***Wisconsin Family and Community Services Cooperative Education***

***Certificate Assessment***

The *Wisconsin Family and Community Services Cooperative Education Certificate* recognizes a student’s mastery of employability skills valued by employers in a variety of worksite settings while helping students explore career interests. The program allows:

* students to document their employability skills
* employers to assess the skills they are looking for in quality employees
* educators to customize instruction to help students to acquire skills that today’s workplace requires

***Directions for Employer***

Thank you for your help in mentoring an entry-level employee at the beginning of their work experiences to become a more effective future employee. Please use this student portfolio checklist to rate the employee based on the ***3-2-1 scale***. Select the appropriate ***work experience environment code or codes*** to show where the student has demonstrated the skills or attitudes. Be sure to provide as much feedback as possible to the student under ***comments***. Periodically, review these competencies with the employee throughout the year. If you cannot assess the employee on some of the items due to lack of access to practice or opportunity to observe the skill, please rank the student at a 1 level and provide ways for the student to gain this experience in the ***goal*** section after the category.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | STUDENT information | | | | | | |  | |
| Student/Employee Name | | | | Supervising Teacher | | | Supervising Teacher’s Email | | | |
| Student Grade | | | | | Student Address: (Street, City, State, and Zip) | | | | | |
| Student Email | | | | | Student Telephone *Area/No.* | | | | | |
| School District | | | | | | School Name and Address: (Street, City, State, and Zip) | | | | |
|  | **MENTOR/WORKSITE INFORMATION** | | | | | | | | |  |
| Workplace Mentor | | | Mentor’s E-Mail Address | | | | | Mentor’s Phone | | |
| Student’s Position | | | | | | | | Start Date | | |
| Work-Based Learning Site *(Employer name, street address, city, state, zip code)* | | | | | | | | | | |
| Primary Responsibilities: | | | | | | | | | | |

***School:*** Please review this ***Certificate Assessment*** (student portfolio checklist) with the participating employee and ensure that s/he understands the items to be assessed. Between the employer, community based partner, or the school, all items must be rated.

**Family and Community Services Skill Standards Rating Scale**

3 Proficient—able to perform entry-level skills independently

2 Intermediate—has performed task; may need additional training or supervision

1 Introductory—is familiar with process but is unable, or has not had the opportunity, to perform task; additional training is required

