

Supervised Business Experience

Handbook



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SUPERVISED BUSINESS EXPERIENCE PROGRAM

Overview

The Supervised Business Experience (SBE) program is a workplace learning experience, which is an extension of the business education classroom. SBE training is designed for students in approved business education programs currently enrolled in a course such as Business Technology, Accounting II, and Network Administration. The SBE program provides on-the-job work experience that gives students the opportunity to master academic and workplace skills. Students can make the connection with real world expectations in terms of accuracy of work, production, staying on task, responsibility for work—all components which are stressed in the classroom setting. The work experience reinforces the importance of interpersonal skills, which gives students a forum to develop positive workplace experiences as they enter the workforce or prepare for continued education. The SBE program facilitates the transition from the classroom to the workplace.

The SBE program is one of the ways schools can meet Missouri School Improvement Program (MSIP) Standard 7.3 “Career education is an integral component of the district’s educational program.”

Program Objectives

The cooperative efforts of the teacher/coordinator and employer result in academic and work related instruction and appropriate on-the-job training related to the student’s individual needs and career goals.

The objectives of the Supervised Business Experience program for business students are:

- Complete sufficient training and experience to secure full-time employment in a business occupation upon graduation from high school or to continue education in a related career
- Develop good attendance and punctuality habits necessary for successful employment
- Develop the ability to deal effectively with other workers and to accept supervision
- Develop personal traits and attitudes necessary for success in a career in business

Benefits to Students – School – Community – Employer

Benefits to Students

- Use academic skills as they learn career-oriented technical skills
- Student contact with adult role models

- Better opportunities for more challenging and meaningful work
- Satisfaction with school
- Positive attitude toward work
- Marketable job skills

Benefits to Schools

- Student motivation to perform well
- School retention
- Students more likely to pursue post-secondary education
- Heightened visibility in the community
- Greater student commitment to school due to the relevance between school and work
- State and federal career education funds provide support

Benefits to the Community

- Trained labor for the workforce
- Reduction of unemployment
- Student respect for work
- Tax revenues on student earnings

Benefits to the Employer

- Lower employee turnover rate and training costs
- Public relations benefits in the community
- Screening, selection, and recruitment services
- The opportunity to assist in shaping school curriculum

Steps to Starting and Operating an SBE Program

1. Approval for SBE Program—refer to DESE Approved Career Education Programs for specific information about new program approval and DESE guidelines and off-campus requirements.
2. Coordinator Certification—the teacher/coordinator must be certified as a career education business instructor and complete the course in Coordination of Cooperative Education as described in the Certification for SBE Teacher/Coordinator section.
3. Recruiting Students—provide potential students with information about the SBE Program including Benefits to Students – School – Community – Employer and review requirements for students to participate in SBE. Develop an application process for students and provide the information to school counselors and other local educators. Develop an application form for students and any other necessary documentation for the SBE Program. The process should include individual interviews with students applying for the program and recommendations from other teachers.

4. Contact Employers—provide potential employers with information about the SBE Program including Benefits to Students – School – Community – Employer. Arrange for visits to meet with potential employers/supervisors. Review of training stations criteria and checklist can aid in the selection of appropriate training stations. Develop a database of possible worksites.
5. Provide Information to Students—students who have been accepted in the SBE program should meet with the teacher/coordinator for training in the job application process (could be a review for students or a more in-depth session). Students should be advised that job information will be posted and will include a description of work to be performed and how to make contact to arrange an interview. Students should sign the job posting to indicate their intent to arrange for an interview. A resume should be developed by students to use during the interview process.
6. Develop IMP with Student—students who have secured a job should meet with the teacher/coordinator to develop an Instructional Management Plan that should serve as a guide to classroom instruction and worksite experiences. An orientation to SBE could be scheduled to review classroom management procedures.
7. Complete Training Agreement—the Training Agreement should identify the responsibilities of all parties involved and once signatures are in place, copies of the agreement should be distributed to all parties.
8. It is required that a record of each student's gross earnings and hours worked be kept on file in the coordinator's office as suggested in the sample Wage and Hour Report.
9. Worksite visits—the teacher/coordinator should schedule visits to the worksite as often as necessary during the grade period to evaluate the performance of the student on the job and document areas of instruction requiring improvement. Reports such as Wage and Hour and On-the-Job Training should be discussed at these visits.
10. Employer Recognition—provides an opportunity for students, the school, and the community to say thank you to employers for their support of the SBE Program.
11. End of Year Evaluation of Program—the career education business program including SBE should be evaluated annually to determine the program's effectiveness and identify changes needed to improve the program. Sources of input for the written evaluation plan could include the Questionnaire/Evaluation of SBE for staff input, Student Evaluation of SBE to provide student input, and Follow-up Survey of Career Education Graduates. The Advisory Committee should be involved in the evaluation process. The end of the year is an excellent time for the teacher/coordinator to review the Model SBE Program components and set standards for the following year. The end of the year is also an ideal time to review documents to keep on file and organize files in preparation for the next year.

12. An ongoing process should include the Promotion of SBE to Students – Parents – School – Community—to continually encourage positive public relations about the SBE Program.

SBE Policies and Procedures

Guidelines for Supervised Business Experience Program

For a SBE program to be funded by Career Education, the following guidelines must be followed:

1. An application for approval of a career education program (http://dese.mo.gov/divcareered/program_approval.htm) must be made for schools not currently offering an approved career education program. Schools will be notified in a letter of approval to the superintendent of the school district.
2. Supervised Business Experience should be open to all students who want to be involved and who can benefit from the program. Requirements for participating students include that the student should:
 - Be age 16 and a junior or senior in high school/career center (according to local policy)
 - Have completed at least one business education course (such as Keyboarding, Computer Applications and/or Accounting)
 - Be currently enrolled in related classroom instruction (such as Business Technology, Accounting I and/or II, Network Administration)
 - Have achieved minimum of 2.0 grade average (out of 4.0)
 - Have consent from parent/guardian
 - Have satisfactory school attendance and disciplinary records
 - Be scheduled for a minimum of 10 hours of work per week for ½ credit per semester and a minimum of 20 hours for 1 hour credit per semester
 - Must follow policies as stated in DESE Off Campus Credit Granting Policies found in Appendix G of the graduation handbook found at: http://www.dese.mo.gov/divimprove/sia/Graduation_Handbook_2010.pdf and Policies for Cooperative Vocational Education Letter found at: http://www.dese.mo.gov/divcareered/Marketing/Cooperative_Education/Mark_Coop_Policies.pdf
3. Facility and equipment requirements must be met within a specified time for program approval. In addition, office space with a telephone should be provided for SBE coordinators.
4. Students are required to be enrolled simultaneously in a related career education business class and the supervised employment-training program.
5. The teacher/coordinator must meet the career education business education certification requirements and must have completed a course in Coordination of Cooperative Education, which can be found at: http://www.dese.mo.gov/divcareered/documents/BE_approved_courses.pdf. Additional information can be found in teacher/coordinator Qualifications and

Certification for SBE Teacher/Coordinator at:
<http://www.dese.mo.gov/schoollaw/rulesregs/EducCertManual/Index.htm>.

