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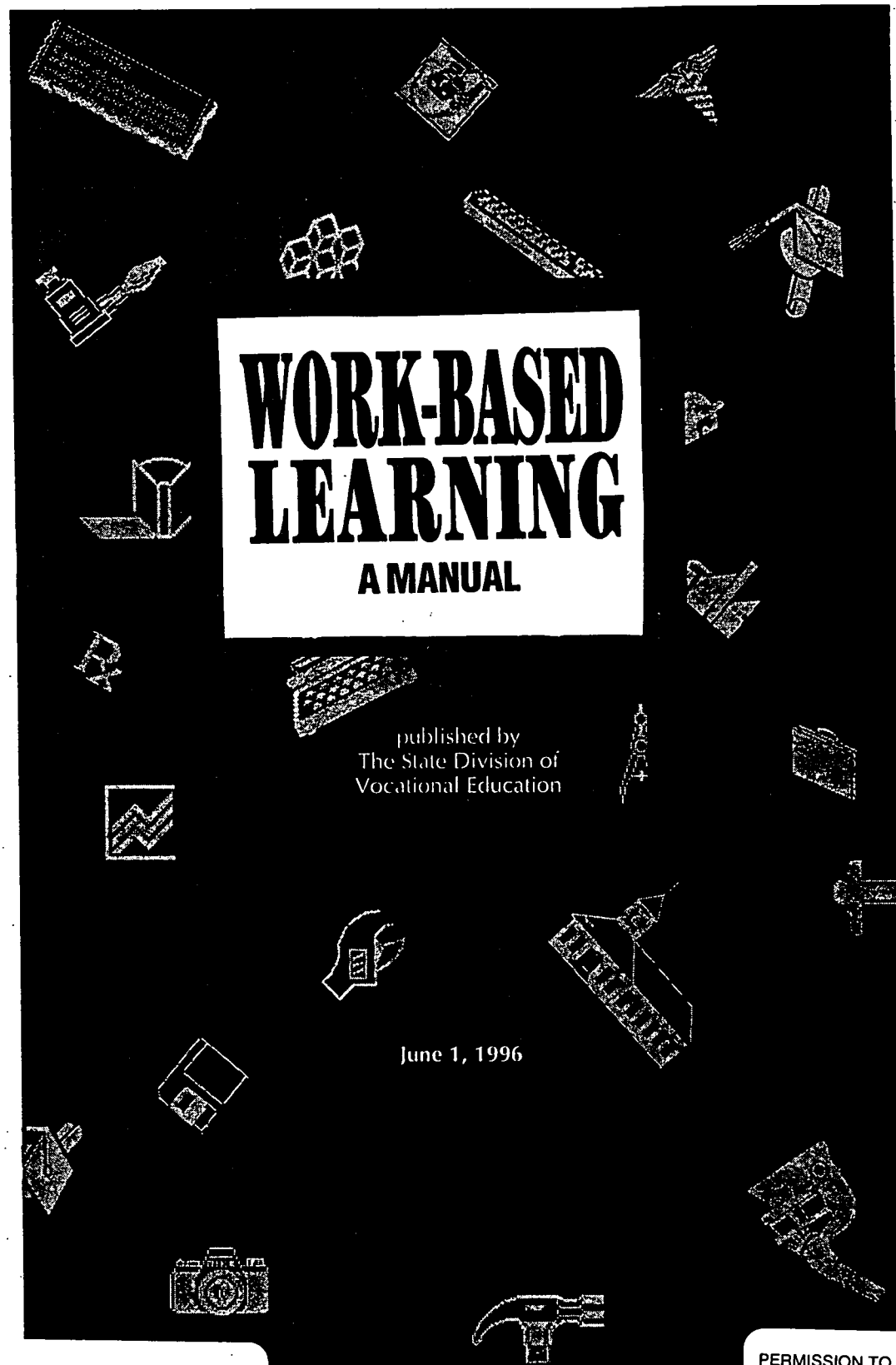
ABSTRACT

This manual is a guide to local partnership councils as they plan and design work-based learning experiences for credit. Chapter 1 provides an overview of work-based learning as part of vocational education. Chapter 2 describes a variety of work-based learning experiences, including established secondary vocational program work-based learning components and a new program called individualized occupational training. Each description includes a list of distinguishing characteristics. Chapter 3 describes work-based learning experience at the technical college level, including off-campus examples--apprenticeships, clinical experiences, cooperative education, and internships/practicums/field experiences--and an on-campus variation, campus-based enterprises. Chapter 4 discusses work-based learning as a component of an educational program. Chapter 5 describes how to design an effective work-based learning activity using these criteria: assessment, staffing, identifying worksites, equal access, and budgeting. Chapter 6 identifies activities involved in the implementation and management of work-based learning, including community relations, job/worksite visit, worksite mentor orientation, training agreements and plans, student schedule, student worksite interviews and orientations, issuing grades, and maintaining a worksite training directory. Chapter 7 explains legal considerations of work-based learning. Appendixes include a list of 52 organizational, print, and software resources; definitions; and sample forms. (YLB)



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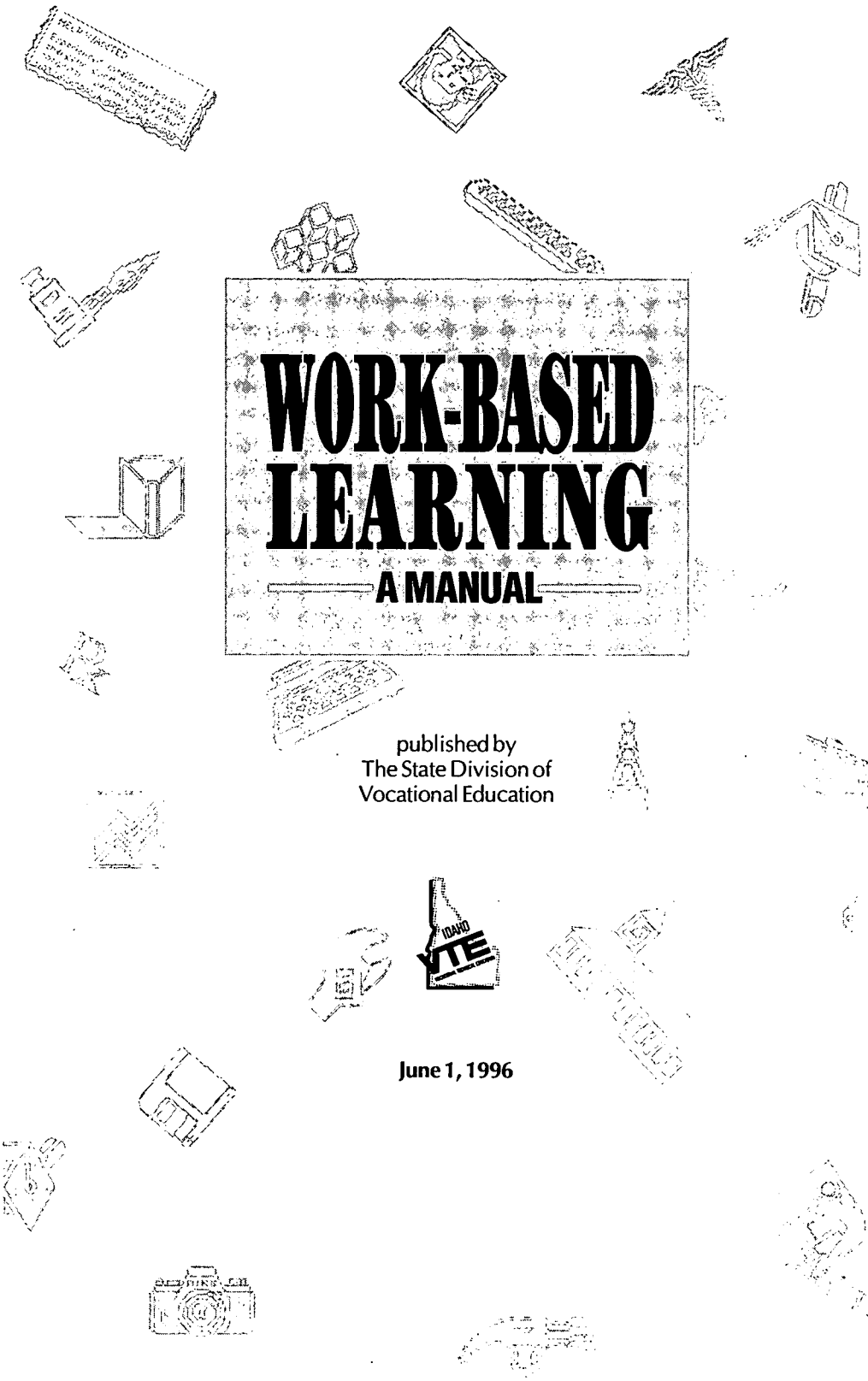

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INTRODUCTION

This manual was developed for schools, businesses and employer groups which have requested more information about work-based learning. It may serve as a guide to local partnership councils as they plan and design work-based learning experiences for credit as a part of the school-to-work initiative in their communities.

The manual presents the spectrum of work-based learning models within vocational-technical education secondary and postsecondary programs - models that are an integral part of occupational training and that expand education beyond the classroom and into the workplace.

You will find it a useful resource for planning, delivering and managing quality work-based learning activities that will enrich the educational experiences of students in your schools and communities.

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WORK-BASED LEARNING IN VOCATIONAL EDUCATION: AN OVERVIEW

Work-based learning is a part of Idaho's broader effort to educate young people and adults. In vocational education, the term **"work-based learning" is defined as experiences at a worksite based upon a career/educational plan and connected to school-based learning**. In Idaho and the nation, work-based activities have provided an important bridge to education efforts at both secondary schools and technical colleges.

Vocational educators have found work-based learning activities valuable for two reasons: First, work-based learning helps students relate skills they are learning in the classroom to skills they will use on the job. Second, vocational programs alone, for lack of time and technical equipment, cannot totally prepare students for everything they will encounter in the work force. Conversely, work-based learning activities disconnected from school-based education may offer little more than dead-end jobs for which students would qualify anyway.

There are many preliminary activities that link school to the worksite and motivate students to explore the world of work. Examples include career exploration, career days/fairs, classroom presentations by workers from different occupations, job shadowing, and community service.

Later, students may choose more concentrated technical training opportunities such as cooperative education (Co-op), apprenticeships, clinical experiences, school-based enterprises, individualized occupational training or other activities discussed in this manual.

CREDIT FOR WORK-BASED LEARNING

There are many types and variations of work-based learning opportunities. However, for a student to receive credit for a work-based learning experience, the following program components are required:

- Individual student career/educational plans
- Training plans with the following elements:
  - technical skill development based upon an approved curriculum that reflects current industry standards
  - workplace-readiness skill development
  - integration of work-based learning with the student's school-based (academic) learning
- Training agreements
- Certified personnel who coordinate the activity
- Suitable worksites and mentor/trainers

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WORK-BASED LEARNING AT THE SECONDARY LEVEL

Work-based learning experiences have been part of vocational education programs for the past 100 years. These experiences have taken various forms in secondary vocational programs. But not every school in Idaho offers a full array of vocational programs; consequently, there are limited work-based learning experiences available. In many rural communities there is a need for educators, employers and citizens to work cooperatively to create work-based learning experiences for students.

This chapter discusses a variety of work-based learning experiences. First, established secondary vocational program work-based learning components are described, along with their distinguishing characteristics. Next, a new program called Individualized Occupational Training is examined. Each description includes a list of distinguishing characteristics and the program number as listed in *Vocational-Technical Programs, Titles, Codes and Descriptions*, available from the State Division of Vocational Education.

WITHIN VOCATIONAL PROGRAM AREAS

Work-based learning provides rich opportunities to expand and enhance vocational-technical programs. This section will discuss the following structured learning experiences associated with Agriculture Science and Technology, Family and Consumer Science, Business and Office Occupations, Health Occupations, Trade & Industrial, and Marketing programs:

- cooperative education
- clinical experience
- school-based enterprise
- school-to-apprenticeship
- supervised occupational experience

The chart below provides an *at-a-glance* table of vocational programs and their common work-based learning activities.

	Cooperative Education	Clinical Experience	School-based Enterprise	School-to-Apprenticeship	Supervised Occupational Experience
Agriculture	•		•		•
Business	•		•		
Health	•	•			
Family and Cons. Science	•		•		
Trade/Industrial	•		•	•	
Marketing	•		•		
Individualized Occupational Training Program				•	

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AMANDA CARLSON

Amanda has been working her senior year at Borah High School through the Business Office Procedures class. She works from 1 till 5 every day at the Health and Welfare Child Support Division in Boise. Her duties include filing, sorting and preparing the mail, data entry on the computer, address verifications and status requests, and preparing court documents such as liens. Business Office Procedures is a cooperative education experience for seniors. Students work in local business offices in the afternoon (usually 1:00 - 5:00 p.m.) and receive on-the-job training. Students earn 3 credits per semester by working in the office and attending a seminar once a week. Topics covered at the seminar include work ethics, how to dress for success in the office, new technology, and job hunting skills. Students also receive at least minimum wage.

Cooperative Education

Cooperative education integrates classroom study and paid work, balancing classroom theory with career-related experience.

In cooperative education, teachers and employers jointly identify the competencies to be taught in the classroom and at the worksite. They develop a plan that guides the student's training. The plan lists student competencies required for a specific occupation, including rules, regulations, requirements, and/or responsibilities of the student, parent, worksite sponsor, and teacher/coordinator.

The student, parent, teacher/coordinator, and worksite sponsor work together to schedule work periods at the training sites. Typically, students alternate classroom instruction and work-based training. They may alternate full days, full weeks, or other periods of time, depending upon school schedules, academic requirements and worksite requests. For further information about cooperative education, contact any state vocational program supervisor.

Distinguishing Characteristics:

- ☐ technical content instruction is shared by in-school teacher and worksite mentor.
- ☐ paid work experience
- ☐ commonly part of all vocational programs

Titles, Codes and Descriptions Crosswalk:

AG 9900 Agriculture Science & Technology
BE 9900 Business & Office Education
OH 9900 Occupational Home Economics
HO 9900 Health Occupations
TI 9900 Trade, Industrial & Technical Education
ME 9900 Marketing Education

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Clinical Experience

Clinical experience is hands-on training at a healthcare facility. For high school health occupations students, this work-based learning method often begins with job shadowing: observing a health professional on the job. At this level, a student may also be asked to investigate how the professional uses academic skills such as math and English on the job. Then, as the student advances, clinical experience becomes more hands-on. Closely supervised by healthcare professionals, advanced students apply what they've learned in the classroom to real situations in the workplace.

As the student advances through the program, more time is spent in clinical experience. For example, in some programs students spend more than fifty percent of their time at the worksite.

Like cooperative education, clinical experience requires a training plan and agreement, signed by school personnel, student, parents/guardians, and clinical personnel. The plan includes all phases of experience, from job shadowing to advanced clinical work.

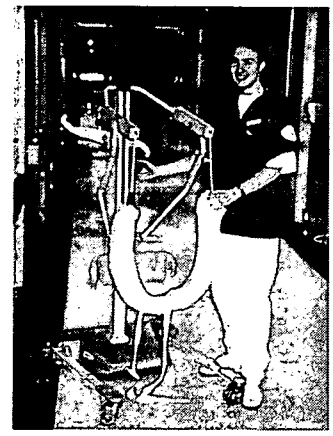
For further information on clinical experiences, contact the State Health Occupations Supervisor.