**SB** School Based

**WB**  Work Based

| Rating | | | | | | | | | Initials | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Description of Skills** | **3** | | **2** | | **1** | | **SB** | | | **WB** | | **Comments** | |
| PART ONE: Program & Employee Development refers to the knowledge and skills needed to support the mission and practices of the organization and to be a contributing member of the organization.  17 competencies must be achieved at level 2 or 3 | | | | | | | | | | | | | |
| ***Understand the organization, and help set priorities to ensure quality*** | | | | | | | | | | | | | |
| 1. Explain the mission statement and general practices of an organization, including priorities, reviews, evaluation | |  | |  | |  | |  | | |  | |  |
| 1. Assist with interpretation of the meaning of employment policies | |  | |  | |  | |  | | |  | |  |
| 1. Recognize the functions of various departments in the organization | |  | |  | |  | |  | | |  | |  |
| ***Incorporate equity principles\**** *into daily practices and interactions at the workplace* (\*Equity refers to non-discrimination on the basis of sex, race, religion, age, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, or learning disability). | | | | | | | | | | | | | |
| 1. Define sensitivity issues | |  | |  | |  | |  | | |  | |  |
| 1. Identify policies and practices related to sensitivity issues | |  | |  | |  | |  | | |  | |  |
| 1. Analyze one’s own level of sensitivity | |  | |  | |  | |  | | |  | |  |
| 1. Locate resources on equity issues | |  | |  | |  | |  | | |  | |  |
| ***Access job attitude and job performance*** | | | | | | | | | | | | | |
| 1. Participate in supportive supervision/mentoring | |  | |  | |  | |  | | |  | |  |
| 1. Interpret feedback from others | |  | |  | |  | |  | | |  | |  |
| 1. Set new learning goals to improve job performance | |  | |  | |  | |  | | |  | |  |
| 1. Evaluate goal accomplishment | |  | |  | |  | |  | | |  | |  |
| ***Participate in relevant professional development opportunities*** | | | | | | | | | | | | | |
| 1. Seek and accept co-worker support | |  | |  | |  | |  | | |  | |  |
| 1. Communicate professionally with other staff | |  | |  | |  | |  | | |  | |  |
| 1. Seek feedback from one’s mentor/coach | |  | |  | |  | |  | | |  | |  |
| 1. Prepare career portfolio | |  | |  | |  | |  | | |  | |  |
| 1. Recognize professional organizations that contribute to career development | |  | |  | |  | |  | | |  | |  |
| ***Observe development of departmental spending plans*** | | | | | | | | | | | | | |
| 1. Define basic budget and financial terms | |  | |  | |  | |  | | |  | |  |
| 1. Interpret financial documents | |  | |  | |  | |  | | |  | |  |
| 1. Explain different types of revenue streams to an organization | |  | |  | |  | |  | | |  | |  |
| PART TWO: Career and Educational Support refers to the knowledge and skills needed to mobilize the resources and support required to help participants reach their career and educational goals.  9 competencies must be achieved at level 2 or 3 | | | | | | | | | | | | | |
| ***Explore participants’ vocational and educational interests and aptitudes*** | | | | | | | | | | | | | |
| 1. Identify career exploration resources | |  | |  | |  | |  | | |  | |  |
| 1. Examine various vocational interests and aptitude tests | |  | |  | |  | |  | | |  | |  |
| 1. Assist with interpretation of test data | |  | |  | |  | |  | | |  | |  |
| ***Support participants in developing employability skills*** | | | | | | | | | | | | | |
| 1. Explain various skills involved in finding and keeping a job | |  | |  | |  | |  | | |  | |  |
| 1. Describe different methods to market oneself | |  | |  | |  | |  | | |  | |  |
| 1. Demonstrate interviewing skills | |  | |  | |  | |  | | |  | |  |
| ***Support participants in identifying job and training opportunities*** | | | | | | | | | | | | | |
| 1. Assist in investigation of local labor market information | |  | |  | |  | |  | | |  | |  |
| 1. Assist others in contacting local employers | |  | |  | |  | |  | | |  | |  |
| 1. Identify available employment and rehabilitation support agencies | |  | |  | |  | |  | | |  | |  |
| 1. Assist others with connecting to continuing education opportunities | |  | |  | |  | |  | | |  | |  |
| **PART THREE: Communication** refers to the knowledge and skills needed to establish collegial relationships.  **10 competencies must be achieved at level 2 or 3** | | | | | | | | | | | | | |
| ***Use communication skills to build rapport with others*** | | | | | | | | | | | | | |
| 1. Listen activity | |  | |  | |  | |  | | |  | |  |
| 1. Communicate clearly in a variety of situations | |  | |  | |  | |  | | |  | |  |
| 1. Give, receive, and act upon feedback | |  | |  | |  | |  | | |  | |  |
| 1. Demonstrate appropriate sensitivity to cultural diversity | |  | |  | |  | |  | | |  | |  |
| 1. Show respect for others through socially acceptable behavior | |  | |  | |  | |  | | |  | |  |
| 1. Demonstrate conflict resolution skills | |  | |  | |  | |  | | |  | |  |
| 1. Use nonverbal cues from others to determine the meaning of other’s communication | |  | |  | |  | |  | | |  | |  |
| ***Use communication appropriate to participants’ needs*** | | | | | | | | | | | | | |