6. The teacher/coordinator will provide in-class related instruction and be responsible for supervision of students at their on-the-job training sites.
7. The SBE students' training stations must be appropriate for the occupational categories for which the program is designed.
8. A current written Instructional Management Plan between the school and the training sponsor must be on file. The plan should identify both in-class instruction and on-the-job training that the student will receive.
9. A written training agreement between the school and the training sponsor must be on file. This agreement assures that students are employed and compensated in conformity with federal, state, and local laws and without regard to race, color, national origin, sex, or history.
10. The teacher/coordinator's schedule must include one period per day in a traditional class schedule for supervision for each 12-15 students enrolled in an on-the-job training program.
11. Evaluation of students on the job must include occupationally specific skills as well as attitudinal criteria as suggested in the On-The-Job Training Report.
12. The credit awarded for on-the-job training should be 1/2 unit for each 10-19 hours and 1 credit for 20 or more hours of employment per week. No more than 2 units of credit may be awarded to a student for on-the-job training.
13. The coordinator will visit each student a minimum of one time per quarter during the coordinator's contract period.
14. The teacher/coordinator will be reimbursed by the local school district for travel associated with administration/supervision of the program. Coordinators using private vehicles shall be reimbursed by the school for travel at the rate determined for other school personnel. Expenditures for in-district travel may be submitted to the appropriate local administration.
15. The contract length for a SBE coordinator is recommended to be ten months.

DESE Approved Career Education Program

To have a Supervised Business Experience, the school must have an approved career education business program, the course where the classroom instruction takes place is normally Business Technology, Accounting I and/or II, or Network Administration.

If the school does not have an approved business program, application for a new program, requests for new program approval must be submitted.

http://www.dese.mo.gov/divcareered/documents/MCE_Secondary_and_Adult_New_Program_Application.pdf

The Supervised Business Experience program must meet guidelines as set forth by the business education section director as well as the policies of off-campus programs

approved by the Department of Elementary and Secondary Education. The specifics can be found in DESE Off Campus Credit Granting Policies and Policies for Cooperative Education Letter.

In order to be eligible for off-campus programs, students must:

- Be age 16 and a junior or senior in high school/career center (according to local policy)
- Have completed at least one business education course (such as Keyboarding, Computer Applications and/or Accounting)
- Be currently enrolled in related classroom instruction (such as Business Technology, Accounting I and/or II, Network Administration)
- Have achieved minimum of 2.0 grade average (out of 4.0)
- Have consent from parent/guardian
- Have satisfactory school attendance and disciplinary records
- Be scheduled for a minimum of 10 hours of work per week (preferably 15)
- Must follow policies as stated in DESE Off Campus Credit Granting Policies found in Appendix G of the graduation handbook found at: http://www.dese.mo.gov/divimprove/sia/Graduation_Handbook_2010.pdf and Policies for Cooperative Vocational Education Letter found at: http://www.dese.mo.gov/divcareered/Marketing/Cooperative_Education/Mark_Coop_Policies.pdf

Teacher/Coordinator Qualifications and Certification

Individuals employed to teach in a SBE program must meet the business education certification requirements and complete a course in Coordination of Cooperative Education. The course is listed with Approved Career Education Courses at several Missouri Business Teacher Education Institutions.

http://www.dese.mo.gov/divcareered/documents/BE_approved_courses.pdf

The SBE teacher/coordinator must hold a teaching certificate issued by the Department of Elementary and Secondary Education, which is appropriate for his/her teaching assignment. The SBE teacher/coordinator must meet the required certification standards of the business education program area. Current requirements are on the Business Education Website. Questions regarding business education teacher certification requirements for business education should be directed to Debbie Butcher, Teacher Certification Section of the Department of Elementary and Secondary Education at Debbie.butcher@dese.mo.gov or 573-751-7863.

Coordination Time

The teacher/coordinator who provides related in-class instruction must also coordinate the students' on-the-job training.

The teacher/coordinator shall receive one hour of release time per 12-15 students for coordination of the on-the-job training. In addition, it is recommended that the coordinator shall have an extended employment contract for training station

development and site visits, training plan negotiation, and placement of students in training stations.

In addition, the teacher/coordinator is expected to coordinate each student's Instructional Management Plan with the classroom curriculum, monitor student progress at the training station, counsel students, and maintain adequate records. A ten-month contract is recommended.

Training Station Selection Criteria

The teacher/coordinator should consider the following criteria when approving training stations for students in the Supervised Business Experience program.

The training experience should:

- Relate to the student's interests, aptitudes, and career objectives
- Be appropriate to the student's present basic skill level
- Be viewed as training for a student worker rather than as a part-time job for a student
- Pay the prevailing hourly wage for beginning workers with similar training and experience
- Provide employment for at least 10 hours a week and for the full school year (15 hours are recommended)
- Provide up-to-date facilities and equipment

The student should be assigned to a specific supervisor and that person should be:

- Interested in the training program and willing to assist with it
- Familiar with the goals and objectives of the SBE program
- Competent in the skills and technical knowledge required of the student on the job
- Able to demonstrate those business traits and attitudes considered essential to success in the business world

The employer should cooperate by:

- Allowing the teacher/coordinator to visit the training station to observe the student at work
- Making periodic appraisals of the student's work performance

- Providing time for conferences with the teacher/coordinator to plan, evaluate, and discuss the student's experience, progress, or problems
- Agreeing to promote school attendance and cooperate with the teacher/coordinator in maintaining the standards and rules of the SBE program
- Agreeing to enter into a training agreement designed for the student

Instructional Management Plan (IMP)

The Instructional Management Plan is an individualized program of instruction designed to correlate the classroom instruction with the on-site work experiences for the student. The IMP serves as the master plan to guide the teacher/coordinator, student, and training supervisor. The IMP is developed from the competency-based curriculum in the career education business class and the student's career objective with input provided by the training supervisor. The IMP should serve as a guide for classroom instruction and worksite experiences so that the student can expand his/her insight into the occupational area and develop appropriate job skills.

