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ABSTRACT

This publication is designed to aid teachers and administrators in preparing and teaching workplace mentors as part of the school-to-work program. The handbook is also a guide and workbook for teachers of mentors, self-educated mentors, parents, employers, and others interested in work-based learning and mentorship. The handbook consists of three sections that address: mentoring young learners; Wisconsin's work-based learning programs; and mentoring activities, examples, and checklists. The handbook describes mentorship; provides a common language for work-based learning, and details work-based learning relationships and responsibilities. It offers guidance to develop constructive communication and includes activities and exercises to prepare mentors. This material can be presented as a half-day or two 2-hour workshop sessions for prospective mentors. (KC)

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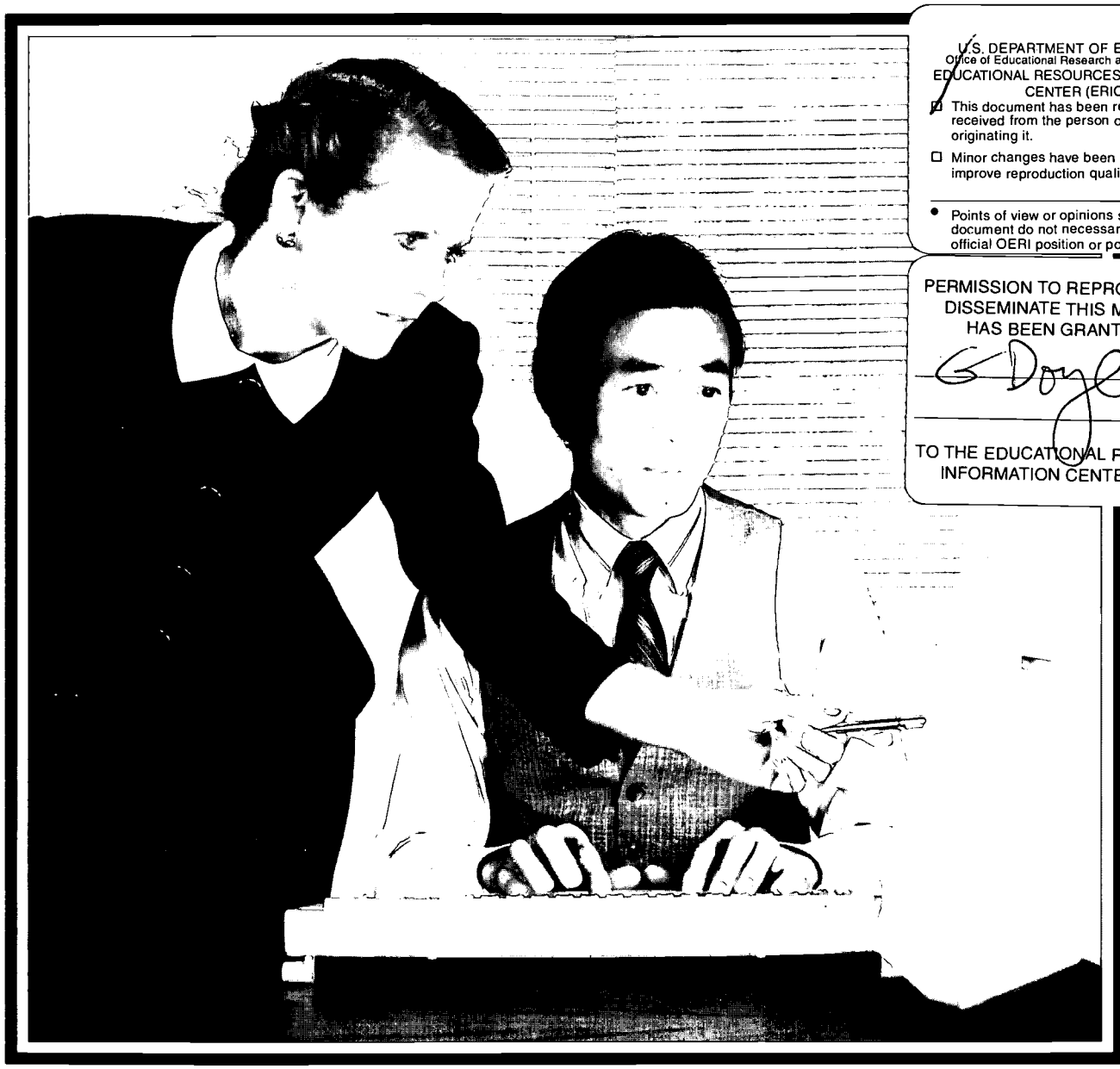
Mentoring for School to Work

◆ Fostering Student Success ◆



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Mentoring for School to Work: Fostering Student Success

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Foreword

Wisconsin educators are part of a revolutionary partnership between the public education system and industries. The School-to-Work program represents an opportunity for schools and industry to work together in helping to achieve a competent, competitive, and productive work force.

