COOPERATIVE WORK EXPERIENCE

#01999

Description

This course provides students with a regularly scheduled, supervised employment opportunity related to agriculture occupations in order to develop and improve work skills. The employment must be preceded by, or concurrent with, classroom instruction related to the work experience, consistent with the students' occupational goals, and related to the Agriculture Education program area. There shall be a training agreement among all partners to the work experience (school, employer, student, and parents/guardians) outlining the expectations of each party. The instructor shall also develop a specific training plan with the employer for each student placed. The training plan shall include provisions for assessment of student progress and for on-site visits by the instructor during the student's placement.

NOTE: Students must be at least 16 years old and may be paid a wage by the employer.

Grade 11-12
Minimum ½ credit per semester, not to exceed 2 credits while in high school
Max Credit = 2

Standard 2	AGRIBUSINESS SYSTEMS	
Topic 2.1	*Apply management planning principles in AFNR businesses.*	
	Student Competencies	
2.1.3	**DEVISE AND APPLY MANAGEMENT SKILLS TO ORGANIZE AND RUN AN AFNR BUSINESS IN AN EFFICIENT, LEGAL, AND ETHICAL MANNER.**	
	2.1.3.1	Define and provide examples of management skills used to organize an AFNR business (e.g., management types, organizational structures, time management techniques, conducting business agreements, etc.).
	2.1.3.2	Identify and interpret appropriate local, state, federal, international, and industry regulations that impact the management and operation of AFNR businesses.
	2.1.3.3	Identify and evaluate the presence or lack of ethical standards in planning and operating AFNR businesses.
	2.1.3.4	Analyze the effectiveness of different management skills used in an AFNR business.
	2.1.3.5	Assess and describe the positive and negative impact of local, state, federal, international, and industry regulations on the management and operation of AFNR businesses.
	2.1.3.6	Analyze the importance of using ethical standards and develop methods to communicate ethical standards within AFNR businesses.
2.1.4	**EVALUATE, DEVELOP AND IMPLEMENT PROCEDURES USED TO RECRUIT, TRAIN, AND RETAIN PRODUCTIVE HUMAN RESOURCES FOR AFNR BUSINESSES.**	
	2.1.4.1	Research and explain the meaning and functions of human resources in AFNR businesses (e.g., recruitment, evaluate employee performance, employee record management, compensation, etc.).
	2.1.4.2	Identify and explain programs used in AFNR businesses to recruit, train, and retain employees and define their purpose (e.g., career development, training plans, recruitment plans, evaluation programs, etc.).
	2.1.4.3	Research and summarize purposes and objectives of benefit and compensation plans for AFNR businesses.
	2.1.4.4	Create methods to describe specific positions and structures of an AFNR business to share with human resources (e.g., job descriptions, business information sheet, pamphlet, etc.).
	2.1.4.5	Analyze and evaluate programs used to recruit, train, and retain employees based on their effectiveness.
	2.1.4.6	Generate compliant and competitive benefit and compensation plans for AFNR business employees.
	2.1.4.7	Establish and maintain appropriate records and reports on human resources in AFNR businesses (e.g., personal records, absenteeism record, payroll data, employee requests, etc.).
	2.1.4.8	Design guidelines and programs to recruit, train and retain employees in AFNR businesses.
	2.1.4.9	Create recommendations for AFNR employers to improve current benefit and compensation plans (e.g., how to motivate employees, recognize productivity, equitably compensate, etc.).

Topic 2.2			*Use record keeping to accomplish AFNR business objectives, manage budgets, and comply with laws and regulations.*
		Student Competencies	
	2.2.1		**APPLY FUNDAMENTAL ACCOUNTING PRINCIPLES, SYSTEMS, TOOLS, AND APPLICABLE LAWS AND REGULATIONS TO RECORD, TRACK, AND AUDIT AFNR BUSINESS TRANSACTIONS (E.G., ACCOUNTS, DEBITS, CREDITS, ASSETS, LIABILITIES, EQUITY, ETC.).**
		2.2.1.1	Examine and describe accounting systems and procedures used for record keeping in AFNR businesses (e.g., cash vs. accrual systems, identification of appropriate accounts, double-entry accounting, entry of debits and credits, etc.).
		2.2.1.2	Research and summarize the features of different tools and services for recording, tracking, and auditing AFNR business transactions (e.g., electronic tools, paper-based tools, consultative services, online services, banking services, etc.).
		2.2.1.3	Research and examine the implications of applicable laws and regulations related to recording, tracking, and auditing AFNR business transactions (e.g., Generally Accepted Accounting Principles, data security, etc.).
	2.2.2		**ASSEMBLE, INTERPRET, AND ANALYZE FINANCIAL INFORMATION AND REPORTS TO MONITOR AFNR BUSINESS PERFORMANCE AND SUPPORT DECISION-MAKING (E.G., INCOME STATEMENTS, BALANCE SHEETS, CASH-FLOW ANALYSIS, INVENTORY REPORTS, BREAK-EVEN ANALYSIS, RETURN ON INVESTMENT, TAXES, ETC.).**
		2.2.2.1	Compare and contrast the different types of financial reports (e.g., income statements, cash flow statements, equity statements, etc.) and their frequency of use (e.g., daily, weekly, monthly, quarterly, annual) for monitoring AFNR business performance.
		2.2.2.2	Research and summarize strategies for tracking, reporting and managing inventory in AFNR businesses (e.g., spreadsheets, databases, word processing, networked systems, the Internet, etc.).
		2.2.2.3	Define and classify different types of taxes that may be paid by AFNR businesses (e.g., income, property, sales, employment, estate, etc.).
Topic 2.4			*Develop a business plan for an AFNR business.*
		Student Competencies	
	2.4.1		**ANALYZE CHARACTERISTICS AND PLANNING REQUIREMENTS ASSOCIATED WITH DEVELOPING BUSINESS PLANS FOR DIFFERENT TYPES OF AFNR BUSINESSES.**
		2.4.1.1	Describe the meaning, importance, and economic impact of entrepreneurship on the AFNR industry and larger economy.
		2.4.1.2	Categorize the characteristics of the types of ownership structures used in AFNR businesses (e.g., sole proprietorships, cooperatives, partnerships, and corporations).
		2.4.1.3	Research and describe the components to include in a business plan for an AFNR business.