The Instructional Management Plan should contain at least the following information:

- Name of student and social security number
- Name and address of training worksite
- Supervisor's name and telephone number and/or e-mail
- Starting date and ending date of training
- Skills/Knowledge to be developed in related career education class
- Training to be attained on the job

An Instructional Management Plan should be kept on file for each student who is enrolled in the SBE program. Refer to the sample Instructional Management Plan that is recommended by the Business Education Section of the Missouri Department of Elementary and Secondary Education.

Training Agreement

A training agreement should identify the responsibilities of each party involved in the SBE program. It serves as a demonstration of commitment but is not considered a contract or legal document. All parties should honor the provisions included in the agreement; however, changes can be made if mutually agreed to by all parties.

A training agreement for the Supervised Business Experience program should include the name of student and school, name and address of the training worksite, and the supervisor's name, title of the supervisor, telephone number and/or e-mail address.

It should also contain guidelines that the student, parents, employer, and the teacher/coordinator agree to follow during the time the student participates in the program. Other considerations for the training agreement include:

- Purpose of the training agreement
- Career goal of the student
- Duration of the training period
- Work schedule/hours of work for the student and rate of pay
- School credit to be earned by the student
- Employer responsibilities
- School and teacher/coordinator responsibilities
- Parent responsibilities
- Student responsibilities
- Non-discrimination disclaimer clause
- Signatures of those involved

The coordinator should explain the Training Agreement and obtain signatures of parties immediately upon placing a student at a training station. All parties should receive a signed copy of the training agreement.

Although Instructional Management Plans and Training Agreements are not legal documents, they provide formality and foster understanding of the expectations of participants in the Supervised Business Experience program. These documents should be prepared for each student enrolled in the SBE program.

Classroom Management

Supervised Business Experience gives students the opportunity to develop skills and attitudes not usually taught in other courses and to obtain refresher training in skills, which have been previously learned. The instruction received in the classroom and experience gained on the job complement one another.

An orientation to SBE should be conducted at the beginning of the school year. This provides an opportunity for the coordinator to:

- Review the program requirements and responsibilities of students
- Review student agreement and Instructional Management Plan
- State expectations regarding dress, grooming, attitude, honesty, and integrity
- Emphasize work habits in the classroom and on the worksite
- Establish classroom rules and the care of room and equipment
- State attendance expectations and absence call-in policy

- Review forms to be used
- Discuss the policy and procedure for classroom and on-the-job evaluation

Consideration might be given to incorporating all of these items into a handbook for the student to serve as a reference throughout the year.

Worksite Visits

The teacher/coordinator should make a minimum of one visit per quarter to the training worksite. Should problems arise, more frequent visits may be required. The purpose of the visit is to observe the student at work and to confer with the supervisor regarding the student's training progress. Other topics that might be discussed are:

- Attendance and punctuality of the student
- Knowledge of job and performance of duties
- Productivity
- Acceptance of supervision
- Work habits
- Appropriateness of dress
- Student's ability to fit into the established routine of the worksite
- Employer's formal evaluation of student (to be completed quarterly)

When a student is experiencing difficulty or conflict on the job, conferences should be held with all parties concerned to determine the source of the problem and identify possible solutions. A decision should be made only after a thorough evaluation. It may be necessary that the student be placed under probation, removed from the training station, or removed from the program. In most cases, however, closer supervision of the student may be all that is necessary.

Following receipt of the evaluation from the employer, the teacher/coordinator should review the completed form with the student pointing out strengths and weaknesses and making suggestions for improvement.

Documentation to Keep on File

The following documents should be kept on file by the teacher/coordinator:

- A current instructional management plan, which identifies both in-class instruction and on-the-job training that the student will receive while in the SBE program. Refer to Instructional Management Plan section for more information.
- Employer evaluations. Refer to On-The-Job Training Report.
- A training agreement with the signatures of the student, parent, employer, and coordinator. Refer to Training Agreement section and sample.

- Appropriate follow-up for each graduate (employed in related position, continuing education, etc.) Refer to Follow-up Survey of Graduates.

Model SBE Program

The key identifiers for a model business education program can be applied to the Supervised Business Experience program. A model SBE program can be defined as one that exhibits strengths in the following areas:

- An advisory committee that supports the business education program
- Curriculum that is competency-based
- Instructional resources that provide up-to-date technology for the classroom
- A student organization (FBLA) that enhances business leadership skills
- Transition opportunities to prepare students for the workplace/further education
- Program evaluation which consists of a written program evaluation plan that identifies strengths and concerns as well as a plan for improvement
- Professional development activities for students

Advisory Committee

The common standards for Career Education in Missouri require an advisory committee. The committee must have appropriate representation from business/industry, male, female, and minority personnel. Members are volunteers who share an expert working knowledge of the job tasks and competency requirements for specific occupations. The purpose of the committee is to improve the quality and impact of instruction in programs that prepare workers for specific occupations. Members provide advice for competency-based curriculum, input on labor market trends, recommendations for possible training sites, and information about career opportunities.

The committee activities are limited to suggestions, recommendations, and assistance. Advisory committees have no administrative or faculty control of programs.

If the program does not have an advisory committee, permission to organize one should be obtained. The teacher/coordinator and other members of the business education faculty should compile a list of possible candidates to serve on the committee. It would be helpful to have a guidance counselor, principal of the high school, other business teachers, and district supervisory personnel on the committee. The committee should include representatives from business/industry, CTE students, and other diversities within the community. State guidelines do not specify the number of people who should serve on the committee. The local district determines the makeup of the advisory committee.

The teacher/coordinator should send a letter to potential members explaining the purpose and function of the advisory committee members. Once members have been

selected, a letter is sent by the teacher/coordinator to announce that the formal appointment has been made.

There is no specific requirement for the number of meetings to be held each year. However, before each meeting, the teacher/coordinator should check with the committee chairperson to be sure that all members have been notified of the meeting date and that an agenda has been sent to every member. Minutes should be taken of the meeting; copies should be distributed to the membership, and a copy should be kept on file in the coordinator's (or principal's) office.