| 1. Demonstrate appropriate communication skills in a variety of situations, both oral and written | |  | |  | |  | |  | | |  | |  |
| 1. Use self-assessment tools to document one’s own communication skills | |  | |  | |  | |  | | |  | |  |
| ***Use appropriate vocabulary to ensure participant understanding*** | | | | | | | | | | | | | |
| 1. Explain technical terminology | |  | |  | |  | |  | | |  | |  |
| 1. Adjust vocabulary to fit a particular situation or participants’ level of communication | |  | |  | |  | |  | | |  | |  |
| PART FOUR: Documentation refers to the knowledge and skills needed to manage organizational documentation requirements.  8 competencies must be achieved at level 2 or 3 | | | | | | | | | | | | | |
| ***Maintain accurate records in a timely manner*** | | | | | | | | | | | | | |
| 1. Record data accurately, objectively, and neatly | |  | |  | |  | |  | | |  | |  |
| 1. Write coherent, objective statements | |  | |  | |  | |  | | |  | |  |
| 1. Manage time so that documentation requirements are met | |  | |  | |  | |  | | |  | |  |
| ***Maintain standards of confidentiality and ethical practice*** | | | | | | | | | | | | | |
| 1. Inform others of their rights | |  | |  | |  | |  | | |  | |  |
| 1. Describe legal requirements related to confidentiality | |  | |  | |  | |  | | |  | |  |
| 1. Protect others’ confidentiality | |  | |  | |  | |  | | |  | |  |
| ***Maintain information and technology literacy skills*** | | | | | | | | | | | | | |
| 1. Retrieve and organize useful information | |  | |  | |  | |  | | |  | |  |
| 1. Use computers and other methods and tools to organize and retrieve information | |  | |  | |  | |  | | |  | |  |
| 1. Evaluate current documentation processes | |  | |  | |  | |  | | |  | |  |
| PART FIVE: Education, Training, and Self-Development refers to the knowledge and skills needed for self-improvement and pursuing further education/training.  8 competencies must be achieved at level 2 or 3 | | | | | | | | | | | | | |
| ***Complete required training, education, or certification to continue professional development*** | | | | | | | | | | | | | |
| 1. Identify opportunities to improve personal and professional competence | |  | |  | |  | |  | | |  | |  |
| 1. Complete plans for professional development | |  | |  | |  | |  | | |  | |  |
| 1. Attend continuing education seminars, workshops, or meetings | |  | |  | |  | |  | | |  | |  |
| 1. Meet coursework and training requirements | |  | |  | |  | |  | | |  | |  |
| ***Recognize personal strengths and limitations, and set new learning goals*** | | | | | | | | | | | | | |
| 1. Identify personal strengths and limitations | |  | |  | |  | |  | | |  | |  |
| 1. Accept constructive criticism about performance | |  | |  | |  | |  | | |  | |  |
| 1. Apply suggestions for improvement | |  | |  | |  | |  | | |  | |  |
| 1. Reflect on results of improvements | |  | |  | |  | |  | | |  | |  |
| ***Exchange new information with peers and co-workers*** | | | | | | | | | | | | | |
| 1. Present information about new developments and resources | |  | |  | |  | |  | | |  | |  |
| **PART SIX: Community and Service Networking** refers to the knowledge and skills needed to assist the participant in identifying and gaining access to support systems  **9 competencies must be achieved at level 2 or 3** | | | | | | | | | | | | | |
| ***Assist the participant in making connections to community support systems appropriate to their needs/goals*** | | | | | | | | | | | | | |
| 1. Collect information about participant needs/goals and a variety of support systems | |  | |  | |  | |  | | |  | |  |
| 1. Assist with identification of personal and community support systems | |  | |  | |  | |  | | |  | |  |
| 1. Support participant in making community contacts | |  | |  | |  | |  | | |  | |  |
| ***Compile lists of community resources related to participant needs*** | | | | | | | | | | | | | |
| 1. Identify community resources that support participant needs/goals | |  | |  | |  | |  | | |  | |  |
| 1. Provide useful information in a timely manner | |  | |  | |  | |  | | |  | |  |
| 1. Assist participants in identifying resources | |  | |  | |  | |  | | |  | |  |
| ***Ensure participant access to needed community resources*** | | | | | | | | | | | | | |
| 1. Identify potential obstacles to assessing community services | |  | |  | |  | |  | | |  | |  |
| 1. Share information about community resources with staff | |  | |  | |  | |  | | |  | |  |
| ***Network with community agencies related to participant needs/goals*** | | | | | | | | | | | | | |
| 1. Contact community agencies to increase outreach and use of available services | |  | |  | |  | |  | | |  | |  |
| 1. Record contacts and information about community resources responsive to participant needs/goals | |  | |  | |  | |  | | |  | |  |
| **PART SEVEN: Participant Empowerment** refers to the knowledge and skills needed to advocate for the individual(s) being served, including the support and information necessary to build self-esteem, assertiveness, and decision-making so that participants can lead self-determining lives.  **15 competencies must be achieved at level 2 or 3** | | | | | | | | | | | | | |