Through work-based learning objectives, such as cooperative education, state certified cooperative education, youth apprenticeship, job shadowing, and general work experience programs, our educational system can gain a closer connection to the world of work and offer students an education with increased relevance to life after school.

It is important that worksite mentors be given supporting materials when taking on the responsibility of helping students learn the skills and the ins and outs of being successful at a particular worksite. This resource guide for mentoring students was designed to assist teachers and mentors in understanding some of the critical elements in successful mentor-student relationships.

The result is a winning scenario for all: Students are better prepared for the world of work, and industries gain new workers trained in their field. Whether you are a student, parent, business operator, teacher, or student mentor, you have much to gain—and an important role to play—in connecting learning with the workplace.

John T. Benson
State Superintendent

Acknowledgments

Materials found in this resource are a collection of successful examples of school-to-work mentoring practices. We appreciate the work of our colleagues whose professional skills transformed our drafts from a manuscript into these printed pages.

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Howard Gardner notes that guiding students to a field where their talents best suit them is the "single most important contribution education can make to a child's development."

School to work is a national educational initiative to provide avenues for all students to match their educational goals and skills to occupational opportunities. The goal of a school-to-work program is to ensure that students experience a seamless transition from high school to meaningful, high-quality employment or further education. Learning about the world of work makes schooling more relevant and helps students become productive citizens upon graduation.

Mentors involved in Wisconsin's school to work initiative help students enrich their lives, enjoy learning, and experience success in the workplace. A successful mentor can increase the level of school and work integration in the educational system and help students gain an awareness of the world of work.

A note to teacher coordinators and school-to-work coordinators

Congratulations on accepting the challenges and rewards of leadership in work-based learning. Your role as leader and coordinator includes guiding mentors to success with students as they learn about the world of work. Mentor-student relationships are very important to Wisconsin's work-based learning programs—especially the youth apprenticeships, Cooperative Education Skills Standards Certificate programs, and other cooperative education programs.

This publication is designed to aid you in preparing and teaching workplace mentors. The handbook is a useful education guide and workbook for teachers of mentors as well as a guide for self-educated mentors. It will also serve as an informative guide for parents, employers, and others interested in work-based learning and mentorship.

The handbook

- describes mentorship,
- provides a common language for work-based learning,
- details work-based learning relationships and responsibilities,
- suggests roles for all stakeholders,
- offers guidance to develop constructive communication, and
- includes activities and exercises to prepare mentors.

More specifically, the handbook consists of sections on mentoring young learners; Wisconsin's work-based learning programs; and mentoring activities, examples, and checklists. These sections may be adapted to whatever will best serve you, your mentors, and your students.

This material can be presented as a half-day or as a pair of two-hour workshop sessions for prospective mentors. One popular option is to schedule breakfast sessions, for example. Of course, the final schedule should be one that meets participants' needs.

Mentoring

The Mentor and School to Work
Working with Young People
Learning Style Differences
Mentor-Student Relationships
Roles and Responsibilities
Communication Strategies

The Mentor and School to Work

The mentor is the person who connects the culture of school with the culture of work. The mentor serves to "translate" the world of work into a language and experience the student can understand. Mentors also serve as a model of a successful and responsible working adult.

Serving as a mentor requires time and energy. The mentor must exhibit a willingness to patiently guide a young person through an unfamiliar world and to look out for the student's interests in the workplace. At the same time, mentors report that they feel a sense of contribution to society and future generations and to the future productivity of industry. "The curriculum enhanced our training program for new employees," according to one employer. "We saw some unanticipated benefits. We learn from the student," says another.

Working with Young People

The mentor should be aware of the particular needs of learners. Adolescents of 16, 17, or 18 years of age learn from direct instruction as well as reflection on their lived experience. Young adults want to understand the principles behind actions. They learn by observing and imitating co-workers and other adults.