Competency-Based Curriculum

The career education business in-class instruction and on-the-job training serve jointly to contribute to the student's employability. A close relationship must be maintained between instruction and occupational experience. Competencies have been developed for business education courses which serve as the related in-class instruction (such as Business Technology, Accounting, Network Administration). The competencies for business education have been cross-referenced to the Missouri Show-Me Standards. The competencies for in-class instruction and the worksite training should be identified on the student's Instructional Management Plan. The teacher/coordinator who provides related in-class instruction must also coordinate the students' on-the-job training.

Evidence files should include documentation to meet MSIP Standard 7.3.1

"Competency-based curriculum has been implemented to meet the diversified needs of all students and prepare them for entry into the workplace and/or continued education."

Instructional Resources for the Business Classroom

Instructional resources should include up-to-date resources and equipment. Technology is an integral part of the instructional program and students should have access to current instructional resources in the related class (such as Business Technology, Accounting I and/or II, Network Administration). The teacher/coordinator should implement instructional strategies to accommodate learning styles of all students in the SBE program.

Leadership Development with Future Business Leaders of America

Future Business Leaders of America (FBLA) is the Career and Technical Student Organization for all students enrolled in business education courses. Through participation in FBLA, business students learn to engage in individual and group business enterprises, to develop leadership skills and direct the affairs of a group, to work with other student organizations, and to compete with other students. The purpose of FBLA is to provide, as an integral part of the instructional program, additional opportunities for business education students to develop career competencies and to promote civic and personal responsibilities.

Many FBLA activities are designed to help business students develop the knowledge and attitudes necessary to succeed as employees and as consumers. Therefore, FBLA

activities can be effective teaching opportunities and reinforcement experiences for SBE students. These activities are valuable in developing positive work attitudes, assisting students in learning about employment opportunities, developing job application and interviewing skills, helping students learn about the free enterprise system, and fostering positive attitudes about civic and social responsibilities.

SBE students are strongly encouraged to join and participate in FBLA activities. FBLA is regarded as the professional organization for business students, and through participation in FBLA, SBE students have an opportunity to develop leadership competencies. For additional information visit the Missouri FBLA Website.

Vocational evidence files should include documentation to meet MSIP Standard 7.3.2 “Career and technical student organizations for each approved vocational program are in place as intracurricular instructional methods.”

Transition Opportunities to the Workplace and/or Continued Education

The SBE program will provide the opportunity to facilitate the transition from school to work by providing on-the-job training under the guidance of the teacher/coordinator who is a certified vocational business education teacher and who has experience as an office worker, business manager, and/or owner. Other worksite educational opportunities include job shadowing and internships.

Evidence files should include documentation to meet MSIP Standard 7.3.3 “career education programs provide students with assistance in the transition to the workplace and/or continued education.”

Program Evaluation – SBE and Program

The purpose of program evaluation is to determine the program’s effectiveness and identify changes needed to improve the program. This evaluation will provide information for program revision and improvement. The evaluation plan should be written and should be reviewed annually.

http://www.dese.mo.gov/divcareered/Business/Sample_Program_Evaluation_Guide.pdf

A variety of data sources should be used to conduct the evaluation. Information about student learning can be found in records indicating student mastery of the established curriculum competencies. Program completion and retention rates, as well as school graduation and retention rates for students enrolled in the program can provide valuable information on the program's ability to serve student needs. Follow-up studies of program completers and their employers are important sources of information. Student placement, effectiveness of the curriculum and instructional process, and suggestions for improvement of the program can be gathered through the follow-up process.

Other data sources could include advisory committee input and recommendations, and business/industry information on labor market demand

and employment needs. An excellent resource for information about labor market demands and employment needs is Missouri Economic Research and Information Center (MERIC) <http://ded.mo.gov/researchandplanning/>. Use the Report for Local Program Quality Improvement. [http://www.dese.mo.gov/divcareered/documents/MCE Revised Standards Report Fill In Form 6-09.pdf](http://www.dese.mo.gov/divcareered/documents/MCE_Revised_Standards_Report_Fill_In_Form_6-09.pdf). The Follow up Survey of Graduates can provide data from former students.

The program evaluation process should address business program and include Supervised Business Experience. Two sources for documentation of the SBE program include Questionnaire/Evaluation of SBE for Program Evaluation for teacher/coordinator use (pg. 36) and Student Evaluation of SBE Program (pg. 37).

After analysis of the data, the teacher-coordinator should develop a written report. The report should include a description of the program, documentation of its current effectiveness, and recommendations for program improvement. The evaluation report should be shared with advisory committee members, school administrators, and other interested parties. For additional information, refer to the Guide to Developing a Written Evaluation Plan for Business Education.

The Missouri School Improvement Program (MSIP) includes standards and performance measures specifically for education programs. The MSIP process is designed to assist school districts to improve the educational opportunities for all students and to assess how well each district is meeting the standards established by the State Board of Education. Each career education program should conduct its own program improvement review, based on the MSIP standards, prior to the district's MSIP review. This will allow the teacher/coordinator to determine how well the program is meeting the established standards and will ensure that the Business Education program is an integral part of the MSIP review process and the district's school improvement plan.

Evidence files should include documentation to meet MSIP Standard 7.3.4 "The district implements an accountability system to assess student progress and program effectiveness."

Professional Development – Interpersonal Skills

Professional development is an essential component in the development of a student preparing for a career in business. The Business Technology curriculum includes a section which addresses the essential interpersonal skills and should be included in the student's Instructional Management Plan.

Demonstrate Proper Workplace Behaviors

1. Maintain good attendance record
2. Interact effectively with others
3. Respect beliefs, opinions, and rights of others

4. Work effectively in teams
5. Demonstrate positive behavior when given direction, criticism and comment
6. Manage stress effectively
7. Use appropriate language
8. Demonstrate proper professional appearance
9. Exhibit positive attitude
10. Exhibit initiative
11. Exhibit punctuality
12. Exhibit responsibility
13. Exhibit dependability
14. Exhibit honesty
15. Demonstrate proper business etiquette

Workplace Behaviors: Instructional Module for Interpersonal Skills is a module of realistic activities that have been developed in the areas of work ethics, professionalism, teamwork, diversity, communication and social skills. The activities may be adapted for middle school through postsecondary levels. These work-based activities address competencies in the SCANS (Secretary's Commission on Achieving Necessary Skills) Report. The module may be ordered from IML (Instructional Materials Laboratory), 1400 Rock Quarry Center, University of Missouri, Columbia, Missouri 65211 or call 800-669-2465. Their website is: <http://iml.missouri.edu/>.

Legal Issues

The Supervised Business Program must comply with all local, federal, and state labor laws, which pertain to employment of students. In addition, the teacher/coordinator should be knowledgeable of wage and tax laws, which affect students and their earnings.