Distinguishing Characteristics

- ☐ technical content instruction is normally provided by classroom teacher at clinical site
- ☐ unpaid work experience
- ☐ part of health occupations programs

Titles, Codes and Descriptions Crosswalk:

HO 9800 Health Occupations



LISA FINNEGAN

In the above picture, Lisa Finnegan, a senior at Meridian High School, is preparing to move a mechanical lift to a patient's bedside. Lisa has nearly completed two years in the Health Occupations Program. She learned many basic nursing skills in the school laboratory and then participated in 60 clinical hours applying those skills at St. Luke's Regional Medical Center, Elks Rehabilitation Hospital, Veterans Administration Medical Center, and Boise Samaritan Village Nursing Home. Lisa has passed the manual skills examination and the national written examination in Nursing Assistant. She is on the Idaho Board of Nursing Assistant Registry and is a CNA employed at The Oaks at Boise. Lisa and her nursing instructor, Marilyn Usselman, RN, know that the basic nursing education and clinical training Lisa received at Meridian High School contributed to Lisa's winning a scholarship that will take her to Germany where she will live with a German family and work in the community. Lisa's long term goal is to be a pediatrician.

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PAT KRAPEL

Pat is a senior at Coeur d'Alene High School and is enrolled in the Cooperative Marketing Education Program. As the DECA store manager, Pat works 15 - 20 hours per week. His responsibilities include: Buying and stocking merchandise, supervising and training first year marketing students, making daily bank deposits, and conducting marketing research activities. Each first year Marketing student spends approximately 10 hours per semester working in the DECA store as a cashier. The DECA store provides excellent training for Marketing students prior to enrollment in a paid cooperative training station in the community. The operation of the DECA store is incorporated in the classroom curriculum especially during the study of Buying and Pricing, Management, Accounting and Marketing Research. The DECA store pays rent to the school. Profits are used to buy supplies for the marketing program and pay for students to attend DECA career development conferences.

School-Based Enterprises

School-based enterprises are student-run businesses owned by and operated in the school. This method is one way for a school to create its own work-based learning opportunity. For example, a school might let marketing students run the campus store, acting as clerks, buyers, and managers of the enterprise. Often students from different grade levels work together, managing all aspects of the operation.

Similar to other examples of work-based learning, school-based enterprises require plans, evaluations and integrating classroom learning into the workplace. For further information about school-based enterprises, contact the state vocational program supervisor for marketing, agriculture or business.

Distinguishing Characteristics

- ☐ technical content instruction is by classroom teacher in school-based, controlled worksite
- ☐ unpaid work experience
- ☐ may involve all vocational programs

Titles, Codes and Descriptions Crosswalk:

Use code 9800 for all school-based enterprises

School-To-Apprenticeship

The school-to-apprenticeship linkage is an innovative approach to education and training which allows qualified high school students to effectively bridge the gap between high school and the traditional apprenticeship system. High school students who meet the requirements for entry into the program are employed part-time as apprentices while completing their secondary education. Upon completion of required courses for high school graduation, student-apprentices are expected to continue in the program as full time apprentices.

A sponsor's minimum age requirement may be waived for participants who are accepted and indentured. Students who are under 16 are not accepted into the program. Students participating in the school-to-apprenticeship program work a reduced work day and work week while attending school and completing their high school requirements. The conditions of work for students are the same as traditional employed apprentices and are governed by the approved apprenticeship standards. An agreement between appropriate educational representative, the employer, and the Bureau of Apprenticeship and Training is recommended. Appendix B contains an example of an apprenticeship agreement.

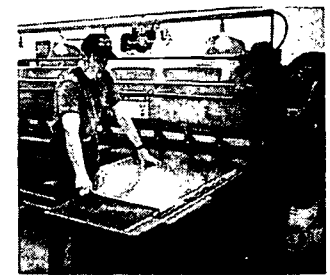
For additional information contact the state supervisor for trades and industry or the Bureau of Apprenticeship and Training in Boise.

Distinguishing Characteristics

- ☐ technical content instruction is by worksite mentor/ sponsor
- ☐ paid or unpaid work experience
- ☐ usually involves trade and industrial vocational programs

Titles, Codes and Descriptions Crosswalk:

Use code 9800 for all school-to-apprenticeships



KEVIN MONAGHAN

Kevin Monaghan is a student at Lake City High School where he participates in a School-To-Apprenticeship. At 2:00 p.m. in the afternoon, Kevin starts his training as a sheet metal worker under the direction of his sponsor, Bob Shafer, with Shafer Heating and Cooling. Kevin also receives instruction in the sheet metal trade through a weekly class held Wednesday nights from 5:30 - 9:30 p.m. at North Idaho College. After high school, Kevin will continue his training full-time in the sheet metal field and will receive his Journeyman card.

JERE STEWART

Jere Stewart is a senior at Kuna High School. He is enrolled in the Agricultural Science and Technology program and plans a career in dairy science and agribusiness. He specifically plans to return to the family dairy business where he will continue to process dairy compost and market it to landscape and horticulture businesses in the region. Jere has been enrolled in agriculture classes throughout his high school experience, and his supervised occupational experience has been the development of a composting business using raw waste materials from the family dairy. He has used his ingenuity with this project and today is able to market most of the compost commercially and at a profit. Jere has received numerous awards and recognitions because of this outstanding supervised occupational experience.

Supervised Occupational Experience (SOE)

Supervised Occupational Experience (SOE) encompasses a broad array of activities designed by students, parents and teachers to provide actual work experiences. These experiences are often entrepreneurial in nature, but can include paid or unpaid work for an employer and school-based work projects. Supervised Occupational Experience has traditionally been used in agriculture programs, but can used in any vocational program.

The three forms of Supervised Occupational Experiences are:

- Entrepreneurial projects including ownership of a farm or business enterprise
- Job placement at a worksite related to the occupational program. These placements can be either paid or unpaid.
- School-based work projects such as extra construction projects in the mechanics laboratory (beyond the normal in-school curriculum), working in a school greenhouse or installing computer networks as part of a technology maintenance program.

Supervised Occupational Experience programs require students to assume fiscal responsibility for their enterprises and to keep records of time invested, money earned, and technical skills learned. For further information about supervised occupational experience, contact the State Agriculture Science and Technology Supervisor.

Distinguishing characteristics:

- ☐ technical content instruction shared by classroom teacher and worksite mentor
- ☐ paid and unpaid work experience
- ☐ part of agriculture programs

Titles, Codes and Descriptions Crosswalk:

AG 9800 Agricultural Science & Technology

AS A STAND-ALONE PROGRAM

Individualized Occupational Training Program

The Individualized Occupational Training Program is a new, stand-alone vocational program that will replace the traditional Multi-Occupations Program, but is not intended to displace other vocational programs. Individualized Occupational Training Programs will provide work-based learning experiences to fit individual student career choices and extend the range of vocational training a school can offer.

Program design

The first step in designing an Individualized Occupational Training Program is to identify and prepare students who are interested in participating in the program. This is accomplished through a semester-length course in either Introduction to Career Pathways or Career and Personal Development. Both courses are designed to help students establish a career and educational direction and prepare for the work-based learning component of the program.

The next step is to identify and select worksites and mentors in the community that match each student's skill training interests. Once worksites and mentors are selected, individual training plans are developed. These plans, based on curricula approved by the vocational-technical system, may articulate into an Idaho technical college and/or registered apprenticeship.

Individualized Occupational Training programs require:

- A coordinator/teacher for the students and program.
- An understanding of student needs and community resources.
- A prerequisite course in Introduction to Career Pathways or Career and Personal Development.
- Suitable worksites and mentors.
- Leadership development as generally provided through vocational student organizations.
- Individualized training agreements and training plans based upon curricula approved by the Vocational-Technical System.
- Coordination and integration of technical and academic curriculum.
- A technical committee representing diverse occupational areas providing a link to community worksites

For further information about Individualized Occupational Training Program, contact the State Guidance Supervisor.

HALLIE LLOYD

Hallie Lloyd is a senior who began her Individualized Occupational Program unsure of what her future plans would be. She is now planning to enter the College of Southern Idaho in the fall of 1996 where she will pursue a career in education as a journalism teacher. In the four years she has been attending Marsh Valley High School, she has been on the high school newspaper staff, yearbook staff, and has taken several photography classes. Through the IOT program at Marsh Valley, she was placed at the Idaho State Journal. Photojournalism for her has become a way to explore photography by learning to process color film, improve and sharpen photographs, and make her photos interesting and eye catching. She has had a few of her photos published in the paper. She feels like she has learned a lot and has enjoyed working with the Journal staff.

Distinguishing Characteristics:

- ☐ technical content taught at worksites by worksite mentors using written curriculum approved by the vocational-technical education system.
- ☐ paid or unpaid
- ☐ a stand-alone program

Titles, Codes and Descriptions Crosswalk:

IOT 0100 Introduction to Career Pathways
IOT 0110 Work-Based Learning Experience I
IOT 0120 Work-Based Learning Experience II
IOT 0130 Work-Based Learning Experience III
IOT 0140 Work-Based Learning Experience IV
IOT 0150 Work-Based Learning Experience V

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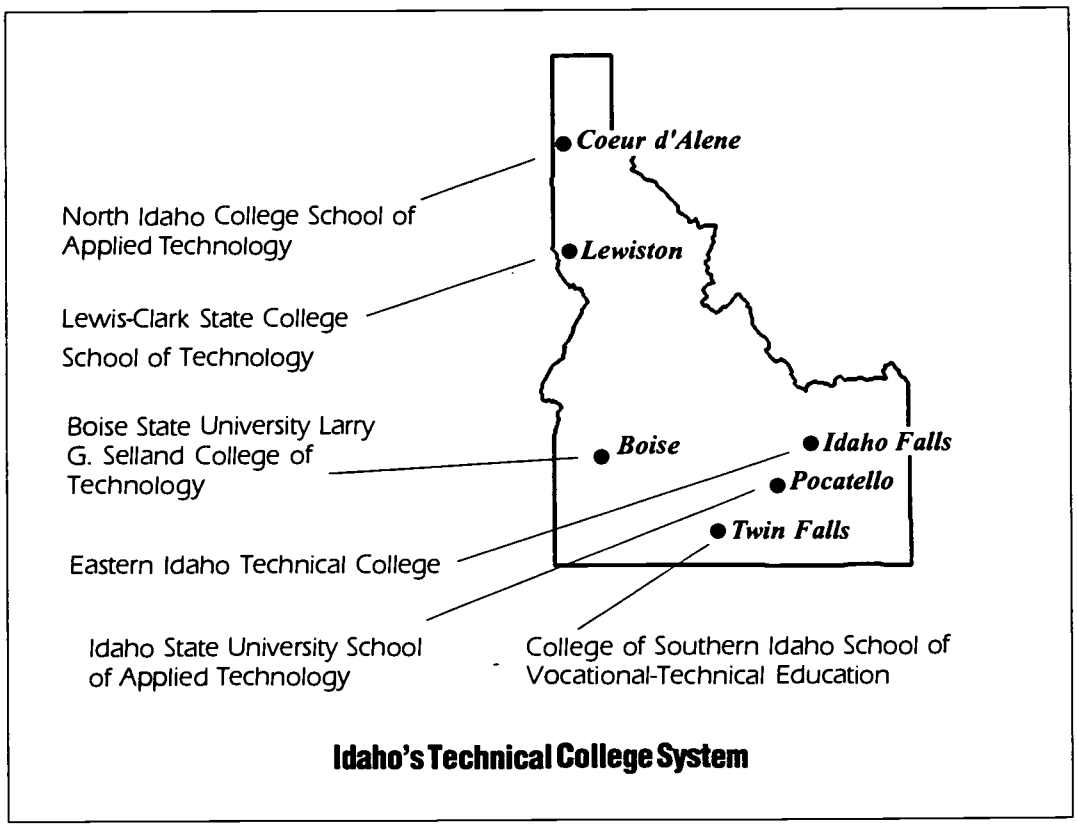
WORK-BASED LEARNING AT THE TECHNICAL COLLEGE LEVEL

Work-based learning is an integral part of the technical college learning experience and is often required as a part of the occupational program.

This section discusses work-based learning experiences at the technical college level. First, it describes off-campus examples including apprenticeships, clinical experiences, cooperative education and internships/practicums/field experiences. Then, it explains an on-campus variation of work-based learning, campus-based enterprises.

From college to college, the actual titles of work-based learning models may vary, but most fall into the following broad categories:

- Apprenticeships
- Clinical Experiences
- Cooperative Education
- Internships/Practicums/Field Experiences
- Campus-based Enterprises



Idaho's Technical College System

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BSU

The BSU Construction Trades Apprenticeship Program provides an opportunity to study a construction-related trade under the direct supervision of a qualified journeyworker.

Students receive the same kind of training that has created successful tradespersons throughout time. In addition to on-the-job training, students participate in substantial classroom instruction related to the trade of their choice such as Carpentry, Electrical, Electrical Lineworker, Masonry, Plumbing, or Sheet Metal.

Contact the technical college in your area for more information about apprenticeships.

Apprenticeship

Federally recognized apprenticeship training programs are registered with the Bureau of Apprenticeship and Training, U.S. Department of Labor. Normally, Idaho apprenticeship programs and apprentices are registered. Participating programs are required to provide training under conditions specified in a written agreement with the Bureau. Apprentices are regular employees of a business or company in which they are doing their apprenticeships.

Apprenticeship training has two components:

1) Planned, on-the-job training under the constant supervision of a journeyworker; and
2) Related technical and theoretical studies of at least 144 hours of instruction, done during non-work hours.

An apprenticeship program is sponsored by either a single employer, an association of employers, or a local joint apprenticeship committee, made up of both employer and union representatives. Minimum requirements to be eligible are established by the program sponsors and might include, for example, a minimum age, graduation from high school or a GED.

Apprenticeship programs are available through all Idaho technical colleges.

Distinguishing characteristics:

- ☐ entry into apprenticeship is through the employer(s) or employer(s) and union who sponsor the program
- ☐ an employer-employee relationship is established with full-time paid employment while in training
- ☐ training varies in length from one to five years, most are three to four years
- ☐ apprentices train under a signed apprenticeship agreement that identifies training objectives/ methods and wage information
- ☐ completing apprentices receive a skill certificate, the Certificate of Completion, issued by the U.S. Dept. of Labor

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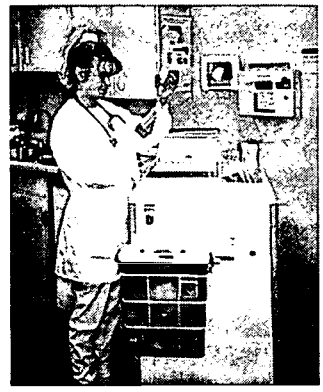
Clinical Experience

Clinical experience at the postsecondary level is usually associated with health occupations programs. The graduates of postsecondary health occupations programs are expected to be work-ready entry-level workers with a wide range of skills, knowledge and attitudes. The number of clinical hours in some programs range between 1200 and 1500 hours. The importance of clinical sites is emphasized in recent reports of national health organizations. For example, the Pew Commission and the National League for Nursing have stated the need for more learning in the community at a variety of sites where health care consumers will seek services.

Training agreements must be signed by the school representatives and the health care facility personnel. Many considerations must be part of the agreements to provide for quality experiences for students and to meet the requests of the facilities. Students completing postsecondary health occupations programs are normally required to take state and national examinations. In some cases, the programs must meet national certification requirements. Clinical experiences, therefore, must be planned carefully to meet all requirements.