Like others, young people want to be successful. Even small successes are important for learning and for future success. At times, however, students may not realize their own limitations or the limitations of the job. They may expect or try to take on too much, too fast. Students may need help to determine appropriate goals and the best way to achieve them.

The mentor should understand that young people are often insecure during adolescence. They value the respect of adults around them, even though they may not know how to gain it. Young people have a deep need to be accepted as individuals. Young adults hate to be laughed at and may avoid asking questions for fear of appearing silly. Adolescent adults can be hard on themselves, sensitive to criticism, and critical of others, as well. They expect much from adults and may feel let down when their expectations are not met. However, when they are treated as adults, young people are more likely to respond with adult behavior.

Students often want different things from a job than adults want. Social relations are important to young adults; they want to like the people they work with and to be liked by them. Helping students become valued employees will help them accept themselves and their mentor.

A few reminders will help the mentor serve in an effective and supportive manner.

Figure 1

Reminders about Learning and Young Learners

- Behaviors reinforced are repeated
- Behaviors not reinforced are eliminated
- Learners and learning are influenced by
  - — background
  - — knowledge
  - — readiness
  - — family and community support
  - — socioeconomic background
  - — culture
  - — maturity
  - — gender
  - — aptitude
  - — interests
  - — initiative
- Young learners need to
  - — feel good about themselves
  - — experience accomplishment
  - — be respected
  - — be challenged
  - — have an opportunity to learn, earn, make choices, and show progress
  - — have incremental successes
  - — receive recognition for achievement, growth, and progress
  - — have significant interaction with adults
  - — engage in applied learning with tangible results
  - — understand their experiences in literal, concrete terms

Learning Style Differences

Everyone learns differently in different situations. Some prefer to learn in school, others out of school; some in groups, and others alone. Learning is influenced by the instructional environment as well as the student's own personal qualities—temperament, sensory strengths and weaknesses, unique physical needs, concrete and abstract thinking abilities, and learning preferences.

Humans learn in a variety of ways. These learning styles have been described in simplest terms as auditory, visual, and tactile/kinesthetic. Auditory learners learn best by listening. They like stories, jokes, and music; remember what they hear; tend to have a large vocabulary, and like to talk. Visual learners learn best when they read and see diagrams or pictures. Tactile learners (also referred to as applied, hands-on, kinesthetic, or experiential learners) learn best when they handle and physically manipulate things.

Although students often favor one learning style, most use a combination of different styles. It can be very effective for teachers and mentors to use different teaching approaches including written instructions, verbal instructions, and demonstrations.

Mentor-Student Relationships

The mentor-student relationship can be thought of as developing in two stages: initiation and mentoring.

During the initiation stage, students may view the mentor with inflated esteem and honor. The student may feel awkward or incompetent. Both may feel vulnerable. A mentor who is aware of a student's needs can take steps to affirm the student's sense of worth. One way to facilitate open communication, for example, is for the mentor to tell the student that no one person has all the right answers and that there are no wrong questions.

In the mentoring stage, support and encouragement are emphasized. The mentor facilitates student growth as the young adult moves toward increased responsibilities for gaining knowledge, for acquiring skills, for making honest self-evaluations, and for making tentative career plans. At all times, however, the quality of the mentor-student relationship depends on the quality of communication. For example, a "yes" or a head nod may not necessarily indicate student understanding; students should be asked—in a supportive way—to explain and demonstrate what they learn.

Roles and Responsibilities

Adults involved in mentoring or working with mentors should be aware of their responsibilities in their role. The following roles may overlap.

Mentors may need to

- remember the special social and learning needs of adolescents;
- mediate among trainers, supervisors, and students;
- inform the student about workplace norms, customs, social relations, and expectations;
- provide consistent, caring support and guidance to the student; and
- maintain regular contact with the teacher coordinator regarding student progress.

Worksite trainers may need to

- act as coach and/or model;
- provide instruction in industry and workplace competencies;
- educate the student about workplace safety;
- evaluate student progress and certify skill achievement; and
- report concerns about learning and behavior to the teacher coordinator.

Worksite supervisors may need to

- articulate responsibilities and expectations to the student and appropriate co-workers from the start;

- assist in developing the student training plan;
- communicate regularly with the teacher coordinator, trainer, mentor and student about student progress; and
- evaluate student progress.