Federal and State Labor Laws

All local, state, and federal labor laws pertain to the employment of students unless they are exempted by special application and approval. The teacher/coordinator should become familiar with the regulations that apply to students, occupations, and participating training stations. Information is available through the Missouri Department of Labor and Industrial Relations, Division of Labor Standards, at 3315 West Truman Boulevard, Room 213, PO Box 504, or contacting at 573-751-4091 or <http://www.dolir.mo.gov>.

Basic labor regulations concern the following:

- Age restriction

- Hours of work
- Minimum wage and overtime pay
- Hazardous occupations
- Minimum wage exemptions for students

Missouri has child labor laws, which apply to virtually all employment situations regardless of volume of sales, business done or number of employees, and regardless of federal coverage.

Federal child labor laws apply to all businesses engaging in interstate commerce or businesses handling goods produced for movement through interstate commerce. Federal provisions cover employees of federal, state and local government agencies.

Students enrolled in Supervised Business Experience must be at least 16 years old and must comply with all laws pertaining to that age group.

Hazardous Occupations

Supervised Business Experience training stations involve work in an office environment and, as such, are usually not considered in the hazardous occupations category. However, office work may occur in a plant or around other occupations considered hazardous which law forbids for persons less than 18 years of age. A complete listing of these hazardous occupations is established by law and can be found in the labor laws of Missouri and the child labor requirements in non-agricultural occupations, US Department of Labor at <http://www.dol.gov/>.

Withholding and FICA Taxes

Federal and state tax laws require employers to withdraw portions of an employee's earnings for specific taxes. Unless exempt status can be claimed, students are also required to pay federal and state income taxes. Students must also pay social security taxes (FICA).

The federal and state income taxes withheld from a student depend upon the gross earning amount, marital status, and number of exemptions claimed. The Social Security tax rate is based on the annual gross earnings of the student up to a maximum amount paid during the calendar year.

Various publications provided by the Internal Revenue Service can help keep the teacher/coordinator updated with current tax laws. Tax information and forms are available at <http://www.irs.gov/formspubs/index.html> or call 800-829-1040 for assistance.

Students in Supervised Business Experience should be informed about:

- Personal exemption
- Filing requirements

- Form W-4.

A personal exemption is not allowed to an individual who is claimed as a dependent on another taxpayer's return. Therefore, a student who is claimed as a dependent on his/her parent or guardian's tax return cannot claim a personal exemption.

Filing requirements differ for a student who is self-supporting and a student who is claimed as a dependent. Current IRS publications should be consulted to determine the amount that a single unmarried student who cannot be claimed as a dependent may earn and the amount that a student who can be claimed as a dependent can earn before being required to file a tax return. There may also be restrictions on unearned income that affect SBE student's status.

SBE students must provide a signed W-4 to their employer when they begin employment. A student who may be claimed as a dependent by his/her parents or guardians may claim exempt status on Form W-4. However, students should be cautioned that exemption status is available only if wage earnings and unearned income do not exceed a certain amount. If, during the school year, those earnings exceed the exempted limit, the student should complete a new Form W-4.

Equal Employment Opportunity Act

The Equal Employment Opportunity Act of 1972 declared unlawful discrimination employment practices based on a person's race, color, religion, sex, or national origin. This act protects the student from discrimination in hiring, firing, pay, or promotion.

Minimum Wage

The federal minimum wage rate applies to students. Coordinators should make every effort to recruit only employers who are willing to pay at least the federal minimum wage rate.

Worker's Compensation

The school and employer should have some kind of agreement about health and safety provisions for the student-learner. While the school has some responsibility for the health and safety of Supervised Business Experience students, most employment in Missouri is covered by worker's compensation.

Working conditions should be carefully evaluated in determining the suitability of training stations. Most employment in Missouri is covered by worker's compensation, although there are some exemptions from the law. However, when an employer is required by law to provide compensation, the student-learner should be eligible to participate. In the event of an accident which occurs on the job, this insurance covers the employer's full liability to the employee for medical and hospital expenses as well as partial liability for loss of employee's income. Worker's compensation is furnished and paid for by the employer; no deductions are withheld from the employee's wages for this coverage.

The teacher/coordinator may choose to be cautious about placing students with employers who may not carry worker's compensation insurance or other comparable coverage for injuries incurred while on the job. The student-learner is a bona fide employee and, therefore, should be placed in firms where adequate employee accident insurance is provided by the employer. Private insurance companies may not deny insurance coverage to an employer because he/she has workers 16-18 years of age.

If an employer is not in compliance with the law, the teacher/coordinator should discontinue the cooperative arrangement and seek an alternate training station for the student. Problems of violation are best avoided by selecting suitable training stations and by drawing up a written training agreement, which specifies conditions that insure compliance with regulations.

Unemployment Tax

Unlike workmen's compensation insurance, Supervised Business Experience students are not covered under the provision of the Missouri Unemployment Tax Law. Employers are not required to pay unemployment tax during periods in which students are enrolled in the program (from the first day of school to the last).

Promote SBE to Students – Parents – School – Community

A well-organized public relations program is vital to the success of a Supervised Business Experience program. The support a program receives will be affected by the actions taken during the year to develop and promote positive public relations.

The teacher/coordinator has the opportunity to provide information and publicity regarding the successful functioning of the program. Promotion of the program should include the need for the program, its operation, and its benefits to the student, community, and business.

Promoting Outside the School

Some suggestions for promoting the SBE program in the local business community are:

- Include business people in classes as speakers, advisory committee members, judges for events, and interviewers
- Take students on field trips and tours of businesses
- Seek a business partnership through the local Chamber of Commerce or participate in an adopt-a-school program
- Invite business people to school to observe special programs or activities; conduct tours through the school
- Send out an SBE program information summary to new employers in the area or to established employers with whom new contact is made

- Communicate with employers about special assignments that are made—such as a job description manual (request information such as company policies, history/origin, management chart, etc.)
- Participate in business/education programs such as Business-Industry-Education Day or similar activities

Involvement with civic organizations is an excellent way to promote the SBE program. The teacher/coordinator and/or students may want to:

- Serve as a speaker or panel member at a local civic meeting
- Give a presentation at a civic meeting about SBE students on the job—include statements of students about the value of the program
- Participate in parent/teacher meetings such as “open house” at the school or other such activities
- Present information at career fairs about the SBE program and its benefits
- Invite groups such as Toastmasters Club to present programs—for example, youth leadership program

