

COMMUNITY CLASSROOM (CC) COOPERATIVE VOCATIONAL EDUCATION (CVE)

Frequently Asked Questions

- 1. May a vocational education course utilize both the community classroom and cooperative vocational education methodologies in the same section?**

Yes. Community classroom and cooperative vocational education are instructional methodologies which combine related classroom instruction and on-the-job experiences to facilitate student acquisition of competencies necessary for employability.

- 2. May a student move from community classroom to cooperative vocational education during the duration of training in a vocational education course?**

Yes. Although a student may move from community classroom to cooperative vocational education within the same course, student learning/training must be directed to the instructional objectives which have not been met in community classroom and to refining competencies already acquired.

- 3. May both the community classroom and cooperative vocational education methodologies be sponsored at the same community site?**

Yes. Because of the non-productive (unpaid) and productive (paid) status of students, it is not recommended that the two methodologies be conducted concurrently at the same site.

- 4. May a "public agency" be utilized as a community classroom training site?**

Yes. The "public agency" must meet the following requirements:

- a) The on-the-job experiences are in occupations for which there is a local job market.
- b) The on-the-job experiences are equivalent to those which could be received for each specific occupational area as if they were held at a private business site.

- 5. May a person other than the classroom teacher provide supervision/coordination for the community classroom/cooperative vocational education methodology?**

No. Only the classroom teacher of the course/program utilizing the community classroom/cooperative vocational education methodology can provide supervision/coordination.

- 6. May five 30-minute instructional periods per week satisfy the related classroom instruction requirement for the community classroom/cooperative vocational education methodology?**

No. An instructional period must equal at least 50 minutes minimum.

7. Must three instructional periods of 50 minutes be offered every week?

No. An equivalency of three instructional periods of 50 minutes is required. At least one instructional period of 50 minutes must be conducted. The "equivalency" factor allows a local educational agency the flexibility to group instructional hours during the operation of the course/program.

8. Must the curriculum of a vocational education course utilizing the community classroom and/or cooperative vocational education methodology identify what competencies are going to be taught in the classroom and on-the-job training?

Yes. The hours of classroom instruction and on-the-job-training must be identified in the curriculum for the vocational education course/program.

9. Must eight hours of paid training per week be provided for a student to qualify for cooperative vocational education?

Yes. A minimum of 8 hours of paid employment per week is required.

10. May more than 30 students be enrolled in a section of a vocational course/program utilizing the community classroom/cooperative vocational education methodology?

No. The maximum number of students cannot exceed 30 at any time.

11. May more than 75 students be assigned to a vocational education instructor utilizing the community classroom/cooperative vocational education methodology?

No. The maximum number of students assigned to a vocational education instructor utilizing the community classroom/cooperative vocational education methodology cannot exceed 75.

12. May unpaid on-the-job experiences include skill training in competencies which have not been taught in classroom instruction?

No. Unpaid on-the-job training may only enhance competencies already developed in the classroom instruction portion of the vocational course/program.

13. Is there a definition for the term "immediate supervision"?

Yes. For purposes of cooperative vocational education programs and community classrooms, "immediate supervision" means pupil participation in paid and unpaid on-the-job experiences as outlined under a training agreement and individualized training plan wherein the supervisor of the training site and certified school personnel share the responsibility for the supervision of the on-the-job experiences.

14. Is a written training agreement required for both the community classroom/cooperative vocational education methodologies?

Yes. In community classrooms, a written joint venture training agreement must be entered into between the local educational agency and the management of the community classroom site. In cooperative vocational education, a written training agreement must delineate the responsibilities of each of the employer and the local educational agency.

15. Does the community classroom/cooperative vocational education methodologies require individualized training plans for each pupil?

Yes. Both the community classroom/cooperative vocational education methodologies require individualized training plans for each pupil. Training plans should include, but not be limited to, the following:

- a. Competencies to be included in the instructional objectives of the approved course/program.
- b. Expected duration of training for competencies necessary for employment.
- c. Identification of competencies to be taught in either related classroom instruction and/or the unpaid-paid training station.
- d. Verification that the student has acquired the competency demonstrating a proficiency equivalent to an entry-level employment.