| ***Support the participant to develop strategies, make informed choices, follow through on responsibilities, and take risks*** | | | | | | | | | | | | | |
| 1. Assist with identification of alternatives | |  | |  | |  | |  | | |  | |  |
| 1. Assist with identification of potential barriers | |  | |  | |  | |  | | |  | |  |
| 1. Assist in weighing specific courses of action and making informed choices | |  | |  | |  | |  | | |  | |  |
| 1. Describe examples of conflicting interests | |  | |  | |  | |  | | |  | |  |
| 1. Use problem solving skills to resolve potential conflicts | |  | |  | |  | |  | | |  | |  |
| ***Design support services that will assist to accomplish participants in achieving their goals*** | | | | | | | | | | | | | |
| 1. Involve team members in goal setting | |  | |  | |  | |  | | |  | |  |
| 1. Assist team members in making informed choices | |  | |  | |  | |  | | |  | |  |
| 1. Assist in structuring meetings | |  | |  | |  | |  | | |  | |  |
| ***Support participants’ self advocacy*** | | | | | | | | | | | | | |
| 1. Identify self-advocacy methods and techniques | |  | |  | |  | |  | | |  | |  |
| 1. Reinforce positive assertive behavior | |  | |  | |  | |  | | |  | |  |
| 1. Provide information to participants about peer support and self-advocacy groups | |  | |  | |  | |  | | |  | |  |
| ***Provide information about human, legal, and civil rights*** | | | | | | | | | | | | | |
| 1. Search for current information | |  | |  | |  | |  | | |  | |  |
| 1. Assist others in using information to make life and work decisions | |  | |  | |  | |  | | |  | |  |
| 1. Investigate the specific steps to follow in making a referral | |  | |  | |  | |  | | |  | |  |
| 1. Involve team members in goal setting | |  | |  | |  | |  | | |  | |  |
| 1. Assist team members in making informed choices | |  | |  | |  | |  | | |  | |  |
| 1. Assist in structuring meetings | |  | |  | |  | |  | | |  | |  |
| PART EIGHT: Advocacy refers to the knowledge and skills needed to identify and use strategies that address public policy issues that relate to children and families.  7 competencies must be achieved at level 2 or 3 | | | | | | | | | | | | | |
| ***Determine relevant public policy issues*** | | | | | | | | | | | | | |
| 1. Explain the advocate’s role in addressing public policy issues | |  | |  | |  | |  | | |  | |  |
| 1. Investigate all aspects of a specific public policy issue | |  | |  | |  | |  | | |  | |  |
| ***Use information about laws, services, and community resources*** | | | | | | | | | | | | | |
| 1. Determine the agency policies and laws related to specific public policy issues | |  | |  | |  | |  | | |  | |  |
| 1. Explain relevant policies and laws to others in a clear, concise manner | |  | |  | |  | |  | | |  | |  |
| ***Identify barriers to accomplishing public policy goals*** | | | | | | | | | | | | | |
| 1. Describe the barriers to accomplishing particular public policy goals | |  | |  | |  | |  | | |  | |  |
| 1. Explain procedures for overcoming barriers | |  | |  | |  | |  | | |  | |  |
| ***Inform community members about policies and services*** | | | | | | | | | | | | | |
| 1. Develop an illustrated presentation that informs others about agency policies and services | |  | |  | |  | |  | | |  | |  |
| 1. Present information to others about agency services and policies | |  | |  | |  | |  | | |  | |  |
| **PART NINE: Assessment** refers to the knowledge and skills needed to use formal and informal assessment.  **9 competencies must be achieved at level 2 or 3** | | | | | | | | | | | | | |
| ***Inform participants about the assessment process prior to collecting relevant information*** | | | | | | | | | | | | | |
| 1. Describe different types of assessments | |  | |  | |  | |  | | |  | |  |
| 1. Explain the assessment process | |  | |  | |  | |  | | |  | |  |
| 1. Explain the purposes/benefits of assessments to the participants | |  | |  | |  | |  | | |  | |  |
| ***Use assessments to determine the needs, preferences, and capabilities of the participants*** | | | | | | | | | | | | | |
| 1. Demonstrate understanding of formal assessment | |  | |  | |  | |  | | |  | |  |
| 1. Schedule assessments | |  | |  | |  | |  | | |  | |  |
| 1. Assist with completion of assessment tools | |  | |  | |  | |  | | |  | |  |
| 1. Assist with interpretation of results | |  | |  | |  | |  | | |  | |  |
| ***Communicate assessment results and recommendations*** | | | | | | | | | | | | | |
| 1. Assist with explanation of results and recommendations in a clear and understandable manner | |  | |  | |  | |  | | |  | |  |
| 1. Describe confidentiality guidelines in federal/state statutes/regulations and agency policies | |  | |  | |  | |  | | |  | |  |
| 1. Follow confidentiality guidelines | |  | |  | |  | |  | | |  | |  |
| **PART TEN: Life Skills Development** refers to the knowledge and skills involved in matching specific resources and interventions based on participants’ needs/goals.  **17 competencies must be achieved at level 2 or 3** | | | | | | | | | | | | | |
| 1. Show sensitivity to others | |  | |  | |  | |  | | |  | |  |
| 1. Teach skills related to physical and personal management | |  | |  | |  | |  | | |  | |  |