Distinguishing Characteristics

- ☐ technical content instruction is normally provided by the technical college instructor at a clinical site
- ☐ unpaid work experience
- ☐ part of health occupations programs



EITC

Eastern Idaho Technical College provides clinical work experience for nursing students. Students are given the opportunity to use the nursing process, giving nursing care to patients in health care facilities in the communities. Clinical experience allows students to incorporate principles, activities and skills previously learned in the classroom. Students assume the major responsibility for the patient. Experience is provided in all major divisions of the health care facility.

Contact the technical college in your area for more information about clinical experiences.

CSI

In College of Southern Idaho's marketing and management program, students taking the hotel/motel management option participate in paid, part-time work experience at a job site based upon their career interest. Written learning objectives are agreed upon by the student, the department and the employer. These objectives are the basis for evaluation, grading and granting of credits. Classwork is applied in the work setting and worksite experiences are shared in the classroom. Not only do many of the students remain with their co-op employer in a full-time position after they complete their education, some have stepped directly into a general management position because of the relationship and trust they built during their co-op experience.

Contact the technical college in your area for more information about cooperative education experiences.

Cooperative Education

Cooperative education in technical colleges integrates in-school technical instruction and identified training experiences at the worksite. This form of work-based learning balances educational theory with career-related, paid work experience.

The student's training is carefully planned and supervised according to a training plan and training agreement. The training plan lists the competencies to be developed by the student for a specific occupation. The teacher/coordinator and the employer jointly identify the competencies which will be developed in the classroom and/or training site.

The training agreement includes the rules, regulations, requirements, and/or responsibilities of the student, the employer, and the teacher/coordinator.

The student, the teacher/coordinator, and the employer (training sponsor) work together in scheduling work periods at the training sites. The training sponsor, or designated mentor, supervises the student on the job and works with the teacher/coordinator in evaluating student progress on the plan.

Students can alternate classroom instruction with their work-based training. They can alternate part days, full days, full weeks, or other periods of time, depending upon the school schedule, academic requirements and the work requirements of the employer.

Distinguishing Characteristics:

- ☐ technical content instruction is shared by technical college instructor and worksite mentor.
- ☐ paid work experience
- ☐ commonly part of all technical college programs

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Internships

(Internships/Practicums/Field Experiences/etc.)

Internships/Practicums/Field Experiences are other terms for work-based learning experiences in which students work for companies and perform jobs related to their program of study. These experiences often are initiated by students. Many companies provide opportunities for students to participate in on-the-job experience.

Students participating in this work-based learning variation usually work part time while taking coursework. Many vocational-technical programs require internships and most offer credit. Companies often find this arrangement to be an advantage in that they can observe students without the obligation of hiring them permanently. Likewise, students have the benefit of being able to observe the company. In many disciplines, internships, practicums, and field experiences are the only way students have of gaining experience necessary to land their first job.

Internships, practicums and field experiences are supervised by the company hiring the student. If credit is offered, the institution would approve the company and position. The student would then have to complete the documentation (report) required by the institution to receive credit.

Distinguishing Characteristics:

- ☐ students in internship setting gain a "company" approach to their profession, learning the specific corporate culture and protocol of their employer
- ☐ paid or unpaid
- ☐ typically found in all technical programs
- ☐ students assume much of the responsibility for applying classroom-learned theory to the actual work experience

Contact the technical college in your area for more information about internships.

LCSC

In Lewis-Clark State College's paralegal program, students participate in a required internship during their last semester of study. They are generally placed into a private law firm, corporation, agency, title company or prosecuting attorney's office. Students have an opportunity to apply what they have learned in the classroom to an actual work setting. Although the internship is generally unpaid, students are frequently hired into the firm or company in which they intern. One special project with Potlach Corporation provides a paid internship each year.

NIC

The mental health technology program at North Idaho College requires a 10-week field experience. This provides the student an opportunity to apply concepts learned in assessment and intervention with psychiatric clients. The student functions as a member of an interdisciplinary team and gains practice entering data on the patient record. Students who successfully complete the Mental Health Technician Certificate program may extend their training into the Human Services Associate of Applied Science Degree program, designed to train paraprofessional workers for a wide range of human service needs in the community.

ISU

An example of a campus-based enterprise is a cafeteria operated by the culinary arts program at Idaho State University. Students in this program have an opportunity to practice food preparation, food service, and front-of-the-house operations in a functioning cafeteria that provides food services and catering for ISU students, staff and visitors.

Contact the technical college in your area for more information about campus-based enterprises.

Campus-Based Enterprises

Campus-based enterprises are student-run, school-owned businesses that are typically operated on college campuses. They are designed to simulate the environment of businesses located in the private sector. Although occupational training is the primary goal of a campus-based enterprise, goods and services are provided to customers. Students are exposed to all aspects of the business as they rotate through various duty areas and master tasks outlined in a training program. For example, a campus-based hotel within a hotel/motel management program may involve students in the front desk check in of guests, sales and catering for special events, housekeeping, and the accounting aspects of the hotel/motel business.

Distinguishing Characteristics

- ☐ technical content instruction is by the technical college instructor in campus-based, controlled worksite
- ☐ unpaid work experience
- ☐ students apply classroom theory while providing a service to the technical college they attend

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FOUNDATIONS OF A QUALITY WORK-BASED LEARNING EXPERIENCE

Work-based learning opportunities for students must be an integral part of their entire educational experience. The work-based learning experience is a component of an educational program that is based on strong career guidance, career pathways, integration of academic and technical education, and connects with education and training beyond high school.

CAREER GUIDANCE

The *Idaho K-12 Comprehensive Guidance and Counseling Program Model* and *The Idaho Adult Career Development Model* provide the framework for building career guidance in Idaho schools. Both documents outline the process for schools to develop their local programs. From kindergarten through adult, an effectively designed career guidance program guides students through four stages of career development: self assessment, exploration, focus, and strategy.

Job Shadowing and Information Interviewing are career exploration techniques to bring students into direct contact with workers at the worksite. These experiences offer students the advantage of observing work firsthand and questioning those who actually engage in work students are exploring. Consequently, students develop impressions and insights that would be impossible to obtain in other ways. Students also gain the advantage of developing a network of leads to potential worksites.

Self-Assessment: Many people make serious mistakes in their education and careers because they have limited knowledge about themselves. Numerous tools serve to provide students with self-information, including: multi-aptitude test batteries, interest and other inventories. Students also need help discovering their natural strengths and motivations beyond what traditional tests and assessments can provide them. The Dependable Strengths Articulation Process (DSAP) provides this assistance using a biographical approach to identify patterns of strength and intrinsic motivation. Armed with this self-knowledge, students can move ahead confidently to explore careers and educational pathways that build upon their dependable strengths.

Exploration: In the exploration stage students research occupational/educational information and compare these data with their personal strengths and motivations. Most students first become aware of many occupations and educational options

The Career/Education Plan is the written account of a sequence of coursework and training over a specified period of time. Although the plan serves to ensure completion of graduation and/or postsecondary admission requirements, its primary purpose is to align a student's course selections with his or her career goals.

The Career/Education Plan should be developed after the student has established a reasonably clear career direction and with input from parents (for secondary students) and counselors. Planning sessions scheduled during student transition points (i.e., 8th-9th grades) should be used to review and update the plan, allowing flexibility as the student's career decisions crystallize.

In addition to the Career/Education Plan, a second plan called the **Training Plan** is required for students participating in work-based learning. This plan outlines specific goals and objectives of the student's work-based learning experience and is tightly linked to the student's comprehensive Career/Education Plan and vocational program.

during planned exploratory experiences. Although a variety of media may be utilized, the computerized Idaho Career Information System (CIS), offers students the most comprehensive, up-to-date, and relevant information available.

Focus: Focus is that point in the career guidance process when a student is able to establish a career and educational direction based upon good information about self and the world of work. Schools can help ease the pressure on students to make the "perfect" career decision by reminding them that choosing an occupation is usually not a once-in-a-lifetime event and by scheduling regular meetings to review and revise the Career/Education Plan.

Strategy: Once students establish a career focus, they need help mapping out a strategy in the form of a written career/education plan. They also need help developing skills and strategies to locate jobs and market themselves to future employers.

CAREER PATHWAYS

"Career Pathways" is a term used to describe a method schools use to structure and organize courses around common occupational fields or career majors. Idaho's six pathways – arts & communication, business & management, health services, human resources, industrial & engineering, and natural resources provide school personnel, parents (for secondary students) and students a way to maximize course selection and prepare for further education or work during the student's four-year high school schedule.

Pathways show the integration of academic and vocational courses, stressing the relationship of school to work and the need for lifelong education and training.

Within each career pathway, students choose or design a career major. Career majors include course work that prepares students to: (1) enter directly into the work force; (2) continue education focused on technical preparation; (3) or pursue advanced study at a college or university. Every student follows an educational plan – one that provides a degree of

SIX CAREER PATHWAYS

Arts & Communications

The Arts and Communications career pathway includes programs related to the humanities and to the performing, visual, literary, and media arts. These include architecture, creative writing, film and cinema studies, fine arts, graphic design and production, journalism, foreign languages, radio and television broadcasting, advertising, and public relations.

Business and Management

The Business and Management career pathway includes programs related to the business environment. These may include entrepreneurship, sales, marketing, hospitality and tourism, computer/information systems, finance, accounting, personnel, economics, and management.

Health Services

The Health Services career pathway includes programs related to the promotion of health as well as the treatment of injuries, conditions, and disease. These may include medicine, dentistry, nursing, therapy and rehabilitation, nutrition, fitness, and hygiene.

Human Resources

The Human Resources career pathway includes programs related to economic, political, and social systems. These may include education, law and legal studies, law enforcement, public administration, child and family services, religion, and social services.

Industrial and Engineering

The Industrial and Engineering career pathway includes programs related to the technologies necessary to design, develop, install, or maintain physical systems. These may include engineering and related technologies, mechanics and repair, manufacturing technology, precision production, electronics, and construction.

Natural Resources

The Natural Resources career pathway includes programs related to the environment and natural resources. These may include agriculture, earth sciences, environmental sciences, fisheries management, forestry, horticulture, and wildlife management.

focus with maximum flexibility. For more information and a *Idaho Career Pathways* booklet, contact the State Division of Vocational Education, (208) 334-3216, P.O. Box 83720, Boise, ID 83720-0095.

INTEGRATION OF ACADEMIC AND VOCATIONAL EDUCATION

Vocational and academic competencies are both required in occupations. For example, in the Health Services area, students need the academic competencies contained in an anatomy and physiology course and vocational competencies contained in medical terminology and emergency procedures.

The integration of curriculum requires that teachers work within their own departments, and across disciplines. They design courses so that the material being taught is reinforced in different classes at appropriate times. For example, chemistry teachers can use the laboratory to show why infection occurs. Vocational teachers can teach the applications of infection prevention in a health occupation program.

CONNECTING WITH EDUCATION AND TRAINING BEYOND HIGH SCHOOL

Work-based learning should be connected with the student's career goals and with the education and training beyond high school, whether that be a four-year degree, a two-year degree or an apprenticeship.

For many careers requiring technical expertise, Idaho high school students can get a headstart on college-level technical training by enrolling in Tech Prep programs, sequences of classes that connect two (or more) years of high school technical education to two (or more) years of postsecondary technical education. High school students in Tech Prep programs can often earn college credit and advanced placement into technical college programs.

CAREER PATHWAYS IDAHO
Moving to a Focused Education

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WORK-BASED LEARNING ACTIVITY PLANNING

There are several steps involved in planning effective work-based learning activities, including: gathering information, staffing, identifying worksites, ensuring an "open door" to all students, and budgeting. This section describes how to design an effective work-based learning activity using those criteria.

ASSESSMENT

Assessing school and community resources is important for three reasons: 1) It helps identify what is already in place; 2) It helps prevent new initiatives from interrupting or interfering with work-based learning activities that are already in place; and 3) It establishes a benchmark for evaluating and future planning.

To identify current practices:

- Current work-based learning activities should be identified and cataloged.
- A central coordination point should be identified to avoid overlapping of employer contacts.
- The school district should identify within the community, agencies and individuals serving as facilitators for worksite instruction.

STAFFING

An important consideration for administrators is the identification and assignment of work-based learning coordination responsibilities. Depending on local needs, that assignment may be to an individual or to a team.

■ Identifying coordinator(s)

The coordinator(s) will develop a comprehensive and effective work-based learning system through direct communication with administration, vocational and academic faculty, technical committees, worksite contacts, mentors, students, and parents (secondary students). The role of the coordinator includes developing and managing the work-based learning system. For more details, refer to Appendix C.

To succeed in this role, the coordinator must balance time effectively between the various duties. Work-based learning coordinators should be allocated time based on student load. The recommended time-to-student ratio for coordinators is one class period per 20 students.

Course work requirements for professional growth are based on each individual's previous course

Qualifications:
School personnel in work-based learning settings need to hold the Work-Based Learning Coordinator endorsement. Individuals holding either a Standard Secondary, Advanced Secondary, or Vocational Specialist Certificate with a vocational endorsement and who have taken a course in Coordination Techniques or School-To-Work Transition qualify for the Work-Based Learning Coordinator endorsement.

Certified individuals who have a vocational endorsement, but have not taken a course in Coordination Techniques or School-To-Work Transition may apply for a Limited Vocational Specialist Certificate.

Individuals who do not hold a vocational credential, but have specialized training and/or work experience may qualify for a Limited Vocational Specialist Certificate. Qualification for this certificate is based on full-time recent, gainful, employment related to a skilled occupational area, the professions, or human resources development.

work and evident expertise. Competencies that should be developed are found in: principles/foundations of vocational education, vocational guidance, coordination techniques, analysis & curriculum design, student evaluation, and vocational methods.

Identifying worksites and worksite mentors

There are several ways to begin selecting possible worksites: by identifying industries, occupations, employers, or worksite mentors. *Any and all of these are good starting points and can be used simultaneously.* The following section describes the unique differences of each approach.

Industries

Suitable industries usually include: 1) dominant industries in your area; 2) industries which have shown stable or increasing growth trends; and 3) small, entrepreneurial businesses whose owners are committed to education.

One starting point for identifying industries would be to use local labor market data, available from the Idaho Department of Labor. Contact the Job Service Office for the name and phone number of the nearest Area Labor Market Analyst.

Local Chambers of Commerce, business leaders, banks, and civic leaders may also help identify industries.

From a compiled list of suitable industries, you can narrow the field to a specific list of employers. The Idaho Career Information System (CIS), which maintains an employer listing by industry and area of the state, can help complete this list. More information about CIS can be found in *References* at the back of this booklet.

Occupations

Another starting point would be to survey the student/applicants' occupational lists. If the lists were generated from CIS, it is possible to determine the corresponding industries and get a list of employers, since CIS links this information.

Beyond the occupational desires of the students, additional criteria in selecting occupations could be:

- fast-growing occupations
- large occupations (most common in your area)
- vocational-technical occupations (trades, health, business, etc.)
- occupations for which the training time is over one month and up to four years

Employers

You may already have work-based learning sites established. Employers who are now, or were in the past, involved in school-business partnerships are very good possibilities.

Titles and terms used to describe industries, occupations, jobs, and training programs are often very similar. But the distinctions, as shown below, can be important in developing a training program.

Refer to *References* (at the end of the manual) for information on agencies, software, and publications helpful in locating employers and industries.

Industry
A collection of employers grouped according to product, service, and or process. An employer will usually know what industry their company is associated with.

Employer
Generally a single firm having one or more worksites.

Worksite
The physical location where the product is produced or service performed.

Career
Total paid and unpaid work experiences throughout an individuals life span. This may include many occupations and jobs or just one of each if the individual has only one job throughout their lifetime.