	2.4.2	**DEVELOP PRODUCTION AND OPERATIONAL PLANS FOR AN AFNR BUSINESS.**
	2.4.2.1	Identify and define the components of operational plans in AFNR businesses (e.g., location, supply and inventory management, production and distribution, organization structure, etc.).
	2.4.2.2	Devise strategies to illustrate the production process of an AFNR business to produce a specific agricultural product.
Topic 2.5		*Use sales and marketing principles to accomplish AFNR business objectives.*

		Student Competencies
	2.5.1	**ANALYZE THE ROLE OF MARKETS, TRADE, COMPETITION AND PRICE IN RELATION TO AN AFNR BUSINESS SALES AND MARKETING PLANS.**
	2.5.1.1	Distinguish and explain markets related to AFNR businesses (e.g. commodity markets, energy markets, etc.).
	2.5.1.2	Research and summarize different forms of market competition found in AFNR businesses (e.g., direct competitors, indirect competitors, replacement competitors, etc.).
	2.5.2	**ASSESS AND APPLY SALES PRINCIPLES AND SKILLS TO ACCOMPLISH AFNR BUSINESS OBJECTIVES.**
	2.5.2.1	Identify and explain components of the sales process for AFNR businesses (e.g., understanding needs, develop solutions, close sale, etc.).
	2.5.2.2	Research and summarize examples of different types of sales calls used in AFNR businesses (e.g., cold calls, face-to-face meetings, follow up calls, etc.).
	2.5.2.3	Apply the sales process to AFNR businesses and communicate ways of accomplishing the businesses' goals and objectives.
	2.5.2.4	Assess different customer reactions that could be encountered during different types of sales calls used in AFNR businesses and prepare an appropriate response (e.g., objections, competitor prices, competing products, post-sale service, complaints about product, etc.).
	2.5.2.5	Analyze the sales process of AFNR businesses and create methods to suggest improvements.
	2.5.2.6	Create strategies for developing plans for different types of sales calls used in AFNR businesses.
	2.5.3	**ASSESS MARKETING PRINCIPLES AND DEVELOP MARKETING PLANS TO ACCOMPLISH AFNR BUSINESS OBJECTIVES.**
	2.5.3.1	Identify and explain marketing principles used in AFNR businesses (e.g., 4 P's [product, place, price, promotion]; attention, interest, desire, action, etc.).
	2.5.3.2	Research and categorize different strategies used in marketing programs for AFNR businesses (e.g., Internet, direct to customer, social media, etc.).
	2.5.3.3	Research and summarize the purpose, components and process to develop marketing plans for AFNR businesses.
	2.5.3.4	Assess and select appropriate alternative marketing strategies (e.g. value-adding, branding, niche marketing, etc.) for AFNR businesses using established marketing principles.

	2.5.3.5	Compare and contrast the strategies of marketing for products and services used in AFNR businesses (e.g., direct marketing, commodities, etc.).
	2.5.3.6	Perform a market analysis to gather information for marketing plans for AFNR businesses (e.g., evaluation of competitors, customers, domestic and international policy, regulations and rules, standards, etc.).

Career Ready Practices

1.   Act as a Responsible and Contributing Citizen and Employee
Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others.   They are conscientious of the impacts of their decisions on others and the environment around them, think about the near-term and long-term consequences of their actions, and seek to act in ways that contribute to the betterment of their teams, families, community, and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

2.   Apply Appropriate Academic and Technical Skills
Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications and make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

3.   Attend to Personal Health and Financial Well-Being
Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice health diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

4.   Communicate Clearly, Effectively, and with Reason
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice and organization and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

5.   Consider the environmental, social, and economic impacts of decisions
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organizations and the environment. They are aware of and utilize new technologies, understandings, procedures, materials and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and profitability of the organization.

6.   Demonstrate creativity and innovation
Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

7.   Employ valid and reliable research strategies
Career-ready individuals are discerning in accepting and using new information to make decisions, change practices, or inform strategies. They use a reliable research process to search for new information and evaluate the validity of sources when considering the use and adoption of external information or practices. They use an informed process to test new ideas, information, and practices in their workplace situation.

8.   Utilize critical thinking to make sense of problems and persevere in solving them
Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur, quickly take action to address the problem, thoughtfully investigate the root cause of the problem prior to introducing solutions, and carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

9.   Model integrity, ethical leadership, and effective management
Career-ready individuals consistently act in ways that align to personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes, and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture.

10.   Plan education and career path aligned to personal goals
Career-ready individuals take personal ownership of their own educational and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience, and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the educational and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

11.   Use technology to enhance productivity
Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology, being proficient with ubiquitous technology applications. They understand the inherent risks, personal and organizational, of technology applications, and they take actions to prevent or mitigate these risks.

12.   Work productively in teams while using cultural/global competence
Career-ready individuals positively contribute to every team whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.