| 1. Respect participants’ privacy, autonomy, and dignity | |  | |  | |  | |  | | |  | |  |
| 1. Attend to participants’ safety | |  | |  | |  | |  | | |  | |  |
| 1. Assist participants in taking action | |  | |  | |  | |  | | |  | |  |
| ***Assist the participant with household management and transportation needs*** | | | | | | | | | | | | | |
| 1. Respect others’ priorities, values and cultures | |  | |  | |  | |  | | |  | |  |
| 1. Build on others’ skills and experiences | |  | |  | |  | |  | | |  | |  |
| 1. Assist with development of household management plans | |  | |  | |  | |  | | |  | |  |
| 1. Assist in finding and using different types of transportation | |  | |  | |  | |  | | |  | |  |
| ***Assist with equipment needs and therapies*** | | | | | | | | | | | | | |
| 1. Assist in identifying, securing, and using equipment and therapies | |  | |  | |  | |  | | |  | |  |
| 1. Respect others’ preferences for equipment and therapies | |  | |  | |  | |  | | |  | |  |
| 1. Assist in obtaining adaptive equipment | |  | |  | |  | |  | | |  | |  |
| 1. Assist in arranging therapies | |  | |  | |  | |  | | |  | |  |
| ***Support participants in developing friendships and other relationships*** | | | | | | | | | | | | | |
| 1. Respect others’ preferences regarding relationships | |  | |  | |  | |  | | |  | |  |
| 1. Support others when they dissolve destructive relationships | |  | |  | |  | |  | | |  | |  |
| 1. Record examples of participant choices | |  | |  | |  | |  | | |  | |  |
| ***Assist participants in communicating their expectations and needs to support staff*** | | | | | | | | | | | | | |
| 1. Assist participant in obtaining support services | |  | |  | |  | |  | | |  | |  |
| 1. Provide information on recruiting, interviewing, and selecting staff | |  | |  | |  | |  | | |  | |  |
| 1. Assist supervisor in managing and training support staff | |  | |  | |  | |  | | |  | |  |
| **PART ELEVEN: Facilitation of Services** refers to the knowledge and skills needed for participatory planning and implementation of plans.  **14 competencies must be achieved at level 2 or 3** | | | | | | | | | | | | | |
| ***Maintain collaborative professional relationships with the participant and all support team members, including family/friends*** | | | | | | | | | | | | | |
| 1. Participate as a team member, contributing to group efforts | |  | |  | |  | |  | | |  | |  |
| 1. Recognize personal limitations | |  | |  | |  | |  | | |  | |  |
| ***Uphold high ethical standards*** | | | | | | | | | | | | | |
| 1. Demonstrate integrity/honesty | |  | |  | |  | |  | | |  | |  |
| 1. Choose ethical courses of action | |  | |  | |  | |  | | |  | |  |
| 1. Recognize personal biases | |  | |  | |  | |  | | |  | |  |
| 1. Show sensitivity to others’ needs/goals | |  | |  | |  | |  | | |  | |  |
| 1. Demonstrate sensitivity to cultural differences | |  | |  | |  | |  | | |  | |  |
| ***Cooperate in the development of individualized action plans*** | | | | | | | | | | | | | |
| 1. Assist participant with identification of problems and barriers based on needs/goals | |  | |  | |  | |  | | |  | |  |
| 1. Assist with skill building related to planning | |  | |  | |  | |  | | |  | |  |
| 1. Guide participant in developing individualized action plans | |  | |  | |  | |  | | |  | |  |
| ***Facilitate the implementation of individualized action plans*** | | | | | | | | | | | | | |
| 1. Demonstrate support during implementation process | |  | |  | |  | |  | | |  | |  |
| 1. Demonstrate mentoring skills | |  | |  | |  | |  | | |  | |  |
| ***Participate in the review of individual outcomes*** | | | | | | | | | | | | | |
| 1. Organize results of individualized action plans | |  | |  | |  | |  | | |  | |  |
| 1. Record feedback from participant and support team about successes and areas that need improvement | |  | |  | |  | |  | | |  | |  |
| 1. Make suggestions to the supervisor about results | |  | |  | |  | |  | | |  | |  |
| 1. Assist with development of new plans | |  | |  | |  | |  | | |  | |  |
| **PART TWELVE: Crisis Prevention and Resolution** refers to the knowledge and skills needed to address potential crises.  **7 competencies must be achieved at level 2 or 3** | | | | | | | | | | | | | |
| ***Understand crisis prevention and resolution techniques*** | | | | | | | | | | | | | |
| 1. Identify a potential crisis situation using resources and agency protocols | |  | |  | |  | |  | | |  | |  |
| 1. Determine alternative techniques to prevent potential crises | |  | |  | |  | |  | | |  | |  |
| 1. Identify appropriate community crisis support systems (emergency services) | |  | |  | |  | |  | | |  | |  |
| 1. Develop a list of community resources related to prevention | |  | |  | |  | |  | | |  | |  |
| ***Develop a plan to prevent or resolve a crisis*** | | | | | | | | | | | | | |
| 1. Practice implementing a plan to address a specific crisis situation | |  | |  | |  | |  | | |  | |  |
| 1. Evaluate plan and make necessary adjustments | |  | |  | |  | |  | | |  | |  |
| 1. Assist with the completion of reporting forms consistent with agency regulations | |  | |  | |  | |  | | |  | |  |
| 1. Identify strategies for avoiding potential crises in the future | |  | |  | |  | |  | | |  | |  |