Occupation
A broad classification which includes many individual jobs. For example Civil Engineer is an occupation, while the Engineering Design position at ABC Engineering Company is a job.

Job
A single position at one company.

Training Program
A systematic collection of training coursework which prepares an individual for a particular career, occupation, or if very narrow, a single job.

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Worksite Mentors/Trainers

The worksite mentor helps the student make a smooth transition from school to the world of work. Often this is the same individual who will provide training at the worksite. Mentors are beneficial to students in many ways: students have a reason for staying in school; they see the relationship of what they are learning in school to the application in real-life situations; they have a support system at the workplace and have an opportunity to see if the job or the career field is the right one for them.

Ideally, worksite mentors for students are persons with the following qualities:

- Strong interpersonal skills
- Organizational knowledge
- Good supervisory skills
- Technical competence
- Strong commitment to students and their development
- Willingness to share responsibility for that development
- Patience
- Good "people skills"

Selection of worksite mentors should be done with care. Not everyone will make a good mentor. Mentors must want to be mentors, want to help students learn and succeed and be willing to learn how to be a good mentor. A mentor is an experienced person who is a trusted counselor or guide to an individual. A teaching mentor has been described as a person who helps a student become a competent traveler along life's educational journey, "one who does not repair the road but allows the traveling student to discover new goals and satisfactory experiences."(Daloz, 1987)

EQUAL ACCESS

Work-based learning experiences should be available to all students. Such experiences are intended to teach students about specific careers, and expose them to the skills and expectations that employers are seeking in their employees.

Work-based learning must address the continued under-representation of girls and young women in technical programs. Pro-active steps must be taken to encourage them to enroll in programs that prepare them for higher wage technical careers. Suggestions include:

- bias-free assessment, testing and counseling
- complete, accurate and unbiased career information (e.g., the Career Information System)
- interaction with nontraditional role models
- mentoring opportunities with women in technical, scientific and mathematical fields
- classroom and work sites which are free of sex bias and stereotyping
- staff development and training for teachers, counselors and administrators
- opportunities to explore and participate in technical, scientific and mathematical fields

BUDGETING AND STATE REIMBURSEMENT

For public schools, state vocational money is distributed to offset the added costs of operating vocational programs (including work-based learning) — costs which are above and beyond the costs associated with a regular classroom. For example, an instructor's regular contract during the school day to teach the vocational courses or coordinate work-based learning activities would not be reimbursable. Instructor salary for time beyond the normal academic year would be reimbursable, however. Added costs associated with work-based learning could include travel to develop worksites and supervise students, travel for professional development, time during the summer to develop worksites, certain supplies, curricula and equipment. The state supplemental funding does not pay for permanent improvements such as buildings.

The formula for distributing the added cost funding is based on two factors: (1) the relative added costs associated with a vocational

program area; and (2) the number of reimbursable vocational classes (including work-based learning coordination) offered in that program.

Districts wanting vocational reimbursement for Work-based learning should apply to the State Division of Vocational Education. Work-based learning funding can either be a part of the funding for an existing vocational program or could be for a new stand alone program such as the Individualized Occupational Training. The deadline for application is February 15th for programs being offered during the next school year.

Work-based learning at the technical college level is a component of vocational-technical education programs. These programs are fully supported by the State Vocational Education Appropriation.

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WORK-BASED LEARNING IMPLEMENTATION AND MANAGEMENT

This chapter identifies activities involved in the implementation and management of work-based learning, including: community relations, conducting job/worksite visits, worksite mentor orientation, developing training agreements and plans, aligning student schedules, facilitating student worksite interviews and orientations, issuing grades and maintaining a worksite training directory.

COMMUNITY RELATIONS

Positive community relations are essential to the success of work-based learning. A program of work for community relations should be developed. This should include, but not be limited to: informational brochures, involvement of key individuals as members of technical committees, letters of support from the school board, and close contact with civic organizations. Community relations material are provided in Appendix D.

JOB/WORKSITE VISIT

When a potential worksite has been identified, it is necessary to make an on-site visit to evaluate working conditions, clothing and credential requirements, types of reading materials, equipment and tools used, insurance and liability issues, wages and benefits if any, and other issues that may arise in the course of the visit.

The visit also gives you a chance to share information about the program with the worksite staff and answer questions they are sure to have. This visit helps to prevent misunderstandings between the teacher/coordinator, employers, worksite-mentors, and student.

Ask the employer and/or the worksite mentor to show you around the worksite. Discuss the training situation, hours worked, job tasks, working conditions, etc. Use the Sample Job/Worksite Checklist in Appendix E as a guide.

WORKSITE MENTOR ORIENTATION

The purpose of the worksite mentor orientation is to acquaint community worksite mentor/trainers with work-based learning goals, to define roles and expectations, and to prepare worksite mentor/trainers for working with students. Topics may include:

- conducting student safety orientations
- participating in arranging and signing worksite training agreements
- involving the student in planning learning experiences that evolve from the training plan
- grading procedures
- legal aspects of work-based learning
- pedagogy skills

TRAINING AGREEMENT

The training agreement outlines the responsibilities of each partner. The employer, student, parent (for secondary students) and teacher/coordinator should meet to develop and sign the agreement. This allows everyone involved to discuss items of concern and to insure there are no misunderstandings. The major elements may include:

- Student responsibilities
- Paid/Unpaid work experience

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- Employer responsibilities including liability and worker's compensation
- Coordinator or teacher responsibilities
- Parent/Guardian responsibilities (for secondary students)

See sample training agreement in Appendix F.

TRAINING PLAN

The training plan is developed to provide the student, worksite mentor, and teacher/coordinator with a list of learning objectives. The plan, tailored to the worksite by the employer and teacher/coordinator, should be based on industry-approved curriculum* (duty/tasks) and link worksite to school site instruction. See Appendix G for a sample duty/task list.

The training plan usually covers the semester or length of time necessary to complete a designated phase of training. All training plans should identify: 1) technical skills to be learned; 2) workplace-readiness skills to be learned; and 3) a strategy for integrating school-based and work-based learning.

The plan can be used as an evaluation form and should be reviewed periodically to determine if some revision is necessary. See Appendix H for a sample training plan.

* ***Note: Contact the State Division of Vocational Education for industry-approved curriculum guides, (208) 334-3216.***

STUDENT SCHEDULE

Scheduling tasks are made easier when students have an education plan that has been carefully laid out. Students are able to progress through required subjects and gain the foundational skills that prepare them to transition to the work-based phase of instruction.

Some worksites will have time constraints on when students can have access to their facilities. The in-school schedule will have to be arranged around these times or other worksites will have to be selected.

STUDENT WORKSITE INTERVIEW

Work-based learning offers an opportunity for students to apply those jobs seeking skills that they learned in the classroom. Preparing for a job interview and applying for the job should be part of the work-based learning experience. Employers are encouraged to use their standard job application and interview procedures.

STUDENT WORKSITE ORIENTATION

The student should receive a thorough orientation to the worksite, meeting co-workers, and becoming familiar with safety procedures, equipment, protocol, and facilities.

CREDITS, GRADES, CERTIFICATES OF COMPETENCY

Credit toward high school graduation or dual credit for articulation into a technical college must be agreed upon at the time the training plan and training agreement are developed.

Grading of students participating in work-based learning is a collaborative effort between coordinator/teacher and worksite mentor. Evaluation should be based on performance standards outlined in the training plan and agreement. A competency profile, a master checklist of competencies in an occupational training area, should also document student progress and should stay in the student's individual profile folder. It should be updated regularly. See Appendix I for a sample competency profile.

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In addition to school-based evaluations, independent tests such as those developed by the National Occupational Competency Testing Institute (NOCTI) can provide another way to evaluate student progress. For career areas like electronics and auto technology, these tests, usually administered regionally by independent proctors, can provide the benefit of nationally validated, transferrable credentials.

WORKSITE TRAINING DIRECTORY

As you get your program off the ground you will need to setup a record keeping system to track the worksites, mentors and students. Establish database files with which to manage the following lists:

- employers (separate lists for possible worksites and operating worksites)
- potential worksite mentors
- worksite mentors
- student applicants
- student participants

Examples of database files are provided in Appendix J.

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LEGAL CONSIDERATIONS OF WORK-BASED LEARNING

The following section explains issues involving insurance, health and safety, transportation, and labor laws as they affect the planning of work-based learning opportunities.

This information is provided merely as a general guide and is not intended to be a comprehensive source of legal interpretation of all the legal issues surrounding work-based learning.

Labor law, as it applies to work-based learning situations, is presently being reviewed by U.S. Department of Labor and U.S. Department of Education personnel. As soon as this review is completed, an addendum to this section will be made available to holders of this manual.

INSURANCE

Schools must consider their current liability insurance to determine if the following kinds of coverage are in place, needed or necessary:

General liability: coverage for students, resource people, teachers, unpaid mentors. And worksite protection from risks, liabilities, claims or demands for personal injury or property damage.

Personal injury: protection for students at learning sites.

Transportation: coverage for students and staff en route to and from learning activities in the community.

Generally, district liability policies protect students at workplace learning sites. Local - district insurance agents can explain provisions of policies. In some programs, like health occupations, students who train as direct caregivers must have additional liability (malpractice) insurance coverage. Claims could be filed in cases of student errant behavior, so it is necessary to check on any additional insurance coverage needed.

A good time to explain the school's insurance provisions is during the discussion with employers when recruiting new worksites. Employers need assurance that there will be a "hold harmless" relationship with the worksite making the school district and its governing agency liable for student actions and behavior at the site.

HEALTH AND SAFETY

At the worksite, students must follow the same health and safety rules governing regular employees. To ensure student safety on job sites, coordinators should arrange for student use of any required special safety or health gear such as goggles, welding outfits, hard hats, or safety shoes. Worksites, local businesses, or labor groups may wish to provide these items to students. Student health and safety measures in health occupations may also require that students be tested for immunity from tuberculosis and immunized against hepatitis. Instructors in these programs will need to follow what the health care facilities require of students.

Child labor laws allow involvement in some potentially hazardous occupations if the following conditions are properly met:

- The terms of the involvement are spelled out in a written agreement, signed by the employer and school coordinator or principal.
- The involvement is incidental to the student-learner's training.

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- The involvement is intermittent, for short periods of time and under the direct and close supervision of a qualified, experienced person.
- Safety instructions are given by the school and by the employer with on-the-job training.
- A schedule has been prepared of organized and progressive work processes to be performed by the student on the job.

TRANSPORTATION

Insurance and liability issues arise in work-based learning activities because students are required to leave school premises in order to continue learning at the workplace. Individuals should seek legal advise on issues regarding transporting students. The following are the most common forms of student transportation to and from the worksite and the coverage that will, in most situations, apply:

1. School transports the student on school bus
   - School bus insurance coverage extends
2. Employer provides van to transport student employees
   - Employer's insurance coverage extends
   - School's insurance is secondary
3. Student uses public transportation
   - School's coverage extends and the student signs a release
4. Student drives own vehicle
   - Student's personal auto insurance coverage is primary
   - School's insurance is secondary

   In all cases, transportation agreements should be signed by parents (secondary students) before students are permitted to travel to and from worksites. When students drive personal vehicles, conditions of transportation should be reviewed and defined. Typically, these conditions include:

- Verification of student driver's license and insurance coverage.
- Limiting transportation to student driver (i.e. no passengers)
- Limiting transportation for the sole purpose of getting to and from the worksite.

LABOR LAWS

Employers, school districts, and students are impacted by a number of labor laws as they participate in work-based learning activities. The degree to which coverage is mandated is dependent on the individual situation. Generally, coverage is principally affected by the determination of whether or not an employer-employee relationship exists between the employer and the student. A school district should check with their board, district legal counsel, insurance carrier(s), and the State of Idaho or U.S. Federal regulatory agencies who administer these laws to determine the status of a student in a work-based learning activity. Keep in mind that state and federal labor laws often differ. When a difference occurs, the stricter standard always applies.

Note: In most cases a student-learner who is engaged in activities beyond simply observing at the worksite may be considered an employee and the employer would be required to pay them.

Fair Labor Standards Act

Covers minimum wage, overtime pay, child labor, and more. Within this law are specific sections which apply to student-learners. These sections specify what conditions must exist for nonpaid wage status, hours minors can work, and the jobs they can perform or not perform. This law impacts work-based learning to the greatest degree of all the labor laws and can not be waived. This law is administered by the U.S. Department of Labor, Employment Standards Administration. On the

state level, the Idaho Department of Labor and Industrial Services may rule on on-the-job training of student-trainees. For more information, contact:

Idaho Department of Labor
Wage and Hour Division
317 Main Street
Boise, ID 83735
Phone (208) 334-2327

Northern Idaho
Mary Webb
U.S. Department of Labor
ESA, Wage and Hour Division
1111 Third Avenue #755
Seattle, WA 98101-3212
Phone (206) 553-4482

Southwest and Eastern Idaho
Carol Kitch
U.S. Department of Labor
Wage and Hour
3050 North Lake Harbor Lane, Suite 102
P.O.Box 3505
Boise, ID 83703-3505
Phone (208) 334-1029

Robert Provencio
ESA, Wage and Hour Division
111 SW Columbia, Suite 1010
Portland, OR 97201-5842
(503) 326-3052

Unpaid/Paid work experience

Most work experiences referred to in this manual are paid and are covered by the Fair Labor Standards Act (FLSA) or Idaho labor laws. However, unpaid work-based learning is possible.

Unpaid—To insure that a work-based learning experience is acceptable as unpaid under the FLSA it must meet the following criteria:

(1) A planned program of job training and work experience for the student, appropriate to the student's abilities, which includes training related to pre-employment and employment skills to be mastered at progressively higher levels that are coordinated with learning in the school-based learning component and lead to the awarding of a skill certificate.

(2) The learning experience encompasses a sequence of activities that build upon one another, increasing in complexity and promoting mastery of basic skills.

(3) The learning experience has been structured to expose the student to all aspects of an industry and promotes the development of broad, transferrable skills.

(4) The learning experience provides for real or simulated tasks or assignments which push students to develop higher-order critical thinking and problem-solving skills.

A student enrolled in a learning experience would not be considered an employee within the meaning of the FLSA, if the following additional criteria were met:

(1) The student receives on-going instruction at the employer's worksite and receives close on-site supervision throughout the learning experience, with the result that any productive work that the student would perform would be offset by the burden to the employer from the training and supervision provided.

(2) The placement of the student at a worksite during the learning experience does not result in the displacement of any regular employee — i.e., the presence of the student at the worksite cannot result in an employee being laid off, cannot result in the employer not hiring an employee it would otherwise hire, and cannot result in an employee working fewer hours than he or she would otherwise work.

(3) The student is not entitled to a job at the completion of the learning experience — but this does not mean that employers are to be discouraged from offering employment to students who successfully complete the training.

(4) The employer, student, and parent or guardian (secondary students) understand

that the student is not entitled to wages or other compensation for the time spent in the learning experience — although the student may be paid a stipend for expenses such as books or tools.

If all of the foregoing criteria were met, an employer would not be required to pay wages to a student enrolled in a work-based learning experience. If, however, some of the above criteria were not met, it is still possible that a work-based learning participant would not be an employee under the FLSA; however, all of the facts and circumstances would have to be considered.

Volunteer

Volunteer positions are outside of the FLSA and students in such positions are not considered employees and need not be paid. However, students are not considered volunteers, within the meaning of the FLSA, if the students are not volunteering purely for the public good, but rather are attempting to gain work experience. Also, schools cannot legally require students to volunteer or perform unpaid public service as a way to gain vocational experience , satisfy graduation requirements, or any other purpose. This effectively eliminates volunteer status as a work-based learning alternative.