Support from parents is an important element in a successful SBE program. Program promotion could consist of:

- Inviting parents to attend an orientation to the SBE program
- Planning and inviting parents to a morning coffee, brunch, or other such activity to share information about the program
- Including at least one parent on the program advisory committee
- Inviting parents on field trips and to FBLA meetings to assist as chaperons
- Giving a presentation about SBE to parents at parent-teacher meetings or other such meetings
- Inviting parents to the employer appreciation function

Effective public relations require the utilization of available media whenever possible. Suggestions include:

- Promoting National Career and Technical Education Month through local newspapers, radio, television coverage
- Sending out news releases about SBE activities
- Inquiring about a supplement to the local newspaper which focuses on Supervised Business Experience
- Communicating with the local Chamber of Commerce about student contributions to the community

Within the School

Promotion of the Supervised Business Experience program within the school includes communication with other teachers, students, administrative and guidance personnel, attendance, and other special services staff of the school. Care should be taken to communicate positive information regarding the benefits of the program and of student progress.

It is essential that the school administration be supportive of the SBE program. To promote an awareness of the program and to foster support for it, the following are suggested:

- Take the principal on visits to training stations
- Ask the principal to visit and talk with the SBE class on an informal basis—students can tell where they work and give brief descriptions of their jobs
- Send the principal and administration a list of students from the SBE class who were competitive event winners in FBLA contests
- Include administrative personnel in any type of recognition activities
- Distribute lists of participating employers and students for the semester/year

An important aspect of promotion is to make all students aware of the SBE program. The more students who have a positive image of the program, the greater the acceptance of SBE as a course and as an opportunity for all students. Some ideas for promotion are:

- Select an SBE student of the month/year and recognize that individual
- Use displays in prominent areas of school with pictures and information about SBE students
- Include a former SBE student on the advisory committee
- Arrange for students to talk with other business classes about SBE training and to help with recruiting
- Encourage SBE students to assist the coordinator in locating job openings

Employer Recognition

The employer recognition activity is a required component of the Supervised Business Experience program and is the most important social event of the SBE program year. The activity provides an opportunity for students, the school, and the community to acknowledge and honor employers for their cooperation in hiring and training students and to thank them for participating in the SBE program.

Although the focus of the event is on the employer, this activity should be treated as a learning experience as well as an opportunity for students to develop group spirit and

pride. Individually, and as a group, students have an opportunity to practice planning, social, and leadership skills.

The event also provides an opportunity for the coordinator to publicly acknowledge students for their accomplishments, to recognize student leadership, to recognize outstanding contributions, and to promote good public relations between the school, the administration, and the community.

Type of Activity

The type of activity to be considered will depend on several factors including student and administration preference, money and facilities available, and whether participation will include other vocational programs.

The type of activity (breakfast, open house, banquet) should be decided upon well in advance so that the necessary fundraising activities can be planned and carried out.

Appreciation activities can include:

- Framed certificates or other appropriate awards for all employers
- Recognition of community support—for example, the number of years employers have participated in the SBE program
- Special recognition awards to selected employers and students

Students should be involved in planning as well as all other phases of the activity. It is recommended that every SBE student choose or be appointed to a committee for the activity.

The employer appreciation activity is an excellent opportunity to promote positive public relations for the SBE program; and individuals in addition to employers that should be invited include:

- Members of School Board
- Local government (mayor) and/or civic leaders
- School District Administrative Personnel
- Members of Advisory Committee
- Career/Technical School Director
- Local Supervisor of Business Education
- Principal of School
- Guidance Counselors
- Parents of SBE Students

It is important to stress the significance and purpose of the employer appreciation activity to students. Not only is it a social learning experience for them, but it is also beneficial in terms of professional growth. This is an opportunity for the teacher/coordinator to stress some very important aspects of working and succeeding in the real world.

2010 CIP Codes (Classification of Instructional Programs)
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Students who are enrolled in Supervised Business Experience are preparing for employment in occupations, which are classified as Computer and Information Sciences and Support Services; Law, Legal Services, and Legal Studies; Health Professions and Related Clinical Sciences; or Business, Management, Marketing, and Related Support Services as listed in the 2010 Classification of Instructional Programs (CIP) codes published by the National Center for Education Statistics. The 2000 CIP Code for Supervised Business Experience is 52.0101. The following are the computer/business occupation clusters as classified by CIP Codes:

Computer and Information Sciences and Support Services

11.0103	Business/Office Automation/Technology/Data Entry
11. 0103	Computer and Information Sciences, General
11. 0103	Computer Programming/Programmer, General
11. 0103	Computer Systems Analysis/Analyst
11. 0103	Data Entry/Microcomputer Applications, General
11. 0103	Computer Software and Media Applications, Other
11. 0103	Computer Systems Networking and Telecommunications
11. 0103	Web/Multimedia Management and Webmaster

Law, Legal Services, and Legal Studies

52.0101	Legal Administrative Assistant/Secretary
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Health Professions and Related Clinical Sciences

52.0101	Medical Administrative/Executive Assistant and Medical Secretary
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Business, Management, Marketing, and Related Support Services

52.0101	Business Administration/Management
52.0101	Office Management and Supervision
52.0101	E-Commerce/Electronic Commerce
52.0803	Accounting Technology/Technician and Bookkeeping
52.0101	Administrative Assistant and Secretarial Science, General
52.0101	Business Operations Support and Secretarial Services, Other
52.0803	Banking and Financial Support Services
52.0101	Insurance and Risk Management
52.0101	Human Resources Management/Personnel Administration, General

**SAMPLE
APPLICATION FOR
SUPERVISED BUSINESS EXPERIENCE
(Name of School)**

Name _____

Address _____ City/State/Zip _____

Phone _____ SS# _____

Name of Counselor _____

Days absent from school current year _____ Times tardy current year _____

Reason for absence _____

Why are you interested in SBE? _____

List business courses you have taken _____

Name of parent or legal guardian with whom you live _____

List where parent(s) or legal guardian may be contacted during the day:

Name _____ Phone _____

Name _____ Phone _____

What are your career plans after high school? _____

Do you plan to continue education? ____ Where? _____

What kind of work would you be happy and successful doing?