Communication Strategies

The long-term goal of work-based education is to encourage students to assume increasing responsibility for learning new skills, evaluating progress, and setting new learning objectives. Students will learn how to seek information and apply it to their work. Students also learn to seek feedback about their work performance, ask questions, identify concerns, and improve their questioning and communication.

Constructive Feedback

Feedback, when given appropriately, can encourage the learner to take responsibility for his or her behavior and for changing that behavior when necessary. The effective use of positive and negative feedback builds trust and promotes productive working relationships. Feedback should be based on predetermined standards. Casual praise or criticism tends to distract students from the learning tasks.

Positive feedback recognizes student successes and can be an effective motivator. It helps to maintain high standards and can lead to further improvement.

Negative feedback informs students of unmet standards or expectations. When linked to analysis and discussion as to how performance can be improved, negative feedback can also serve as an effective motivator.

Most students want to perform well and meet or exceed expectations. But some factors can limit a student's ability to perform well. Students may perform less successfully when they

- do not know what constitutes a "good job"—in terms of expectations, goals, standards, outcomes, or results;
- lack necessary resources—such as time, tools, information, or skills;
- encounter obstacles that interfere with their performance; or
- lack feedback about their performance and how to improve.

Open-Ended Communication

Open-ended questions and statements foster communication beyond simple, yes/no responses. Open-ended communication can

- initiate conversations;
- communicate a mentor's willingness to help;
- allow students to voice questions and concerns;
- invite students to explain their understanding more fully; and
- allow for a safe focus on student feelings and concerns.

In contrast, closed questions, which require only a "yes" or "no" response, are appropriate for factual or narrow responses. However, closed questions can inhibit discussion, keep students "in their place," and imply a lack of interest on the part of the adult.

Active Listening

Active listening is an approach to hearing someone and responding with certain purposes. Several active listening skills can be used to improve communication:

- Mirroring the student's feelings can
  - show interest or concern
  - foster a nonjudgmental atmosphere
  - show acceptance of student feelings
- Restating the student's words can
  - confirm shared understanding of facts, procedures, or feelings
  - encourage further discussion
  - communicate respect for student effort
  - elicit more detail (when restating with a questioning tone)
- Summarizing major ideas during discussions can
  - check for common understanding
  - move discussion to another topic
- Paraphrasing interprets student words to
  - show understanding, interest, and acceptance
  - clarify meaning
- Pausing before speaking can
  - foster student thinking and learning
  - allow the student to rethink matters
  - show respect for the student's ideas

Conflict Resolution

Inevitably, disagreements and conflicts will arise. At such times it will be helpful to use techniques to aid in conflict resolution. To work toward resolving conflict, one should

- listen to the other person patiently,
- accept the conflict as a mutual problem,
- welcome the opportunity to solve problems together,
- allow for a cooling-off period, and
- involve the teacher coordinator.

Work-Based Learning Models and Environments

2

Wisconsin's Work-Based Learning Programs
The Work-Based Learning Environment
Equal Treatment
The Learning Plan
Evaluation / Assessment

Wisconsin's work-based learning programs include a variety of options that can be adapted to best meet the needs of the student, employer, and curriculum. These various options are explored below.

Cooperative Education

Cooperative education is instruction in vocational education for students who, through written cooperative arrangement between the school and an employer, receive instruction, including required academic courses and related vocational instruction, by alternating study in school with a job.

In Wisconsin, fields eligible for cooperative education include family and consumer, business, marketing, technology, and agribusiness. The cooperative education program typically takes place during a student's senior year of study.

Wisconsin's Cooperative Education State Skill Standards Certificate Program

The Wisconsin program builds on the cooperative education definition by adding state-approved competencies developed by industry and educators. Cooperative education students work toward mastering these competencies and receive a Certificate of Occupational Proficiency (as well as a high school diploma) when the proficiencies are achieved.

Youth Apprenticeship

This two-year program combines academic and technical classroom instruction with workplace learning in a four-semester, state-approved curriculum for juniors and seniors. Mastering the competencies developed by industry and educators qualifies the student for a Certificate of Occupational Proficiency.

Work Experience

Students participate in a school-supervised work experience, typically during the school day. At the same time, students learn general employability skills in the classroom. Participants do not have to be enrolled in a vocational class, but must be supervised by a licensed teacher employed by the school district.