16. May a student in community classroom be paid?

No. If the manager of the community classroom wants to pay a specific student, the student must be placed in cooperative vocational education or work experience education. Students who are paid to perform productive work should not be accomplishing the same tasks in community classroom for no pay.

17. When students are in a community classroom, can they do productive work?

No. Students should be given time to expand competencies developed in the vocational education course or occupational training program, but the community classroom manager should not gain from the student's practice. When a student has met an instructional objective, a new task must be given.

18. Is there a definition for "productive work"?

Yes. Unpaid on-the-job experiences are not considered productive if all of the following criteria are met:

- a. The training, even though it includes actual operation of the facilities in the community classroom, is similar to that which would or could be given in a vocational education course or occupational training program.
- b. The training is for the benefit: of the students and is meaningful.
- c. The students do not displace regular employees but work under close observation.

- d. The community classroom manager providing the training derives no immediate advantage from the activities of the students.
- e. Students are not necessarily entitled to a job at the conclusion of the training period.
- f. The community classroom manager and the students understand that the students are not entitled to wages for the time spent in training.

19. May a ROP student enrolled in cooperative vocational education be credited with more than three hours of attendance per day?

No. A student enrolled in cooperative vocational education programs conducted by a ROP may not be credited with more than one day of attendance in any calendar day.

20. Must students be provided worker's compensation insurance for non-paid experiences in non-school sites in the community?

Yes. Students who are in work experience education or occupational training classes held in the community and who are not paid a cash wage or salary by a private employer are to be covered by worker's compensation insurance provided by the student's district or residence or the county superintendent of schools or the district maintaining the ROP.

21. May a ROP request approval for more instructional hours based solely on the use of either the community classroom and/or cooperative vocational education methodology?

No. The duration of a ROP course is approved for a specific duration of time in hours required to successfully accomplish the instructional objectives necessary for employment. Community Classroom and Cooperative Vocational Education are methodologies used to facilitate the achievement of the identified instructional objectives.

Unless a ROP can justify an extended duration of a course based on additional instructional objectives, there is no rationale to extend the approved total hours of instruction.

22. May a student be enrolled in both the community classroom and cooperative vocational education or HS work experience methodologies at the same time?

No. Students who are paid to perform productive work should not be accomplishing the same tasks in community classroom for no pay. If a student has reached a level of proficiency which satisfies an employer and justifies pay, the student is no longer being trained to do a job, but is employed in a job.

23. If economic conditions prevent a student from accumulating 8 hours of paid employment at one site, may an additional training site be used to meet the 8-hour requirement?

Yes. If economic conditions prevent a student from generating 8 hours of employment at one site, an additional site may be used to meet the 8-hour requirement.

24. May a comprehensive high school utilize the community classroom and/or cooperative vocational education methodologies for the delivery of vocational instruction?

Yes. A high school is authorized to use the community classroom and/or cooperative vocational education methodologies as part of a vocational education course. For apportionment purposes, the high school is still limited to a maximum of one unit of ADA.

25. In a team-teaching assignment for a vocational course using the community classroom and/or cooperative vocational education methodologies, if one teacher provides less than 50% of the related classroom instruction, is that individual qualified to provide supervision/coordination services for the students enrolled?

No. Only a teacher who provides at least 50% of the related classroom instruction is qualified to provide supervision/coordination services. Teachers who provide specialized instruction may still participate in related classroom instruction, but they are not qualified to provide the supervision/coordination services related to the course.

26. May a student generate additional state apportionment funds beyond the approved duration of the ROP course by moving to different ROP course sections involving the community classroom and cooperative vocational education methodologies?

No. The duration of the ROP course is approved for a specific duration of time in hours required to successfully accomplish the instructional objectives necessary for employment. Community classroom and cooperative vocational education are methodologies used to facilitate the achievement of the identified instructional objectives. When a student has met all of the instructional objectives of a course within the approved duration they are considered to be a completer.