1. _____ 2. _____

When will you be available to begin your SBE training job? _____

Current School Activities _____

Will you be participating in school activities which may affect the hours you will be available for SBE employment? _____

If so, what activities? _____

List Current School Schedule:

Period	Room No.	Course	Teacher
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____
4	_____	_____	_____
5	_____	_____	_____
6	_____	_____	_____
7	_____	_____	_____

Are you currently employed? _____ Where? _____

If you have previous work experience, please list below:

Place of Employment _____

Employer Name _____

Employer Address/Telephone Number _____

Work Performed _____

Dates Employed _____

#

Place of Employment _____

Employer Name _____

Employer Address/Telephone Number _____

Work Performed _____

Dates Employed _____

**SAMPLE
FACULTY RECOMMENDATION FOR
SUPERVISED BUSINESS EXPERIENCE (SBE) APPLICANTS
(Name of School)**

NOTE: This is a confidential statement of information.

To: _____, teacher of _____

From: _____, SBE Teacher/Coordinator

RE: _____, Student Date _____

The above student has applied for SBE and your evaluation of his/her personal qualities will be helpful in determining if he/she is a suitable candidate for the program. Please evaluate his/her traits listed below by circling the most appropriate number. All requested information will remain strictly confidential. Please rate the student using the scale: Excellent = 4 Good = 3 Fair = 2 Poor = 1 Unsatisfactory = 0

4	3	2	1	0	Traits for Evaluation
					Responds positively to constructive criticism
					Consistently completes assignments on time
					Attends class regularly
					Works cooperatively with others
					Is neat and well-groomed
					Uses class time wisely
					Accepts reprimand without becoming defensive
					Exhibits self-control
					Avoids use of vulgar and profane language
					Uses acceptable conversational grammar
					Takes initiative to complete work without constant reminders
					Makes an effort to find his/her own mistakes
					Overall student evaluation

Additional comments may be written on the back

(Teacher Signature)

(Date)

**SAMPLE
SUPERVISED BUSINESS EXPERIENCE
TRAINING STATION SELECTION CHECKLIST
(Name of School)**

The following criteria should be used as to determine the appropriateness of a potential training station for students in SBE.

The prospective employer:

	Has a good reputation of ethical business practices
	Agrees to accept and assign students to jobs without discrimination on the basis of race, color, national origin, sex or handicap
	Adheres to all applicable federal and state regulations regarding employment of students
	Agrees that the student will be assigned to a specific training supervisor and will be given a variety of job training experiences
	Agrees to work with the coordinator in promoting school attendance and in promoting the standards and rules of the SBE program
	Agrees to allow the teacher/coordinator to visit and observe the student trainee, as well as to provide time for conferences with the coordinator to plan, evaluate, and discuss the student's experience, progress, or problems
	Agrees to employ the student a minimum of 10 hours per week
	Agrees to pay the prevailing hourly wage for the particular job to be performed
	Has up-to-date facilities and equipment
	Agrees to enter into a training agreement designed for the student

(Coordinator Signature)

(Date)

**SAMPLE
SUPERVISED BUSINESS EXPERIENCE
TRAINING AGREEMENT
(Name of School)**

Student Name _____

School _____

Worksite Training/Address _____

Supervisor _____

Phone # _____ E-Mail _____

The Student-Learner Agrees:

1. To be 16 years of age and to secure a Social Security number.
2. To provide transportation to and from work.
3. To attend school and work regularly and not to work without going to school, nor go to school without going to work, unless previously discussed with the teacher/coordinator. Failure to adhere to this part of the agreement may result in the student-learner's receiving appropriate academic and/or disciplinary action. If the student will be absent from school or work, the teacher/coordinator and employer should be notified as soon as possible.
4. To discuss unpleasant job situations with the coordinator and with the job supervisor—not with other students, coworkers, etc.
5. To represent the school and employer by showing honesty, punctuality, courtesy, a cooperative attitude, proper health and grooming habits, appropriate dress, and a willingness to learn. If dismissed from employment due to negligence or misconduct (documented by school investigation) the student may be dropped from the program and will not receive school credit.
6. To work a minimum of 10 hours a week for one unit of credit; 20 hours a week for two units of credit.
7. To provide two-weeks' notice when terminating a job, unless the employer gives special permission to do otherwise.
8. To make job changes only with the approval of the coordinator; the coordinator reserves the right to change the student's job if necessary.

9. To refrain from socializing with friends and family and from telephoning/e-mailing/texting while on the job.
10. To be evaluated by the coordinator and the employer at various intervals throughout the year.
11. To be aware that SBE students are not eligible to receive unemployment benefits upon termination of employment.
12. To submit to the coordinator a monthly work record showing total hours worked and salary earned.
13. To take part in the Employer Appreciation Activity.
14. To complete promptly all necessary reports.

The Parents of the Student-Learner Agree:

1. To encourage the student-learner to carry out effectively his/her duties and responsibilities.
2. To assume responsibility for the student's conduct and safety from the time the student leaves school, reports to work, leaves the job, and arrives home.
3. To make inquiries concerning the student-learner's training, wages, or working conditions through the teacher/coordinator rather than directly to the employer.
4. That the student-learner must attend school regularly and not to work without going to school, nor go to school without going to work, unless previously discussed with the teacher/coordinator. Failure to adhere to this part of the agreement may result in the student-learner's receiving appropriate academic and/or disciplinary action. If a student will be absent from school or work, the teacher/coordinator and employer should be notified as soon as possible.
5. To offer assistance to the coordinator, serve as a resource person, or help in other ways that would benefit the student and school.

The Employer Agrees:

1. To provide a variety of work experiences for the student-learner that will contribute to the attainment of the student's career objectives.
2. To employ the student-learner for at least the minimum number of 10 hours per week.

3. To adhere to policies and practices which prohibit discrimination on the basis of race, color, national origin, sex, or handicap.
4. To provide on-the-job instructional materials and occupational guidance for the student.
5. To assist in the evaluation of the student-learner.
6. To adhere to all federal and state regulations including child labor laws and minimum wage regulations.
7. To adhere to income tax and social security withholding regulations.
8. To consult with the teacher/coordinator concerning the student-learner and to discuss with the coordinator any difficulties that may arise.
9. To inform the teacher/coordinator before or immediately following the dismissal of the student-learner.

The Teacher/Coordinator Agrees:

1. To provide the necessary related classroom instruction.
2. To visit, telephone, e-mail, or conference as needed with the student, employer, and parents.
3. To assist with training problems of the student-learner.
4. To assist the employer in the evaluation of the student-learner.
5. To keep accurate records pertinent to the student and the school.
6. To relate any job leads appropriate to the skill level of the student seeking employment.