Job Shadowing

As a part of career exploration in middle school or early high school years, students observe an employee at a workplace for a period of hours, a whole day, or, in some cases, over several days, to learn about the business, industry, or profession. Students do not perform productive work and are not paid for the experience.

Internship

While "internship" is not a term commonly used in Wisconsin to reflect secondary work-based learning, some schools use the term instead of "cooperative education." Internships are a school-approved program where students work for an employer for a specific period of time to learn about a particular industry or occupation. Activities may include special projects, a sample of tasks from different jobs within the enterprise, or tasks from a single job.

The Work-Based Learning Environment

Safety

All employers strive to provide a safe working environment for employees through safety education and other means. Safety instruction is also an important part of instruction for students enrolled in cooperative education programs. The instructional program must include a minimum of 15 hours of safety instruction. The mentor and teacher coordinator should work together to plan instruction on safety with work procedures, materials, and equipment.

Other matters that may need to be addressed by the mentor and teacher coordinator include

- worksite policies
- transportation
- work permit
- school policies on absenteeism and academic performance
- emergency procedures
- conflict resolution procedures
- the Fair Labor Standards Act
- child labor law limitations

One source of further information on labor law is the Department of Workforce Development, Equal Rights Division, 201 E. Washington Avenue, P.O. Box 8928, Madison, WI 53708; (608) 266-6860 or (608) 264-8752 TDD (hearing impaired).

Equal Access

According to Wisconsin law, no one "may be denied admission to any public school or be denied participation in, be denied the benefits of or be discriminated against in any curricular, extracurricular, pupil services, recreational or other program or activity because of the person's sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability." (s. 118.13, Wis. Stats.)

Equal Treatment

The workplace should be a place where all are treated fairly. This requires a workplace free of sexual harassment. Sexual harassment is unwanted sexual behavior that occurs when one person has power over another. Sexual harassment includes the following elements:

- the behavior is unwanted or unwelcome,
- the behavior is sexual or related to the gender of the person, and
- the behavior occurs in the context of a relationship where one person has more power than the others.

Such power includes formal power or power derived from a person's status or position (as in a supervisor-employee or a staff-student relationship) and informal or perceived power (as in a relationship between peers).

Sexual harassment violates the equal protection clause of the 14th Amendment to the U.S. Constitution and Title IX of the Education Amendments of 1972. In Wisconsin, employers and others are prohibited from "Engaging in sexual harassment; or implicitly or explicitly making or permitting acquiesces in or submission to sexual harassment a term or condition of employment or the basis or any part of the basis for any employment decision affecting an employee; or permitting sexual harassment to substantially interfere with an employee's work performance or to create an intimidating, hostile, or offensive work environment." (s. 111.36, Wis. Stats)

Furthermore, no employer, labor organization, employment agency, licensing agency or other person may engage in any act of employment discrimination against any individual on the basis of age, race, creed, color, handicap, marital status, sex, national origin, ancestry, arrest record or conviction record, or membership in the national guard, state defense force or any other reserve component of the military forces of the United States or this state. (s. 111.321, Wis. Stats)

The Learning Plan

The learning plan and the evaluation or assessment of learning are negotiated by the teacher coordinator, employer, mentor, and student prior to each grading period. The learning plan states which competencies the student will learn and demonstrate in school, in a vocational student organization activity, and/or on the worksite. It includes a record of the student's progress in mastering each competency. The learning plan also details the shared expectations of the co-op partners and acts as a link between school and worksite.

Generally, students are expected to work on approximately 25 competencies per quarter. The learning plan needs to flexibly address the school curriculum and the student's schedule, school activities, and worksite activities.

Once the learning plan is completed, the workplace mentor, student, parents, and teacher coordinator sign the learning plan and use it for assessment at the end of the grading period. Additional tasks and competencies to be mastered and assessed during the next grading period are determined and a new learning plan is designed, shared, and signed.

Evaluation / Assessment

The evaluation/assessment process is designed to obtain meaningful and useful information about the student's progress. Each member of the team (teacher coordinator, mentor, and student) must agree on their expectations regarding the assessment criteria, including the meaning of competencies and how students will demonstrate those competencies.