***Wisconsin Family and Community Services***

***Cooperative Education***

***Assessment Summary***

|  |  |
| --- | --- |
| Date of Evaluation | Grading Period *(if applicable)* |
| Student/Employee | School |
| Workplace | Position |

|  |  |  |
| --- | --- | --- |
| **Date** | **Employer Observations and Recommendations** | **Employee Reflection** (accomplishments, potential obstacles, goals, strategies) |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
| Final Evaluation |  |  |

|  |  |  |
| --- | --- | --- |
| ***Evaluation Summative Chart*** | | |
| **Criteria** | **Points Necessary** | **Points Earned** |
| 1. Program and Employee Development | 34 |  |
| 1. Career and Educational Support | 18 |  |
| 1. Communication | 20 |  |
| 1. Documentation | 16 |  |
| 1. Education, Training, and Self-Development | 16 |  |
| 1. Community and Service Networking | 18 |  |
| 1. Participant Empowerment | 30 |  |
| 1. Advocacy | 14 |  |
| 1. Assessment | 18 |  |
| 1. Life Skills Development | 34 |  |
| 1. Facilitation of Services | 28 |  |
| 1. Crisis Prevention and Resolution | 14 |  |
| **Total Points** | **260** |  |
| **On-the-job hours completed** | **Hours Required** | **Hours Worked** |
| Total Hours Worked | **480** |  |

I/We, the undersigned, attest that the information in this document is correct and has been reviewed by all parties collaboratively.

|  |  |
| --- | --- |
| Signature of Workplace Mentor Signature | Date |
| Teacher Supervisor Signature | Date |
| Student/Employee Signature | Date |

(*Typed name is accepted for signature on forms returned via e-mail or fax*)

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| **Please direct any questions concerning the State-Certified Cooperative Education Program to:** | Career and Technical Education Team  Department of Public Instruction  P.O. Box 7841  Madison, WI 53707-7841  Fax: 608-267-9275  Phone: 608-267-3161 |

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