I HAVE READ THE ABOVE AGREEMENT AND AGREE TO CARRY OUT THE RESPONSIBILITIES DELEGATED. I UNDERSTAND THAT THIS DOCUMENT IS A MEMORANDUM OF TRAINING, NOT A LEGAL CONTRACT.

EMPLOYER SIGNATURE _____ DATE _____

COORDINATOR SIGNATURE _____ DATE _____

STUDENT SIGNATURE _____ DATE _____

PARENT SIGNATURE _____ DATE _____

**SAMPLE
SUPERVISED BUSINESS EXPERIENCE
ON-THE-JOB TRAINING REPORT
(Name of School)**

Student-Trainee _____

Firm _____ Department _____

Please circle the appropriate rating for each item; leave blank if item does not apply
Rating: Excellent = 4 Good = 3 Fair = 2 Poor = 1 Unsatisfactory = 0

Personal Traits:

Grooming	4	3	2	1	0
Suitability of dress	4	3	2	1	0
Confidentiality	4	3	2	1	0
Speech	4	3	2	1	0
Interest in work	4	3	2	1	0
Cooperation	4	3	2	1	0
Initiative	4	3	2	1	0
Penmanship	4	3	2	1	0
Reliability	4	3	2	1	0
Tact	4	3	2	1	0
Adaptability	4	3	2	1	0
Courtesy	4	3	2	1	0
Attitude	4	3	2	1	0

Skill Performance:

Microcomputer	4	3	2	1	0
Machine transcription	4	3	2	1	0
Keyboarding	4	3	2	1	0
Electronic mail	4	3	2	1	0
Word Processing	4	3	2	1	0
Spreadsheets	4	3	2	1	0
Databases	4	3	2	1	0
Desktop publishing	4	3	2	1	0
Copy/Fax machine	4	3	2	1	0
File/retrieve information	4	3	2	1	0
Scan text/graphics	4	3	2	1	0
Electronic presentations	4	3	2	1	0
Electronic forms	4	3	2	1	0

Ability To:

Get along w/others	4	3	2	1	0
Use good judgment	4	3	2	1	0
Organize work	4	3	2	1	0
Follow directions	4	3	2	1	0
Understand instructions	4	3	2	1	0
Accept criticism	4	3	2	1	0
Attend to details	4	3	2	1	0
Keep to the job	4	3	2	1	0

Business Techniques:

Use of telephone	4	3	2	1	0
Process mail	4	3	2	1	0
Meet people	4	3	2	1	0
Grammar/punctuation	4	3	2	1	0
Organize electronic files	4	3	2	1	0
Editing/composing	4	3	2	1	0
Problem solving	4	3	2	1	0
Decision making	4	3	2	1	0

Times late this grade period _____

Times absent this grade period _____

Comments that would assist the coordinator in student training:

Signature of Rating Supervisor

Date

**SAMPLE
SUPERVISED BUSINESS EXPERIENCE
QUESTIONNAIRE/EVALUATION
FOR CAREER ED BUSINESS PROGRAM EVALUATION
(Name of School)**

Please indicate your response by placing a check mark in the appropriate column. All "No" responses should be addressed in the Career Education Business Program Evaluation.

Yes	No	Criteria for Program Evaluation
		The teacher/coordinator provides both in-class related instruction and supervision of students' on-the-job training.
		Cooperative students are enrolled in both the class and the supervised employment simultaneously.
		The Supervised Business Experience students' training stations are appropriate for the occupational categories for which the program is designed.
		There is a written Instructional Management Plan (IMP) which identifies both in-class instruction and on-the-job training that the student will receive.
		A current IMP is on file for each student receiving cooperative credit.
		A written training agreement between the school and the training sponsor assures that students are employed and compensated in conformity with federal, state, and local laws and without regard to race, color, national origin, sex, or handicap.
		The credit awarded for on-the-job training is one unit for each ten hours of employment per week. No more than two units of credit are awarded for on-the-job training.
		Adequate extended employment time for the teacher/coordinator is provided.
		The teacher/coordinator's schedule includes one period per day for each 12-15 cooperative students for supervision of on-the-job training.
		The teacher/coordinator is certified and has completed the required course in Coordination of Cooperative Education class.

**SAMPLE
SUPERVISED BUSINESS EXPERIENCE
STUDENT EVALUATION OF THE SBE PROGRAM
(Name of School)**

Date of Evaluation _____

Please respond by placing a check mark under the most appropriate number:

Rating: Excellent = 4 Good = 3 Fair = 2 Poor = 1 Unsatisfactory = 0

4	3	2	1	0	Criteria for Student Evaluation
					The extent to which you have benefited from the classroom instruction you receive in SBE.
					The extent to which you have benefited from the work experience you received through your participation in SBE.
					The extent to which the classroom instruction related directly to your training station duties.
					The extent to which your classroom and work experience will help you as you seek full-time employment.
					The extent to which you feel more self-confident as a result of your experience in SBE.
					The extent to which your SBE experience has enhanced the development of positive personal traits and attitudes necessary for office and business success.
					The extent to which your SBE experience has enhanced your ability to deal effectively with others and to accept supervision.

Would you recommend the inclusion or exclusion of any units into or from the classroom instruction phase of SBE? If yes, please list.

Do you have suggestions to improve the order of the units presented in the classroom instruction phase? If yes, please state your suggestions.

9. What units of study in your business education classes were most helpful?

10. What units of study in your business education classes were least helpful?

11. Did your business courses/program prepare you in the following areas to meet your employer's requirements?

Place a checkmark (✓) by the correct response:

Y = Yes N = No N/A = Not applicable to job

	YES	NO	N/A		YES	NO	N/A
Cable Wiring/Installing				Keyboarding*			
Calculators				Loading Software			
Chart and Graph Preparation				Machine Transcription*			
Composition (letters, etc.)				Network Management			
Computations/Verifications				Presentational Software			
Computer Programming				Problem-solving			
Configuration Routers				Processing Mail			
Copy/Fax Machine				Proofreading			
Database Software				Records/Reports Compilation			
Decision-making				Spreadsheet Software			
Desktop Publishing				Stress Management			
Editing/Revising				Tasks Prioritization			
Electronic File Management				Telephone			
Electronic Forms				Text/Graphics Scanning			
Electronic Mail				Time Management			
Filing (Manual)				Website Development			
Grammar and Punctuation				Word Processing			
Human Relations				Work Habits			
Internet							

*What was employer's requirement? _____

12. What suggestions or recommendations would you make to improve the effectiveness of career education at your local high school, career/tech center or community college?

Other Comments: