a business successfully.

14. Demonstrate the ability to advise customers of minimum order sizes.

15. Be able to inform customers of various price ranges and alternatives within those price ranges.

16. Describe the various kinds of flower arrangements that are available in various price ranges and have a good vocabulary of descriptive terms for this work.

17. Learn the names of flowers, color and variety and be able to describe those to customers.

18. Demonstrate telephone skills in using a telephone with three trunk lines.

19. Record accurately on an order form delivery name, type of arrangement, whatever message for the card and signature, time and day for delivery, billing name and address and if a wire service is used note which wire service.

20. Describe and discuss the meaning of the term florist as it is used in the floral trade.

21. Consult wire order catalogues for florist information. This would include FTD, Telaflora, Florafax and the American Floral Service.

22. Be able to describe the differences and similarities among the wire order service companies who act as a clearinghouse for billing.

23. Learn to deal with customers in such a manner as to allow them to browse while being available for advice without making the customer feel pressured.

24. Discuss the reason for or the necessity of making two copies of all order forms.

25. Draw a flow chart describing how orders for the day are handled.

26. Describe various methods for getting merchandise to customers: town delivery, will call, plant and wire service.

27. Know the cost of flowers and materials.

28. Demonstrate the ability to keep on hand the necessary inventory of major and special event needs.

29. Demonstrate the ability to handle an emergency need where materials are called for that are not on hand.

30. Demonstrate the ability to go to flower markets daily to pick up supplies including flowers and materials.

31. Learn the basic principles of flower arranging for both funeral arrangements and wedding arrangements as well as other special kinds of arrangements.

32. Describe the various tools and materials necessary to make floral arrangements, methods of watering and maintaining flowers once they are in the arrangements.

33. Describe the uses or disposition of flowers that have been in the shop near the maximum of their blooming time.

34. Describe the suitability of different kinds of flowers for different kinds of uses as well as types and shapes of vases as they relate to particular flower types.

35. Describe and demonstrate the process of cleaning and cutting flowers, cutting the stems, understanding the different needs of different kinds of flowers.

36. Demonstrate an understanding of how to revive flowers that have begun to wilt.

37. Become aware of factors not related specifically to flowers that are involved in maintaining a flower shop such as sweeping the floor, washing glass and cases, vacuuming and so forth.

38. Demonstrate an understanding of the bookkeeping system and the billing system.

39. Describe in a flow chart the exact steps involved in preparing and delivering flowers for a wedding.

40. Understand the delivery schedule on a daily basis and learn to write such a delivery schedule.

41. Demonstrate the ability to read a road map and find particular addresses on a flower delivery route.

42. Demonstrate the ability to dress in a manner that will prove acceptable by customers.

43. Demonstrate the ability to understand the requirements of van maintenance and cleaning.

LIFE SKILLS AREA: CREATIVE DEVELOPMENT

STUDENT NAME Sharon Rawlins

PROJECT TITLE Petals and Thorns

EMPLOYER INSTRUCTOR Helen Windsor

EMPLOYER SITE Flowers by Helen

LEARNING MANAGER RATIONALE/ASSESSMENT:

This project is designed to allow Sharon to pursue her interest in the floral business. While doing this Sharon will develop and demonstrate her skills and understanding of the creative process. She will work on basic communication and math skills and become familiar with the operational aspects of a small business.

STARTING DATE ____

TARGET DATE ____

DATE RECEIVED ____

ERS CERTIFICATION ____

CRITICAL THINKING WRAP-UP COMPLETE ____

COMPLETION DATE ____

STUDENT RATIONALE:

I hope to learn as much as possible about the florist business. By finishing this project I'm sure I'll learn a great deal and it will be profitable.

PROJECT EVALUATION:

RECOMMENDATIONS:

Appendix P (Project designed from LSAF)

ACTIVITY 1 DATE ________	RESOURCES	PRODUCTS/CRITERIA *Unless otherwise specified, products and criteria will be negotiated with your LM*
Understanding the paperwork involved in running a small business:		
A. Sharon will fill out properly a job application form	A. Job application form	A. A completed application form approved by the employer instructor ________ *EI Certification*
B. Sharon will learn to read, compute and fill out account statements.	B. Account statements Employer instructor Bookkeeping information	B. Activities done to the satisfaction of the employer instructor ________ *EI Certification*
C. Sharon will fill out accurately an order form.	C. Order form	C. A completed order form done to the satisfaction of the employer instructor; order will include: delivery name, type of arrangement, message for card and signature, time and day for delivery, billing name and address and wire service (if used) ________ *EI Certification*

EVALUATION

ACTIVITY 2 DATE ______________	RESOURCES	PRODUCTS/CRITERIA *Unless otherwise specified, products and criteria will be negotiated with your LM*
Development of sales skills: A. Sharon will demonstrate an understanding of the pricing system by accurately quoting to customers price ranges and alternatives. B. Sharon will demonstrate math skills by making change correctly for customers. C. Sharon will be able to describe various kinds of flower arrangements in different price ranges. D. Sharon will demonstrate her ability to deal with customers on the telephone.	Employer instructor Pricing guide Catalogue of flower arrangements Telephone	A. To the satisfaction of the employer instructor ______________ *EI Certification* B. To the satisfaction of the employer instructor ______________ *EI Certification* C. To the satisfaction of the employer instructor ______________ *EI Certification* D. To the satisfaction of the employer instructor ______________ *EI Certification*

EVALUATION

Appendix P (Project designed from ISAF)

ACTIVITY 3 DATE ________________	RESOURCES	PRODUCTS/CRITERIA *Unless otherwise specified, products and criteria will be negotiated with your LM*
The student will learn some of the skills of a florist:		
A. Sharon will describe in detail the materials, tools, time and process involved in making a floral arrangement.	Employer instructor	A. A written description to be evaluated on form, content and writing skills ________________ *EI Certification of content* ________________ *LM Certification*
B. Sharon will describe five varieties of flowers--to include color variations, common uses and peculiarities involved in their care and preparation.		B. A written description of five flowers
C. Sharon will demonstrate her knowledge of the basic principles of making floral arrangements for funerals.		C. To the satisfaction of the employer instructor ________________ *EI Certification*

EVALUATION

ACTIVITY 4 DATE ________________	RESOURCES	PRODUCTS/CRITERIA *Unless otherwise specified, products and criteria will be negotiated with your LM*
Sharon will design and produce a floral arrangement for a customer, price her work and list the cost of all materials used.	Knowledge and skills from activities 1,2,. Employer instructor Tools and materials available in the flower shop	A floral arrangement done to the satisfaction of the employer instructor and shown to and discussed with the learning manager; a color photograph ________________ *EI Certification*

EVALUATION

Appendix P (Project designed from ISAF)