Assessment of the student's performance must be based on the learning plan developed by the mentor, student, and teacher coordinator. The assessment includes the following aspects:

- reasons for assessment
  - — identification of learner needs
  - — analysis of progress
  - — summary of learning
- methods of assessment
  - — observation of student performance
  - — written tests, diaries, or reports
  - — verbal inquiry into student performance
  - — use of checklists indicating competency
- criteria for assessment
  - — content as both process and product
  - — performance level of activity

Working together, the workplace mentor and teacher coordinator evaluate the student's performance for each task and competency previously identified, whether mastered at work, school, or both. For areas in which the student receives a low rating, the mentor should identify specific competencies and suggest ways the student can improve performance. For those areas in which the student excels, the mentor should provide examples to illustrate outstanding performance.

Once the evaluation is complete, the teacher coordinator and mentor should meet with the student to discuss the evaluation, identify areas for improvement, inform the student of suggestions for improvement, identify strengths on the job and in the classroom, and provide evidence to support the evaluation. The process continues as the learning plan for the next grading period is negotiated.

Mentor Teaching Activities and Resources

3

Lesson Topics
Remembering Mentors—Thinking Like a Student
Communicating Effectively as a Mentor
Open-Ended Communication
Thinking Ahead about Conflict
Student Orientation to the Workplace
Learning Plan
Mentor Activity Log
Resources

ERIC

Lesson Topics

The materials used to teach mentors should be consistent with individual learner needs, interpersonal relationships, and available time and resources. The following materials can be used to train mentors in formal and informal teaching situations and to aid mentors in their roles.

The following lesson topics include a range of ideas to draw from in teaching mentoring skills. Following this list are several activities useful for mentor teaching.

- Defining mentor roles and responsibilities
- Respecting diversity
- Conflict resolution
- School and work: Bridging the gap
- Effective communication with adolescents
- Self-esteem and the adolescent
- Facilitation teams
- Problem solving
- Principles of management and self management
- Workplace curriculum development
- Identifying and sequencing tasks
- Job tasks analysis/curriculum development (DACUM)
- Instruction in all aspects of the industry and broad skill development
- Accessing resources
- Coordinating, scaffolding, and building on basic skills
- Managing student rotation and coordinating learning across departments
- Incorporating individual student needs into learning plan development
- Methods of worksite assessment (including portfolios and projects)
- Setting benchmarks
- Construction projects for the workplace
- Structuring progressive skill mastery
- Effective assessment techniques
- Methods of alternative assessment/portfolio assessment
- Working with various learning styles
- Working with teams
- Selecting appropriate media to maximize student learning
- Scaffolding and determining appropriate intervention points
- Reflection techniques and strategies
- Effective instructional techniques
- Creating and using learning plans

Remembering Mentors—Thinking Like A Student

PART 1. Did you have a mentor—formally or informally—as a child or young adult? List your mentor(s) in the space provided and describe how your mentor(s) exhibited the identified qualities.

Mentors:

Qualities	
Supportive	
Encouraging	
Listened actively	
Knowledgeable	
Understandable	
Open to questions	
Dependable	
Interested in my growth	
Helpful	
Set examples	
Respectful	
Had high expectations	
Accepted best efforts	
Evaluated fairly	
Other	

PART 2. Hold a group discussion to share real or ideal qualities of effective mentors.

PART 3. Which of these qualities are you good at and which need improvement?

PART 4. Describe some ways you as a mentor could help your student.

Communicating Effectively as a Mentor

This checklist of ideas will help mentors develop effective strategies for communicating with students and it is important to refer to it frequently.

- ❑ Use clear, simple language.
- ❑ Be patient, resourceful, respectful, and flexible.
- ❑ Make liberal use of analogy, comparison, example, and illustration.
- ❑ Use visual aids when appropriate.
- ❑ Develop a logical sequence of simple-to-difficult and step-by-step techniques.
- ❑ Build student knowledge and background gradually.
- ❑ Explain and define new terms.
- ❑ Use the technique of "show and tell."
- ❑ Point out relationships of parts and processes.
- ❑ Include concepts, history, relationships, and uses when explaining parts, processes, and products.
- ❑ Be certain the student understands the explanation.
- ❑ Encourage questions as well as ask them.
- ❑ Call attention to highlights.
- ❑ Summarize often.
- ❑ Share information about background, professional experiences, and satisfactions.
- ❑ Help student clarify goals.
- ❑ Compile a list of activities that meet teaching goals.
- ❑ Schedule regular meetings, feedback sessions, and a concluding session with the student.
- ❑ Formulate a clear set of skills the student will need to learn and practice.
- ❑ Revisit the learning plan with each student on a regular basis.
- ❑ Listen carefully.
- ❑ Be sensitive to gender and cross-cultural differences.

Open-Ended Communication

Open-ended questions and statements foster communication beyond simple yes/no responses. Develop open-ended questions for your own mentoring situation using the examples provided. Record them in the open column below.

Goal	Example	Further examples
Initiate conversations	"How do you like working here so far?"	
Communicate willingness to help	"Let me know if you need a hand with...."	
Allow students to voice questions and concerns	"What problems have you encountered?"	
Invite students to explain their understanding more fully	"What would you do if....?"	

Thinking Ahead About Conflict

Consider the following scenarios and devise one or more strategies for dealing with the situation before it develops into a conflict.

- The computer, to be shared by several students at the worksite, is monopolized by one student, creating resentment among the others.
- The star athlete is often late getting to work. The student does good work but claims that other responsibilities cause the tardiness.
- Two students are performing work differently. One is often successful and the other is only sometimes successful, but improving. The better worker resents getting paid the same as the other; the other worker resents being outdone. Their conflict is affecting their work and those around them.
- The regular workers see the presence of students at the worksite as a threat to their job security.
- One student states that s/he will be going to college after graduation. Some of the regular workers call the student "college kid" and resist helping him/her.
- A student appears hurt and defeated when the job-task trainer criticizes the student as being too slow.
- As another scenario, describe a conflict from your own experience as a mentor, how it was handled, and how the way in which it was handled could have been improved.

Strategies/solutions:

Student Orientation to the Workplace

Within a few days after completing the following orientation, review the list to ensure full understanding by the student.

- ❑ Introduce the student to persons with whom the student will have contact.
- ❑ Show the student the location of necessary equipment and supplies.
- ❑ Explain the duties of the student's initial task.
- ❑ Arrange a meeting with the student's designated supervisor(s).
- ❑ Discuss with co-workers their relationship to the student and solicit their cooperation.
- ❑ Inform the student of arrival time, quitting time, check-in and check-out procedures, and who to contact when an absence is unavoidable.
- ❑ Inform the student of meal and break times and of relief procedures and regulations.
- ❑ Assist the student in locating rest rooms, the lunch room, a telephone, the coat rack, and other important sites.
- ❑ Identify appropriate clothing for the student's job.
- ❑ Inform the student of timekeeping procedures, pay schedules, deductions from pay, and computation of wages.
- ❑ Discuss confidentiality issues and rules.
- ❑ Familiarize the student with employee benefits, if appropriate.
- ❑ Inform the student of promotional possibilities.
- ❑ Train the student in proper safety procedures for all equipment and work situations.

Figure 3

Learning Plan*

Student:	Employer:	Workplace Mentor:
Job	Teacher	Grading Date:
Title	Coordinator:	Period:

Job Description:

Reference Materials:

Skill Certificate Competencies	Related Instruction	Where Observed	Date Observed	Observer	Comments

Student Signature

Teacher Coordinator Signature

Workplace Mentor Signature

Parent/Guardian Signature

*This Learning Plan may be continued on additional pages.

Mentor Activity Log

Student _____ Mentor _____

Meeting Date	Topics Discussed	Action Taken	Notes

Resources

Education for Employment: A Resource and Planning Guide. Wisconsin Department of Public Instruction, 125 S. Webster St., P.O. Box 7841 Madison, WI, 53707-7841

Guidelines for Implementing a STWOA Cooperative Education State Skill Standards Certificate Program. Department of Public Instruction,P.O. Box 7841, Madison, WI 53707-7841, Wisconsin Department of Workforce Development, 201 E. Washington Ave., Madison, WI, 53703, and Wisconsin Technical College System Board, 310 Price Pl., Madison, WI, 53705.

Platteville High School Cooperative Education Guidelines. Platteville High School, 710 E. Madison St., Platteville, WI, 53818.

Printing Mentor Training Guide. State of Minnesota School-To-Work Initiative, 684 Capitol Square, 550 Cedar St., St. Paul, MN, 55101-2273.

A Resource Guide for Cooperative Education in Technology Education. Wisconsin Department of Public Instruction, 125 S. Webster St., Madison, WI, 53707-7841.

Youth Mentor, Contributing Knowledge and Experience to Help Others Grow. Fox Valley Technical College, 1825 N. Bluemound Dr., Appleton, WI, 54913-2277.

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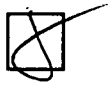

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