Paid—If a student does not meet the criteria for unpaid wage status, they must be paid at least the federal minimum wage ($4.25 per hour) plus overtime pay (1.5 times regular pay) for each hour in excess of 40 hours per week.

Subminimum Wage

The Fair Labor Standard Act does allow for a wage rate below the minimum wage in two training situations. 1. Full-time students employed by certified retail or service firms, agriculture, or institutions of higher education may be paid $3.62/hour. 2. Students with severe disabilities can be paid wages commensurate to their individual productivity under the Special Education School Work Experience Certificate. These situations are only permitted under certificates issued by the Wage and Hour Division of the U.S. Department of Labor.

Idaho Department of Labor
Wage and Hour Division
317 Main Street
Boise, ID 83735
Phone (208) 334-2327

Diane Reese
U.S. Department of Labor
Employment Standards Administration
Wage and Hour Division
71 Stevenson Street, Room 930
San Francisco, CA 94105
Phone (415) 975-4562

Hazardous Occupations Prohibited for Minors

In general, minors under 18 may not be employed in hazardous occupations which entail:

1. Logging and Sawmilling.
2. Explosives Manufacturing and Storage.
3. Motor Vehicle Driving.
4. Mining.
5. Power-driven Woodworking Machines.
6. Exposure to Radioactive Substances.
7. Use of Power-driven Hoisting Apparatus.
8. Power-driven Metal Forming, Punching, and Shearing Machines.
9. Slaughtering, or Meat Packing, Processing, or Rendering.
10. Power-driven Bakery Machines.
11. Power-driven Paper-products Machines.
12. Manufacturing Brick, Tile, and Kindred Products.
13. Coal Mining.
14. Power-driven Circular Saws, Band Saws, and Guillotine Shears.
15. Wrecking, Demolition, and Ship-breaking Operations.
16. Roofing Operations.
17. Excavation Operations.

There are specific (and lengthy) definitions and exceptions to these prohibitions which impact "student-learners" that the school

districts should take into consideration. In short, 16 to 17 year old student-learners can work at any time for unlimited hours and may be exempted from the hazardous occupations prohibitions if the student-learner is in a bona fide vocationol program under a written agreement which provides that the student-learner's work is incidental to training, intermittent, for short periods of time, and under the close supervision of a qualified person; that sofety instructions are given by the school and correlated with on-the-job training; and thot a schedule of orgonized and progressive work processes has been prepared. The written agreement must contain the nome of the student-learner, and be signed by the employer and a school authority, each of whom must keep copies of the agreement.

Students who are 14 and 15 years of age may work at jobs such as office work; various food service jobs; sales work and some other jobs in retail stores; errond and delivery work by foot, bicycle, and public transportation; dispensing gasoline and oil and performing courtesy services in gas stations; and in most cleonup work. The hours of work can not exceed 3 hours on a school day with a limit of 18 hours in a school week; no more than 8 hours on a nonschool day with a limit of 40 hours in a nonschool week; and not before 7 a.m. or after 7 p.m., except from June 1 through Lobor Day, when the evening hour is extended to 9 p.m. There are exceptions to these restricted hours and occupations under the Work Experience and Career Exploration Program (WECEP). Under WECEP students who are 14 and 15 years of age and enrolled in on approved program can be employed during school hours, for up to 3 hours on o school day, up to 23 hours in a school week, ond in occupations otherwise prohibited. WECEP status is subject to the approval of the Administrotor of the Wage and Hour Division of the U.S. Deportment of Labor and has been gronted to Idoho. For information contact:

Mel Mangum
Idaho Department of Education
650 West State Street
P.O. Box 83720
Boise, ID 83720-0027
Phone (208) 334-3940 extension 576

Youths under 14 moy work only if their jobs ore exempt from child labor standords or not covered by the Fair Labor Standards Act. Exempt work includes: delivery of newspapers to consumers; performing in theatrical, motion picture, or broadcast productions; and work in a business owned by the parents of the minor, except in monufacturing or hozardous occupations. In general, minors under the age of 14 may not be employed in non-agricultural occupotions. Their activities in work-based learning programs must be limited to activities such as career awareness and exploration activities, classroom presentations, field trips to worksites, and job shadowing. Actual work or employment is not an option for this age group.

Agricultural Employment

The provisions for work in agriculture ore less restrictive than those for non-agricultural occupations. In general, those 16 or older may work at any agricultural job at any time. Fourteen and 15 year old youths may be employed outside school hours in nonhozordous occupations. Youths underage 14 can only work on farms, outside school hours, in nonhazardous occupations, if they have written, parental consent or ore working on a farm where their parent is employed. Be aware the "agricultural," in terms of FLSA coverage, refers to fomily farms, not agricultural operations thot ship their products across state lines or those who work or process products other than their own.

The Rehabilitation Act of 1973 as amended by the Rehabilitation Act Amendments of 1992 (including Section 504)

Provides ossistance for individuals with disabilities to maximize their employment,

economic self-sufficiency, independence, and inclusion and integration into society. Closely linked to the individuals with Disabilities Education Act (IDEA), this law ensures that students with disabilities have a smooth transition between the education system and the vocational rehabilitation system. It is importation to note that students covered under Section 504 of this act may not be covered under IDEA. This law is administered by the Idaho Division of Vocational Rehabilitation. For more information contact:

Michele A. Hendryx, CRC
Idaho Division of Vocational Rehabilitation
650 West State Street, Room 150
P.O. Box 83720
Boise, ID 83720-0096
Phone: (208) 334-3390

Worker's Compensation Law

Provides for insurance against injury while on the job. Insures the income of an injured worker as well as providing for medical benefits and services related to the on-the-job injury. This law is administered by the State Insurance Fund an office under the Executive Office of the Governor. Idaho Code 72-102.

If governmental or private entities engage and pay the students, the student is covered under the workers compensation insurance policy of the governmental or private entity. If the student is unpaid, coverage is provided under the school district's policy. The premium for the coverage of the unpaid student would be based on the number of hours worked with a payroll substitute the minimum wage for each hour worked. Workers compensation requirements are that proof of industrial injuries exist. The school must keep records in the event an industrial injury occurs, there would be verification as to where, when , and the circumstances of the injury for the claim to be compensable under the school district's policy. Notice of injury and claim for benefits must be completed by the employer within ten (10) days from the date of knowledge of an injury. A Notice of Injury and Claim for Benefits Form must be filed when any of the following circumstances exists:

1. A work-related injury results in the need for medical treatment by an attending physician.
2. A worker base missed more than one day of work as at the result of a work-related injury.
3. Whenever an injured worker requests to file a claim under workers compensation regardless of the circumstances. (NOTE: filing a Notice of Injury and Claim for Benefits Form is not an admission of liability.)

The Industrial Commission administers the Workers Compensation Law, while the Idaho Insurance Fund provides the coverage and collects the premium.

Sue Balderston
Underwriting Supervisor
State Insurance Fund
1215 West State Street
P.O. Box 83720
Boise, Idaho 83720-0044
Phone: (208) 334-2370
(80) 334-2370

Employment Security Law

Provides for unemployment insurance in the event a worker is out of work though no fault of their own. The worker must have earned sufficient wages in covered employment and be able, available and seeking employment and meet all other personal eligibility requirements of the law. Contact your local Job Service office listed in the telephone directory for assistance in filing a claim.

Individuals with Disabilities Education Act

This law ensures that all children with disabilities have available to them a free appropriate public education and related services to meet their unique needs. This law is administered jointly by the U.S. Department of Labor and U.S. Department of Education.

The Americans With Disabilities Act

Civil rights legislation that extends protected status to all disabled individuals; it prohibits discrimination on the basis of disability—whether they are persons hired by the school districts or students employed in cooperative or other work programs. This law is administered by the Equal Employment Opportunity Commission.

Students with disabilities are to have available work-based learning opportunities. Participating employers are expected to provide reasonable accommodation for these students as they would for all employees.

Rehabilitation Act of 1992

Provides empowerment for individuals with disabilities to maximize their employment, economic self sufficiency, independence, and inclusion and integration into society. This law is administered by the Idaho Division of Vocational Rehabilitation.

Vocational Rehabilitation
650 West State
Boise, ID 83720
Phone: (208) 334-3390

Idaho Human Rights Act

Title VII of the Civil Rights Act of 1964 (as amended)

State and federal laws* make it illegal for employers to discriminate in hiring or promoting an employee on the basis of race, color, sex, religion, or national origin. An employer cannot refuse to hire a woman because she is pregnant, fire her because of her pregnancy, or force her to go on leave. It is also illegal to base employment-related decisions on sexual favors or the acceptance or rejection of sexual advances. These laws are enforced by the Idaho Human Rights Commission (state) and the Equal Employment Opportunity Commission (federal).

For more information, contact:
Human Rights Commission
1109 Main Street, Suite 400
Boise, ID 83720-0040
Phone: (208) 334-2873

Equal Employment Opportunity Commission
909 First Avenue, Suite 400
Seattle, WA 98104-1061
Phone: (208) 220-6883

*Federal law covers employers with 15 or more employees; state law covers employers with 5 or more employees. Age discrimination applies to older workers (40+) only.

Title IX of the Education Amendments of 1972

Prohibits discrimination on the basis of sex in all educational institutions that receive federal financial assistance, in federally funded education programs in non-educational institutions, and in institutions whose students receive federal financial aid. Protects students and employees.

Options for filing a complaint under Title IX include

- File through Title IX grievance procedures at the school site
- File a complaint directly with the Office for Civil Rights (Seattle) or equivalent state agency
- File a civil suit

As a result of the U.S. Supreme Court 1992 decision in the Franklin vs. Gwinnett County Public School case, money damages are available under Title IX.

For more information, contact:
Barbara Eisenbarth, Sex Equity Consultant
Idaho Department of Education
650 West State Street, P.O. Box 83720
Boise, ID 83720-0027
Phone: (208) 334-2186

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References

References

AGENCIES

Idaho Career Information System
PO Box 83720
650 West State Street, Room 301
Boise, ID 83720-0095
Phone (208) 334-3705

Idaho Department of Commerce
Joe R. Williams Bldg., second floor
700 West State Street
Boise, ID 83720-2700
Phone (208) 334-2470

Idaho Department of Labor Job Service Offices.
There are 24 Local Job Service Offices in Idaho. Look in your local phone listings under State Government or contact:
Idaho Department of Labor
317 Main Street
Boise, ID 83735
(208) 334-6100

Idaho Division of Vocational Education
PO Box 83720
650 West State Street, Room 324
Boise, ID 83720-0095
Phone (208) 334-3216; Fax (208) 334-2365

Regional Economic Development and Planning Agencies:

Panhandle Area Council
11100 Airport Drive
Hayden, ID 83835
(208) 772-0584

Ida-Ore Planning and Development Association
10624 West Executive
Boise, ID 83704
(208) 322-7033

Southeast Idaho Council of Governments
280 South Arthur
Pocatello, ID 83204
(208) 233-4032; 1-800-232-4921

Clearwater Economic Development Association
1626 Sixth Ave. North
Lewiston, ID 83501
(208) 746-0015

Region IV Development Association
315 Falls Avenue
Twin Falls, ID 83303
(208) 736-3064

East Central Idaho Planning and Development Association
310 North Second East
Rexburg, ID 83440
(208) 356-4524

For information on labor laws contact:

Idaho Department of Labor and Industrial Services
Wage and Hour Unit
277 North 6th Street
Boise, ID 83720
Phone (208) 334-2327

State Insurance Fund, Workers Compensation Insurance
1215 West State Street
Boise, ID 37720
Phone (208) 334-2370

Equal Employment Opportunity Commission
2815 2nd Avenue, Suite 500
Seattle, WA 98121
Phone (206) 553-0968 or
(800) 669-EEOC

U.S. Department of Labor, Occupational Safety and Health
3050 North Lake Harbor Lane, Suite 134
Boise, ID 83703
Phone (208) 334-1867

REGIONAL VOCATIONAL-TECHNICAL COLLEGES

Larry G. Selland College of Technology, Boise State University
Boise (83725)
Tom MacGregor, Dean
Telephone: 385-1508
Toll free: 1-800-632-6586 ext. 1508

School of Vocational-Technical Education, College of Southern Idaho
Twin Falls: (83303)
Dr. Michael Glenn, Dean
Telephone: 733-9554

Eastern Idaho Technical College
Idaho Falls (83404)
Dr. Miles LaRowe, Director
Telephone: 524-3000
1-800-662-0261 ext.332

School of Applied Technology Idaho State University
Pocatello: (83209)
Dr. Ranaye J. Marsh, Dean
Telephone: 236-2507

School of Technology Lewis-Clark State College
Lewiston: (83501)
Dr. Melvin Streeter, Dean
Telephone: 799-2225

School of Vocational-Technical Education, North Idaho College
Coeur d'Alene: (83814)
Dr. Barbara Bennett, Associate Dean
Telephone: 769-3300, Ext. 433

PUBLICATIONS

Coordinator's guide for work-based learning.
Washington State.

Career Satisfaction and Success
A book written by Dr. Bernard Haldane, founder of the Dependable Strengths Articulation Process (DSAP),
Jist Works, Inc.
720 North Park Avenue
Indianapolis, IN 46202
1-800-648-5478

Dictionary of Occupational Titles (DOT)
Contains descriptions of over 12,000 occupations.
(Fourth Edition, Revised 1991)
U.S. Department of Labor
Employment and Training Administration
Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402-9325

The DOT is also available from:
JIST Works, Inc.
720 North Park Avenue
Indianapolis, IN 46202-3431
1-800-648-5478

Effective teaching and mentoring. Daloz, L.A. (1986) San Francisco, CA: Jossey-Bass, Inc.

Experience-Based Learning; How to Make the Community Your Classroom. McClure, L, Cook, S, & Thomson, V. (1977). Portland, OR: Northwest Regional Educational Laboratory.

Greater Boise Employer Directory
A listing of Boise area employers and the occupations they hire. (1995 Edition)
Career Planning and Placement
Boise State University
Boise, ID 83725

Health occupations clinical rotation guidelines. Witmer, Dorothy M. (1994). Boise, ID: Idaho Division of Vocational Education.

Idaho adult career development program model. (1993). Boise, ID: Idaho State Occupational Information Coordinating Committee.

Idaho comprehensive guidance and counseling program model. (1993). Boise, ID.

Idaho Manufacturing Directory
A listing of Idaho employers by Standard Industrial Classification
Center for Business Development and Research
University of Idaho
College of Business and Economics
Moscow, ID 83844

Interdisciplinary cooperative education. Stillwater, OK: State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center.

Internship curriculum manual. (1992). Columbus, OH: Marketing Education Resource Center

Nebraska marketing education: Two year curriculum guide. Lincoln, NE: Nebraska Department of Education. Division of Vocational Education.

Occupational Employment Statistics
Contains current occupational distribution and projected occupational demand for Idaho.

Idaho Department of Employment, Research and Analysis Bureau
317 Main Street
Boise, ID 83735-0670
Phone (208) 334-6168

Occupational Outlook Handbook
(1994-95 Edition)
Occupational Outlook Quarterly
(Fall 1993 & Spring 1994)
These publications contain information on occupations and the long-term outlook for them in the United States.

U.S. Department of Labor
Bureau of Labor Statistics
71 Stevenson Street
PO Box 193766
San Francisco, CA 94119
Phone (415) 744-6600

Skills and Tasks for Jobs - A Scans Report for America 2000
Information on the skills and tasks required for 35 common occupations.

U.S. Department of Labor
Secretary's Commission on Achieving Necessary Skills
200 Constitution Avenue, NW
Washington, DC 20210

Standard Industrial Classification Manual
Contains a complete listing of industry codes and descriptions.

JIST Works, Inc.
720 North Park Avenue
Indianapolis, IN 46202-3431
Phone (800)-648-JIST

U.S. Industrial Outlook
An Almanac of Industry, Technology and Services

U.S. Department of Commerce
Superintendent of Documents
PO Box 371954
Pittsburgh, PA 15250-7954

Youth apprenticeship in America: Guidelines for building an effective system. American Youth Policy Forum 1001. Washington, D.C.

SOFTWARE

CIS for DOS
A computer-based system which has information on careers, training programs, schools, employers, job-search methods, and educational financial aid. Available at secondary and postsecondary schools and Job Service Offices in your area.

Idaho Career Information System
PO Box 83720
650 West State Street, Room 301
Boise, ID 83720-0095
Phone (208) 334-3705

Job WORKS
Interactive job search software containing information on seeking work that can also create resumes in a variety of styles.

Idaho Career Information System
PO Box 83720
650 West State Street, Room 301
Boise, ID 83720-0095
Phone (208) 334-3705

SKILL ASSESSMENT/CERTIFICATES OF MASTERY

National Occupational Competency Testing Institute (NOCTI)
409 Bishop Hall - 1349 Cramer Circle
Big Rapids, MI 49307-2737
(800) 334-6283

CERTIFIED TRAINERS - DEPENDABLE STRENGTHS ARTICULATION PROCESS (DSAP)

Region I

James See
Mullan Jr./Sr. High School
325 Park Avenue, Box 71
Mullan, ID 83846
(208) 744-1126

Steve Faust
Smart Choices
733A Lakeland
Rathdrum, ID 83858
(208) 687-6933

Region II

Darlene Larson
Center for New Directions
Lewis-Clark State College
8th Avenue & 6th Street
Lewiston, ID 83501
(208) 799-2331

Region III

Nancy Kobe
760 Warm Springs, Ste. G
Boise, ID 83712
(208) 384-5922

Vickie Chandler
Rimrock Jr./Sr. High School
HC 85, Box 184 A
Bruneau, ID 83604
(208) 834-2260

Region IV

Christy Pyles
P.O. Box 300
Wendell, ID 83355
(208) 536-5008

Region V

Bill Rasmussen
Franklin Jr. High School
2271 East Terry Street
Pocatello, ID 83201
(208) 233-5590

Region VI

Dr. Elizabeth Martini
4718 Old Loop Road
Mackay, ID 83251-0456
(208) 588-2262

Appendix A

Definitions

Apprenticeship Training

Training operated in accordance with the national Apprenticeship Act of August 16, 1937. The training is sponsored by an employer, a group of employers, or a union. The Act contains all terms and conditions for qualification, recruitment, selection, employment and training of apprentices. Note: Section 502, Title V of the "school-to-work opportunity act of 1993" contains provisions for the waiver of federal requirement.

The apprenticeship training program is usually registered with the Department of Labor or the State Apprenticeship Agency. The program provides training in apprenticeable occupations under conditions specified in a written apprenticeship agreement. The programs are normally operated under the direction of the local Joint Apprenticeship Committee.

An apprentice is a person of at least 16 years of age who is engaged in learning an apprenticeship occupation through actual work experience under the supervision of a journeyman worker. The training is combined with properly coordinated studies of related technical and supplementary subjects. Apprenticeship training can be delivered with a variety of program designs.

Career

Total paid and unpaid work experiences throughout an individuals life span. This may include many occupations and jobs or just one of each if the individual has only one job throughout their lifetime.

Employer

Generally a single firm having one or more worksites.

Industry

A collection of employers grouped according to product, service, and or process. An employer will usually know what industry their company is associated with.

Integration of Academic and Vocational Education

Connecting academic and vocational content in a way that builds on the strengths of both and reinforces and applies the knowledge learned. Examples of integration are found in applied academics, class projects, team teaching, and curricular alignment models.

Job

A single position at one company.

Mentor

An experienced, competent person at the worksite who supports, coaches, nurtures, and guides an inexperienced worker. This individual is often the same person who will provide skill training at the worksite.

Occupation

A broad classification which includes many individual jobs. For example Civil Engineer is an occupation, while the Engineering Design position at ABC Engineering Company is a job.

Specific Vocational Preparation (SVP)

The amount of lapsed time required by a typical worker to learn the techniques, acquire the information, and develop the facility needed for average performance in a specific job-worker situation. Lapsed time is not the same as work time. The SVP for any occupation can be found in the *Dictionary of Occupational Titles*, published by the U.S. Department of Labor.

Sponsor

The company that agrees to allow students to participate in work-based experiences.

Technical Skills

Knowledge and skills specific to a particular occupation or cluster of occupations. Expertise critical to acquiring and maintaining employment.

Training Agreement

A signed statement initiated by the institution that excludes the fundamental elements regarding the participation of a student at the workplace that includes the voluntary and cooperative commitment of the student (employee), the employer and the institution.

Training Plan

A format for delineating, for each student (employee), the competencies and learning experiences to be completed at the work place, often paralleled with classroom units of instruction. The training plan, cooperatively determined, becomes part of the training agreement.

Training Program

A systematic collection of training coursework which prepares an individual for a particular career, occupation, or if very narrow, a single job.

Trainer

A person identified at the worksite who will provide technical instruction to the student/trainee. This individual is often the same person who is identified as the worksite mentor.

Work-based Learning

Experiences at a worksite based upon a career/education plan that are connected with school-based learning.

Workplace-readiness Skills

Those work habits and social skills desirable to employers, such as responsibility, communication, self-esteem, helpfulness, cooperation, timeliness, organization and flexibility.

Worksite

The physical location where the product is produced or service performed.

Appendix B

SCHOOL TO APPRENTICESHIP LINKAGE AGREEMENT

The School-to-Apprenticeship (STA) Agreement is one component of the overall school-to-work effort. The goal of STA is to create quality career paths for appropriate high school students. This program is a cooperative venture between the education community and the Bureau of Apprenticeship and Training. This venture is facilitated by the following written agreement between the appropriate educational representative, the employer, and the Bureau of Apprenticeship and Training.

The school-to-apprenticeship linkage program is an innovative approach to education and training which allows qualified high school students to effectively bridge the gap between high school and the world of work by means of the apprenticeship system. High school students who meet the requirements for entry into the program shall be employed part-time as registered apprentices while completing their secondary education. Upon completion of their required courses for high school graduation, the student/apprentice will be expected to continue in the program as a full time apprentice. It is further understood that if the student/apprentice does not complete the required course material for high school graduation the apprenticeship agreement will be canceled. In essence, no school, no work.

The program sponsor's minimum age requirement shall be waived for participants who are accepted and indentured as student/apprentices in the school to apprenticeship linkage program. At no time will the student/apprentice be less than 16 years of age.

The minimum education requirement shall be waived for participants who are accepted and indentured as student/apprentices in the school to apprenticeship linkage program.

Students/apprentices participating in the school to apprenticeship linkage program shall work a reduced work day and work week while attending and completing their high school requirements.

It is the understanding and intent of all concerned parties (Education, Employer/Sponsor, Apprentice, and Registration Agency) that the conditions of work for school to work apprentices shall be the same as other apprentices employed, and shall be governed by the approved apprenticeship standards.

This addendum is a revision to the sponsor's Apprenticeship Standards, and is approved and adopted this _____ day of _____, 19_____.

BY:_____

TITLE:_____

SCHOOL:_____

BY:_____

TITLE:_____

EMPLOYER/SPONSOR:_____

BY:_____

John Cantrell
Bureau of Apprenticeship & Training
U. S. Department of Labor

SECONDARY SCHOOL/BAT MEMORANDUM

TO: U. S. Department of Labor
Bureau of Apprenticeship and Training
3050 North Lakeharbor Lane, Suite 128
Boise, ID 83703-6217

Date _____

SUBJECT: SECONDARY STUDENT IN APPRENTICESHIP

The employer indicated below intends to provide training in an apprenticeable occupation and falls under the jurisdiction of the Bureau of Apprenticeship and Training. Please contact the employer to negotiate apprenticeship work processes and standards for registration:

Employer_____ Contact Person_____

Address_____

City_____ Zip Code_____

PhoneNumber_____ Student_____

Occupation_____

(Check One): Vocational Student ☐ General Education Student ☐

It is understood that each school's registration is under the provisions of the Idaho State Division of Vocational Education and any subsequent agreements developed by the Bureau of Apprenticeship and Training are separate agreements, and neither agency's agreement is dependent in whole or in part on the other agency's agreement.

You may contact the secondary school listed below if you desire more information.

Counselor_____

Secondary School_____

Address_____

Telephone Number_____

Appendix C

Program Coordinator Functions

Depending on the program model, coordination of the school-to-work program can be based in schools, employer groups, or intermediary organizations. Regardless of the locus of coordination, the functions of the program coordinator are the same. Monitoring day-to-day operations, troubleshooting potential problems, and acting as the lead contact for program partners are among the coordinator's key responsibilities.

Examples of important program coordination functions include:

- **Overseeing the daily demands of the program**—The coordinator is responsible for the day-to-day administration of the program, which often requires juggling competing priorities. Because school-to-work programs connect high schools, employers and postsecondary institutions, the coordinator has to organize his/her time to ensure that the necessary tasks move forward on all program fronts. The coordinator may also be responsible for linkages with regional or state school-to-work systems.

- **Brokering and balancing the interests of program participants**—The program coordinator is a liaison between students, employers, school partners, community organizations, and parents. To help ensure that the needs of all the key actors are met through the program, the coordinator has to convene and meet regularly with program partners, and especially act on behalf of the students in school and at work so that the student is not the "slender thread" connecting school and work.

- **Communicating effectively with different groups**—As the "linchpin" connecting program partners, the coordinator has to be able to ensure the smooth flow of information about work- and school-based activities. This means being able to communicate the program's mission and goals effectively.

- **Coordinating activities at multiple schools and workplaces**—As programs become more complex, with multiple schools and work sites, the program coordinator needs to lead and manage school and employer-based staff at each site. At each school or workplace there should be a lead contact person responsible for program operations at that location.

- **Ongoing program assessment**—Throughout the implementation and evolution of the program, the coordinator needs to assess program strengths and weaknesses. As the person with the most comprehensive view of the program, the coordinator is well suited to track trends in what works and what doesn't, and to identify obstacles to and opportunities for success. The coordinator's observations should be incorporated as part of a larger, formal program assessment. *(see Ongoing Program Improvement and Evaluation card)*

Program Coordinator

Program coordinator roles and responsibilities include:

- ☐ Serve as the point of contact for all program activity
- ☐ Help coordinate employer, school, and postsecondary program partners
- ☐ Recruit employers, schools, and postsecondary institutions
- ☐ Help each partner understand the challenges as seen by other partners, and the solutions they propose
- ☐ Create the means by which partners come to formal agreement about their roles and responsibilities, and ways to ensure accountability
- ☐ Provide coordination and support for cross-partner curriculum and learning objective development
- ☐ Ensure that student selection and matching procedures are equitable and that they provide access for all students
- ☐ Provide effective orientation and training for all partner groups
- ☐ Ensure that safety is maintained during all aspects of the program and that all issues of liability, labor laws, and insurance have been satisfied
- ☐ Coordinate media relations, marketing, and general outreach
- ☐ Track and respond to appropriate funding opportunities
- ☐ Link the program with other programs and the state school-to-work system
- ☐ Coordinate staff that serve as liaisons with schools and employers, particularly in programs with multiple schools and workplaces
- ☐ Create an ongoing evaluation and assessment system which invites feedback from all partners, to continually fine-tune the program
- ☐ Make sure program remains directed toward its goals and that no one partner is pulling the program toward its specific needs to the detriment of students and other partners

Appendix D

PUBLICIZING THE WORK-BASED LEARNING PROGRAM TO THE COMMUNITY

In addition to understanding the educational values of the Work-Based Learning Program, business and industry people frequently need to be "sold" on the idea of participating in the program. They must gain an understanding of their role in assisting the school in training the student-learner. They need to appreciate fully the opportunities and advantages of participation in the program.

Suggested activities for publicizing the Work-Based Learning Program to the business community follow:

1. Radio and television spot announcements or a 15- or 30-minute program by the coordinator, students, and perhaps some graduates of the program.
2. Display windows in businesses showing various aspects of the program. This is especially appropriate during Vocational Education Week and Student Organization Week.
3. Presentations to civic organizations by the coordinator and/or students enrolled in the program.
4. The coordinator should consider memberships in community organizations and attend meetings. Personal contact with business people will allow for individual discussions with potential employers.
5. Utilize the local news media -- newspapers, radio and television -- for new releases about the program. Don't contrive news just for the sake of advertising the program. If news occurs, call the media representatives and let them decide if the public would be interested.
6. Keep a file of black and white pictures about your program and offer them with news releases when appropriate. Newspapers will decide whether or not the release is useful.
7. Feature stories should be written periodically throughout the year. These may be offered as "exclusives" to selected media. They may include stories of successful graduates.
8. Form an alumni group of former students to help promote the program. Many alumni are employed in local businesses and in the future may be come supervisors of students in the program.
9. Develop printed brochures, videos, slide presentations, etc., for presentations to the parent-teacher groups, civic groups, or for open house.
10. Conduct at least one employer-employee function annually -- a tea, open house, banquet, etc.
11. Present certificates of appreciation to participating employers at employer-employee functions.
12. Issue a special invitation to employers to observe classes, or to make presentations during class time or at student organization meetings.
13. Offer courses for the business community. Courses in supervisory/mentor development, employee motivation, oral communications, etc. are appropriate.

The Work-Based Learning Coordinator is encouraged to use creativity and imagination in expanding the list.

PUBLICIZING THE WORK-BASED LEARNING PROGRAM TO PARENTS

Parents should give their consent before students are accepted into the work-based learning program. The attitude of the parent is important in the development of a business-like attitude in the student. Some suggested activities for helping parents become aware of the program follow:

1. A letter to parents explaining the program and asking for their support or permission for their son/daughter to be enrolled in the program.
2. A brochure setting forth the regulations involved in the program and showing the purposes of the program.
3. A newsletter prepared by the students, under the guidance of the coordinator, which could be sent to parents monthly.
4. An open house for parents. Encourage them to ask questions about the program in which their child wishes to become involved. Solicit their support. (May include both parents and employers.)
5. An audio-visual presentation of the program including action shots of the students and employers. Give explanations of the program and describe benefits of it to students. Include some of the graduates of the program and let them explain how the program benefited them.
6. Personal conferences with or visitations to parents whose children have expressed an interest in the program.
7. Presentation about the program at parent-teacher meetings.
8. Articles in local newspapers explaining the program, special projects undertaken by the students, and accomplishments of students enrolled in the program.

SAMPLE LETTER TO PARENTS

Date

Work-Based Learning Program
_____High School

Dear Mr. and Mrs. _____:

At this time each year we counsel with students concerning their occupational interests. Your (son/daughter) has indicated an interest in _____. This program at _____ High School includes a work-based learning component which allows the student to study (the occupation) on the job.

Work-Based learning is a unique experience for any young person. The advantages to (child's name) will be many; learning skills on the latest technology, earning money while receiving school credit, working within a controlled, carefully supervised program, and learning about career opportunities in the occupation. This program has merit for every student.

If (name of student) enrolls in the Work-Based Learning program, (he/she) will be assuming the following responsibilities:

1. Regular attendance in school and on the job.
2. Student cannot report for work in the afternoon if absent from school in the morning without the coordinator's permission.
3. the employer and school must be notified if the student must be absent from work.

We are pleased (name of student) has expressed an interest in participating in this program. If you have questions, please contact me at _____.

Sincerely,

Coordinator

XX

*This should be a personalized letter.

Appendix E

APPENDIX E

Sample Job/Worksite Checklist

The following checklist can be used to identify the physical aspects of the worksite and of the specific job as well as some of the concerns that must be addressed in selecting a work-based learning site.

JOB/WORKSITE CHECKLIST	
Worksite Name:	**Trainee Name(s):**
Street Address:	
City:	
State:	
Number of Employees:	
Product(s) or Services(s):	Mentor Name:
Worksite Contact:	Mentor Phone #:
Worksite Phone:	Total hours:
Trainee Job Title:	Hours per week:
Dictionary of Occupational Titles Code #:	Compensation: _yes _no
Career Information System Occupational Title and Code #:	Hourly Rate:

Worker Functions	
All workers deal with three basic functions on the job:	
Data - People - Things	
Use the following to catagorize this job in relation to the three functions. These examples are levels of each function. Try to select the level appropriate to this job and give an example.	
Working with Data Examples:	**Level and Example**
SYNTHESIZING *Formulates editorial policies of newspaper and originates plans for special features or projects.*	
COORDINATING *Plans advertising campaign to promote sale of merchandise.*	
ANALYZING *Observes and listens to engine to diagnose causes of engine malfunction.*	
COMPILING *Catalogs library materials, such as books, films, and magazines, according to subject matter.*	
COMPUTING *Calculates daily wages of miners from production records.*	
COPYING *Enters data from production records into computer database.*	

Working with People **Examples:**	**Level and Example**
MENTORING *Counsels individuals in debt to provide financial information and advice concerning resolution of financial problems.*	
NEGOTIATING *Contracts with farmers to raise or purchase fruit or vegetable crops.*	
INSTRUCTING *Lectures, demonstrates, and uses audiovisual teaching aids to present subject matter to class.*	
SUPERVISING *Assigns duties to typists and examines typed material for accuracy, neatness, and conformance to standards.*	
DIVERTING *Portrays role in dramatic production to entertain audience.*	
PERSUADING *Sells services of industrial psychology firms to management officials.*	
SPEAKING *Explains hunting and fishing laws to sporting groups.*	
SERVING *Attending to the needs or requests of people or animals or the expressed or implicit wishes of people.*	
HELPING *Responding to the work assignment instructions or orders of a supervisor.*	

Working with Things Examples:	Level and Example
SETTING UP *Selects and positions, aligns, and secures electrodes, jigs, holding fixtures, guides, and stops on resistance welding and brazing machines.*	
PRECISION WORKING *Drafts full- or reduced-scale drawings for use by building contractors and craft workers.*	
OPERATING/CONTROLLING *Fires furnace or kiln, observes gauges, and adjusts controls to maintain specified temperature for drying coal and ore before or after washing, milling, or pelletizing operations.*	
DRIVING/OPERATING *Pushes levers and pedals to move machine; to lower and position dipper into material; and to lift, swing, and dump contents of dipper into truck, car, or onto conveyor or stockpile.*	
MANIPULATING *Shapes knitted garments after cleaning by stretching garments by hand to conform to original measurements.*	
TENDING *Positions and secures scoring disks on machine shaft, turns handwheel to adjust pressure on disks, and feeds cardboard blanks into machine hopper.*	
FEEDING OFFBEARING *Picks up handfuls of glass pipettes from conveyor and packs them into boxes.*	
HANDLING *Mops, sweeps, and dusts halls and corridors.*	
Source: The Handbook for Analyzing Jobs - U.S. Department of Labor - Employment and Training Administration	
Principal Tasks	
List the major tasks involved in doing this job.	

Skills Required	
What specific skills are required to perform those tasks. Try to indentify the skill and the skill level. Example:	
Keyboarding - 50 words per minute	
Responsibilities	
Materials Used	
Processes or Procedures Used	
Equipment and Tools	
(Check those a trainee would use on the job and list specific examples at right)	
Machine Tools	
Power Tools	
Hand Tools	
Vehicles	
Office Machines	
Farm Equipment	
Construction Equipment	
Materials-Handling Machinery	
Computers/Software	
Work Aids	
Other:	

Clothing and Credential Requirements	
(Check those a trainee uses on the job and list at right specific examples)	
Driver's License	
Commercial Driver's License	
Hard Hat	
Gloves	
Rain or other foul weather gear	
Safety Glasses	
Uniform	
Safety Shoes	
Hearing Protection	
Mask	
Other:	
Reading Materials	
(Check those a trainee uses on the job and list at right specific examples)	
Repair Manuals	
Catalogs	
Forms(order forms, invoices, bills of lading)	
Safety Rules	
Maintenance Instructions	
Journals	
Contracts	
Notices and signs	
Rules and Regulations	
Schedules or lists	
List other materials that must be read in order to do the job satisfactorily:	

Working Conditions Physical Demands	
Strength	
(Check the level a trainee uses on the job and list at right specific examples)	
Light Work*(Moving around some - mostly handling light objects, rarely lifting up to 20 pounds)*	
Medium Work*(Moving around frequently and handling objects of 10 to 25 pounds, rarely 50 pounds)*	
Heavy Work*(Very active - Occasionally moving objects of 50 to 100 pounds, 25 to 50 pounds frequently, or 10 to 20 pounds constantly)*	
Very Heavy Work*(Occasionally moving objects in excess of 100 pounds, in excess of 50 pounds frequently, in excess of 20 pounds constantly)*	
Position	
(Check those that apply to this job situation and give examples)	
Standing	
Walking	
Sitting	
Action	
Lifting	
Carrying	
Pushing	
Pulling	
Climbing	
Balancing	
Stooping	
Kneeling	
Crouching	
Crawling	
Reaching	
Handling	
Fingering	
Feeling	
Talking	
Hearing	
Taste/Smelling	

Vision	
(Check those a trainee uses on the job and list at right specific examples)	
Far Vision	
Depth Perception	
Color Vision	
Field of Vision	
Environmental Conditions	
(Check those conditions a trainee is exposed to on the job and list at right specific examples)	
Outdoors*(75 percent of the time outdoors or exposed to the weather)*	
Both*(Activities occur inside and outside in approximately equal amounts)*	
Exposure to Weather*(Works outdoors in all kinds of weather conditions)*	
Extreme Cold*(Exposure to non weather-related cold temperatures)*	
Extreme Heat*(Exposure to non weather-related hot temperatures)*	
Wet/Humid*(Contact with water or exposure to non weather-related humid conditions)*	
Noise	
Very Quiet*(forest trail)*	
Quiet*(library)*	
Moderate*(grocery store)*	
Loud*(heavy traffic)*	
Very Loud*(jackhammer)*	
Vibration*(Exposure to a shaking object or surface)*	

Air Quality	
Dust	
Fumes	
Gases	
Noxious Odors	
Exposure to Moving Parts*(Exposure to possible physical injury from moving mechanical parts)*	
Exposure to Electrical Shock*(Exposure to possible injury from electrical shock)*	
Working in High, Exposed Places*(Exposure to possible injury from falling)*	
Exposure to Radiation*(Exposure to possible injury from radiation)*	
Working with Explosives*(Exposure to possible injury from explosions)*	
Exposure to Toxic or Caustic Chemicals*(Exposure to possible injury from toxic or caustic chemicals)*	
Other Environmental Conditions*(Other worksite hazards)*	

Student Trainee Status	
Insurance and Liability	
Wages and Benefits	

Other Issues	
A yes answer to any of the following questions may raise issues which would need to be explored in greater detail.	
1. Is the employer proposing to conduct training at other than his or her worksite?	
2. Is the employer involved in a current labor dispute?	
3. Does the employer have a history of frequent layoffs?	
4. Are current employees being displaced or their hours reduced as a result of this program?	
5. Does the employer presently have an employee in layoff status who was employed in the position for which this training is proposed?	
6. Is the occupation seasonal, intermittent, or temporary?	
7. Does the occupation involve payments in the form of a commission?	
8. Does the occupation include political or religious activity?	
9. Is the occupational SVP as defined in the DOT below level 3?	
10. Was the student/trainee previously employed by the employer?	
Source: Idaho Department of Employment - JTPA Form 19-6	

Appendix F

NOTUS HIGH SCHOOL
WORK-BASED LEARNING
STUDENT REQUIREMENTS

In order to be accepted into the work-based learning experience, the student must meet the following requirements:

1. The student demonstrates knowledge/possession of work maturity skills.

2. The student must have two letters of recommendation from faculty members supporting participation in this experience.

3. The student must apply with the counselor or school to work coordinator; then a team of principal, counselor, and faculty review the application and either recommend or deny the applicant.

4. If accepted, the student then interviews with the principal, counselor, and coordinator.

5. The student must maintain excellent attendance (follow the district attendance policy).

6. While in the work-based learning experience the student must maintain academic success, or lose credit for the work-based learning and return to the classroom.

7. The student must have earned 45 credits before participating (or equivalent if not a Notus student since 9th grade).

8. The student must have a career pathway selected.

9. The student must have learning objectives for the experience set-up with the counselor or coordinator and these will be monitored during the experience.

10. A final meeting between the parent/s, student, and coordinator in which the guidelines and parental consent are reviewed will be held. All parties will sign the work-based learning agreement.

NOTUS SCHOOL DISTRICT. 135
P.O. Box 256 * Notus, ID 83656
WORK-BASED LEARNING EXPERIENCE AGREEMENT

_____ will permit _____ (Employing Agency) (Student)

Address_____ Zip Code_____

Social Security #_____ Birth date _____
to be employed in their business for the purpose of gaining practical knowledge and experience in the occupation of:

_____ _____ _____
(Start Date) (End Date)

The student's work schedule will normally be from _____ to

_____ S M T W T F SAT. The training will be provided in accordance with the following conditions.

THE SCHOOL AGREES TO:

1. Identify and enhance the employability skills along with industry driven skills applicable to the student.
2. Arrange for site visitations by school personnel during which all aspects of the employment will be discussed.
3. Provide credit for time worked on a scale of 1 credit for each block of 10 hours worked with a maximum allotment of 20 hours per week.
4. Develop and maintain a Training Plan in cooperation with the employer.

THE EMPLOYER AGREES TO:

1. Provide training for the student in accordance with the Training Plan.
2. Assign the student to a training sponsor so meaningful training and supervision will be given.
3. Work with the teacher-coordinator to ensure the best possible training.
4. Evaluate the student's performance on a regular basis.
5. Consult with the teacher-coordinator if dismissal or layoff is anticipated; conferences should be held to avoid dismissal.
6. Adhere to all Federal and State regulations regarding employment, child labor laws, minimum wages, and other applicable regulations.

THE STUDENT AGREES TO:

1. Work for the employer in order to receive training and experience.
2. Demonstrate an interest in the job and cooperate with all persons involved in the training.
3. Adhere to all rules and regulations of the business and act in an ethical manner.
4. Attend classes each school day as a prerequisite to work unless prior arrangements have been made with the employer and the teacher-coordinator.
5. Inform the employer and teacher-coordinator in the event an illness or emergency prevents attendance.
6. Maintain records of total hours worked and total pay received plus any other records required by the teacher-coordinator.

9/30/95

GENERAL POLICIES:

1. Regular conferences will be held by the training sponsor, student and teacher-coordinator to discuss the student's progress.
2. The teacher-coordinator will offer related instruction in school and coordinate the school activities and on-the-job training.
3. The coordinator and/or employer reserve the right to withdraw the student from work under the following conditions:
   A. The student is no longer enrolled in the Work-Based Learning Experience Program.
   B. The student's attendance, performance or grades are unsatisfactory.
   C. The policies or rules of the employer or the Work-based Learning Experience Program are abused by the student.
   D. The training plan is not being followed.
4. It will be agreed that parties participating in this program will not discriminate in employment opportunities on the basis of race, color, sex, national origin, or disability.

STATEMENT OF UNDERSTANDING:

To indemnify and hold harmless the School District, its agents, employees, and assigns from all manner, action or actions, cause or causes of action, suits, injuries or any other claims or demands that may arise from any act or omission by an employee, agent, representative or any person acting for or on behalf of said School District concerning any claim, cause of action, suit, injury or demand arising out of the individuals use of the Work-Based Learning Experience of said School District.

Student	Teacher/Coordinator
Parent/Guardian	Counselor
Employer	Principal
Date	

9/30/95

TRAINING AGREEMENT
Marsh Valley High School
208-254-3711

Training Sponsor_____
Street Address, City, State, Zip_____
Student Name_____
Street Address, City, State, Zip_____
Social Security #_____**Birthdate**_____

Type of placement: ____Job Shadow _____Work Experience

The Training Sponsor will permit the above named student to be employed in their business for the purpose of gaining practical knowledge and experience in the occupation of _____.
Starting Date_____to Ending Date _____.
The student's work schedule will normally be between the hours of ____and ____ Monday through Friday.

The training will be provided in accordance with the following conditions:

THE EMPLOYER AGREES TO :

1. Employ the student for an average of _____ hours per week .
2. The student is or is not entitled to remuneration at the rate of $____ per hour.
3. Provide training for the student in accordance with the Training Plan.
4. Evaluate the student's performance on a regular basis and assist in developing an ongoing training plan.
5. Work with the teacher-coordinator to ensure the best possible training.
6. Consult with the teacher-coordinator if dismissal or layoff is anticipated; conferences should be held to avoid dismissal.
7. Adhere to all Federal and State regulations regarding employment, child labor laws, and other applicable regulations.

THE STUDENT AGREES TO:

1. Work for the employer in order to receive training and experience.
2. Adhere to all rules and regulations of the business and act in an ethical manner.
3. Attend classes each school day as a prerequisite to work unless prior arrangements have been made with the employer and the teacher-coordinator.

4. Inform the employer and teacher-coordinator in the event an illness or emergency prevents attendance within the first ten minutes of class as per the Marsh Valley High School Student Handbook.
5. Maintain a daily journal from which an outline along with a final oral and written presentation is due the last week of school.
6. Demonstrate actions, attitudes and appearance that will reflect positively on the business and school.

THE PARENT/GUARDIAN AGREES TO :

1. Share responsibility for school and job attendance.
2. Provide a means of transportation for the student that will assure promptness and good attendance on the job.
3. Be responsible for liability insurance to and from the work site.
4. Ensure that the student does not assume additional employment while participating in this program.
5. Encourage the student to succeed in schoolwork and job performance.
6. Agree to indemnify and hold harmless the sponsoring Marsh Valley Joint School District #21, its officers, agents, and employees from any and all claims, loss, actions, liability or costs including attorney's fees and other costs of defense arising our of or in any way related to this work-to-school program and/or placement.

GENERAL POLICIES:

1. Regular conferences will be held by the training sponsor, student, and teacher-coordinator to discuss the student's progress.
2. The teacher-coordinator will offer related instruction in school and coordinate school activities and work-site training.
3. Unemployment compensation cannot be claimed by the student.
4. The coordinator reserve the right to withdraw the student from work under the following conditions:
    a. The student is no longer enrolled in the program.
    b. The student's attendance, performance or grades are unsatisfactory in accordance with the Marsh Valley High School Student Handbook, and District #21 Policies.
    c. The policies or rules of the employer or the program are abused by the student.

5. It shall be agreed by all parties participating in this program will not discriminate in employment opportunities on the basis of race, color, religion, gender, age, national origin, or disability.
6. All parties understand and agree the student will be covered by Marsh Valley Joint School District #21 Workers Compensation Insurance for injuries incurred during the scope of their placement in a **noncompensated job.**
7. All parties understand and agree the student will be covered by Marsh Valley Joint School District #21 general liability insurance during the scope of this placement in a **noncompensated job** for unintentional bodily injury or property damage to a third party.

Student Signature	**Date**
Parent/Guardian Signature	**Date**
Teacher-Coordinator Signature	**Date**
Employer Signature	**Date**

Appendix G

TASK LIST FOR PRACTICAL NURSING

PROGRAM TASK LISTING EFFECTIVE DATE: January 31, 1992

PROGRAM AREA: Health Occupations

PROGRAM TITLE: Practical Nursing

IDAHO CODE NUMBER: 2032 CIP NUMBER: 17.0605

01.0 USE VERBAL AND WRITTEN COMMUNICATIONS
The student will be able to:

01.01 Identify and use various forms of communication.
01.02 Use basic medical terminology and approved abbreviations.
01.03 Demonstrate effective interpersonal relationships in the workplace.
01.04 Receive and give oral report of patient status.
01.05 Report and record objective, pertinent observations in a timely manner.
01.06 Demonstrate basic computer skills.

02.0 DEMONSTRATE LEGAL AND ETHICAL RESPONSIBILITIES
The student will be able to:

02.01 Identify and interpret the components of the Idaho Nurse Practice Act and Rules and Regulations of the Board of Nursing.
02.02 Practice within the role and scope of the profession as defined by law, job description, facility/arena of practice.
02.03 Identify the role of each health care team member.
02.04 Explain the components of the patient's bill of rights.
02.05 Maintain confidentiality of patient's information.
02.06 Describe the purpose of the chain of command.
02.07 Follow policies and procedures and standards of care affecting health, safety and well-being of patients.
02.08 Recognize signs and symptoms of abuse and neglect.
02.09 Recognize and report signs of substance abuse.
02.10 Identify current issues in health care.
02.11 Practice proper handling and disposal of hazardous material and waste in working environment.

03.0 PARTICIPATE IN THE NURSING PROCESS
The student will be able to:

03.01 Apply the nursing process in providing care.

04.0 IDENTIFY AND APPLY PRINCIPLES OF INFECTION CONTROL
The student will be able to:

04.01 Explain the basic concepts of microbiology.
04.02 Provide patient care utilizing current standards of isolation/universal precautions as identified by the Centers for Disease Control.

05.0 PROVIDE BIO-PSYCHO-SOCIAL SUPPORT
The student will be able to:

05.01 Describe basic human needs.
05.02 Discuss family roles and their significance to health.
05.03 Access community support systems and resources for individuals and family members.
05.04 Assist patient and family during the grief process.
05.05 Respond to a variety of cultural and lifestyle diversities.

06.0 DESCRIBE THE ANATOMY AND PHYSIOLOGY OF THE HUMAN BODY
The student will be able to:

06.01 Describe the basic structure and function of all body systems.
06.02 Describe the relationship of anatomy and physiology of all body sytems to patient care.

07.0 PROVIDE EMERGENCY CARE
The student will be able to:

07.01 Assess and prioritize situations and respond appropriately.
07.02 Perform emergency measures as defined by American Red Cross/American Heart Association.
07.03 Demonstrate emergency evacuation procedures.

08.0 PERFORM COMFORT AND SAFETY FUNCTIONS
The student will be able to:

08.01 Care for equipment and supplies.
08.02 Maintain patient environment.
08.03 Maintain service areas on the units in health care facilities.
08.04 Observe, report and document patient's physical, physiological and psychosocial status.
08.05 Use therapeutic beds and overlays.
08.06 Lift, hold, transfer, and/or ambulate patient using proper body mechanics and appropriate assistive measures.
08.07 Turn and position patients.
08.08 Apply safety/protective devices as directed.

09.0 APPLY PRINCIPLES OF NUTRITION

The student will be able to:

09.01 Identify nutrients, food groups.
09.02 Explain regional, cultural and religious food patterns.
09.03 Care for patients with special diets.
09.04 Assist in modifying patient intake to meet patient's nutritional and fluid needs in relation to disease process.

10.0 ASSIST WITH ACTIVITIES OF DAILY LIVING

The student will be able to:

10.01 Provide for personal hygiene procedures.
10.02 Provide for elimination procedures.
10.03 Provide for nutritional intake.
10.04 Describe and demonstrate the making of various types of hospital beds.

11.0 PERFORM SPECIAL NURSING PROCEDURES

The student will be able to:

11.01 Perform patient assessments.
11.02 Admit, discharge, and transfer patient.
11.03 Collect specimens.
11.04 Perform tests on specimens.
11.05 Perform irrigations.
11.06 Perform respiratory care procedures.
11.07 Assist patient during diagnostic procedures.
11.08 Perform orthopedic care procedures.
11.09 Perform wound care procedures.
11.10 Perform special care procedures for patients with gastric tubes.
11.11 Perform hot and cold therapeutic measures.
11.12 Provide postmortem care.

12.0 APPLY PRINCIPLES OF PHARMACOLOGY

The student will be able to:

12.01 Administer medications.
12.02 Assess and respond to patient's need for medication.
12.03 Monitor and administer controlled substances.
12.04 Instruct and supervise patient regarding self-administration of medications.
12.05 Store medications properly.

13.0 PROVIDE CARE FOR PATIENT RECEIVING INTRAVENOUS THERAPY
The student will be able to:

13.01 Describe the principles, purposes and types of I.V. therapy.
13.02 Administer intravenous solutions, medications, and blood or blood products.
13.03 Provide care of patients receiving intravenous therapy.
13.04 Provide care of intravenous therapy equipment.
13.05 Describe general precautions in administering IV therapy.

14.0 PROVIDE CARE FOR MATERNAL/NEWBORN PATIENTS
The student will be able to:

14.01 Provide teaching to patients regarding conditions, fetal development and methods of contraception.
14.02 Provide care and teaching for the patient in the prenatal stage.
14.03 Provide care and teaching for the patient during labor and delivery
14.04 Provide care and teaching for the post-partum patient.
14.05 Provide care for the newborn.

15.0 APPLY PRINCIPLES OF HUMAN GROWTH AND DEVELOPMENT
The student will be able to:

15.01 Apply principles of growth and development from birth through the lifespan.

16.0 PROVIDE CARE FOR PEDIATRIC PATIENTS (Includes Adolescents)
The student will be able to:

16.01 Adapt nursing care for the pediatric patient.
16.02 Apply safety principles for the pediatric patient.
16.03 Describe general characteristics, particular needs and problems of pediatric patients.
16.04 Implement prescribed nutritional requirement.
16.05 Provide diversion and recreational activities.
16.06 Describe the common diseases/disorders of children and relate them to the pediatric patient.

17.0 PROVIDE CARE FOR PRE-OPERATIVE, PERI-OPERATIVE, AND POST-OPERATIVE PATIENTS
The student will be able to:

17.01 Provide pre-operative care and teaching.
17.02 Explain impact of peri-operative care on post-operative recovery.
17.03 Provide post-operative care and teaching.

18.0 PROVIDE CARE FOR MEDICAL/SURGICAL PATIENTS (Includes Young Adults)
The student will be able to:

18.01 Identify signs and symptoms of disease/disorders of all body systems and relate them to patient's condition.
18.02 Care for the patient with diseases/disorders of all body systems.
18.03 Care for the patient with common psychological disorders.
18.04 Provide teaching for the patient with diseases and disorders of all body systems.

19.0 PROVIDE CARE FOR GERIATRIC PATIENTS
The student will be able to:

19.01 Adapt nursing care for the geriatric patient.
19.02 Adapt safety principles as related to the elderly.
19.03 Apply attitudes and living habits which promote positive mental and physical health for the elderly.
19.04 Apply nursing care for the elderly.
19.05 Provide nursing care for elderly patients with common alterations in behavior.
19.06 Apply reality orientation techniques.
19.07 Provide and involve patients in diversional activities.
19.08 Access community resources and services available to the elderly.

20.0 PROVIDE CARE FOR THE REHABILITATION PATIENT
The student will be able to:

20.01 Assist the patient with specified rehabilitation needs: physical, cognitive, emotional.
20.02 Function as a member of a multidisciplinary team.

21.0 DEMONSTRATE EMPLOYABILITY SKILLS
The student will be able to:

21.01 Identify and observe employment opportunities in a variety of healthcare arenas.
21.02 Apply employment seeking skills.
21.03 Demonstrate appropriate response to criticism from employer, supervisor or other persons.
21.04 Demonstrate acceptable employee health habits.
21.05 Demonstrate principles of time management in organizing patient care.
21.06 Describe how to make a job change appropriately.

Appendix H

MARSH VALLEY HIGH SCHOOL
208-254-3711
TRAINING PLAN

Photo Journalist

STUDENT_____ DATE of SITE VISIT

BUSINESS_____ _____

MENTOR _____

D.O.T. TITLE 143. 062- 034

RATING SCALE

Ratings are assigned by the instructor in conjunction with the training mentor.

1- Can perform task/skill satisfactorily without supervision.

2- Can perform task/skill with supervision __ needs additional work.

3- Cannot perform task/skill satisfactorily.

4- N/A Not applicable at this time.

mrh/4/7/96

MARSH VALLEY SCHOOL-TO-WORK PROGRAM

TASK OR SKILL THAT THE STUDENT WILL BE ABLE TO ACCOMPLISH	1	2	3	4
01.0 Perform Laboratory Skills				
01.01 mix developers and other chemicals				
01.02 hand process black and white film				
01.03 print black and white photographs				
01.04 process black and white paper				
01.05 produce black and white print using automated processing				
02.0 Control Exposures				
02.01 set appropriate f-stops and shutter speeds				
02.02 select appropriate film type				
03.0 Take Basic Photographs (35mm Camera)				
03.01 apply camera care and maintenance principles				
03.02 compose photographs				
03.03 take still photographs				
03.04 take action photographs				
04.0 Apply Lighting Techniques				
04.01 take photographs with available light				
04.02 take photographs with electronic strobe				
05.0 Take Studio Photographs				
05.01 take portraits				
06.0 Reproduce Photographic Media				
06.01 make a halftone print				
07.0 Process Color Film				
07.01 process color negatives and transparencies with automation				
07.02 mix color film chemistry and maintain replenishment				
08.0 Print Color Photographs				
08.01 print color negatives				
08.02 print color negatives using color analyzer				
09.0 Demonstrate Competencies Required to Manage a Photographic Business				
09.01 apply communication skills				
09.02 apply human relations skills				

mrh/95-96

TASK OR SKILL THAT THE STUDENT WILL BE ABLE TO ACCOMPLISH				
10.0 Take Photographs for News Media				
10.01 identify photographers legal rights/responsibilities				
10.02 take photographs for new media				
10.03 write captions for photo				
10.04 identify special camera accessories				
10.05 identify specialized optics for photojournalism				
11.0 Apply Quality Control				
11.01 run control strips				

COMMENTS:

Integrate School-based and Work-based Learning

Target: Photo Journalist

Themes:

Science — Understanding chemicals and reactions in developing film.
Understanding science principles related to photography and cameras.

Communications — Journalistic writing skills.
Interviewing skills

Social Science — Understanding legal issues related to free speech, copyrighting, photo journalism.

Integrated Projects:

Science — Work with science instructor to prepare a lesson on chemical and chemical reactions in developing film.
Develop science fair project on the mechanical workings of a camera.

Communications — Sign up for journalism class. Write articles to be published with photographs in newspaper.
Work with English instructor to identify and then improve interviewing skills.

Social Science — Research and write a paper for American Government on free speech rights for photo journalist.

mrh/95-96

Appendix I

Directions: Evaluate the trainee using the rating scale below and check the appropriate number to indicate the degree of competency achieved. The numerical ratings of 3, 2, 1, and 0 are not intended to represent the traditional school grading system of A, B, C, D, and F. The descriptions associated with each of the numbers focus on level of student performance for each of the tasks listed below.

Rating Scale:
0 - **No Exposure** - no information nor practice provided during training program, complete training required.
1 - **Exposure Only** - general information provided with no practice time, close supervision needed and additional training required.
2 - **Moderately Skilled** - has performed independently during training program, limited additional training may be required.
3 - **Skilled** - can perform independently with no additional training.

1. Number of Competencies Evaluated _____
2. Number of Competencies Rated 2 or 3 _____
3. Percent of Competencies Attained (2/1) _____

_____
Grade

_____ _____
Instructor Signature Date

01.0 Demonstrate and apply a basic knowledge of shop safety, work ethics and responsibilities, and employability skills
The student will be able to:

0 1 2 3		
☐☐☐☐	01.01	Apply shop safety rules and procedures
☐☐☐☐	01.02	Apply personal safety rules and procedures
☐☐☐☐	01.03	Apply fire safety rules and procedures
☐☐☐☐	01.04	Apply electrical safety rules and procedures
☐☐☐☐	01.05	Apply rules for hazardous waste disposal
☐☐☐☐	01.06	Identify employment opportunities
☐☐☐☐	01.07	Apply employment-seeking skills
☐☐☐☐	01.08	Interpret employment capabilities
☐☐☐☐	01.09	Demonstrate appropriate work behavior
☐☐☐☐	01.10	Maintain a business-like image
☐☐☐☐	01.11	Maintain working relationships with others
☐☐☐☐	01.12	Communicate on the job
☐☐☐☐	01.13	Adapt to change
☐☐☐☐	01.14	Demonstrate a knowledge of business

02.0 Demonstrate and apply a basic knowledge of automotive technicians
The student will be able to:

0 1 2 3		
☐☐☐☐	02.01	Use and maintain hand tools, such as screwdrivers, special applications pliers, hammers, chisels, punches, special applications wrenches and sockets, files, hack saws, bench vises and C-clamps
☐☐☐☐	02.02	Demonstrate use of precision measuring tools
☐☐☐☐	02.03	Apply basic welding skills related to the automobile industry
☐☐☐☐	02.04	Use and maintain power tools, such as drills, bench grinders, drill presses, hydraulic presses, impact wrenches, air chisels, parts washers, hydraulic jacks and vehicle hoists
☐☐☐☐	02.05	Use basic electrical equipment and meters
☐☐☐☐	02.06	Use and install fasteners, such as screws and bolts, key screw extractors, helicoil inserts and thread cutting tap and dies
☐☐☐☐	02.07	Apply basic math skills
☐☐☐☐	02.08	Apply metric math skills
☐☐☐☐	02.09	Service vehicle with proper automotive lubricants
☐☐☐☐	02.10	Demonstrate the use of shop manuals and tune-up charts
☐☐☐☐	02.11	Demonstrate a knowledge of automotive tubing types and sizes
☐☐☐☐	02.12	Demonstrate skill in electrical soldering
☐☐☐☐	02.13	Define electrical terms
☐☐☐☐	02.14	Understand and apply the rules of series circuits
☐☐☐☐	02.15	Understand and apply the rules of parallel circuits
☐☐☐☐	02.16	Understand and apply the rules of series-parallel circuits
☐☐☐☐	02.17	Define steering geometry and suspension geometry
☐☐☐☐	02.18	Explain the function of steering and suspension system components
☐☐☐☐	02.19	Explain and describe the components of manual and power steering
☐☐☐☐	02.20	Describe drum brake operation
☐☐☐☐	02.21	Describe disc brake operation
☐☐☐☐	02.22	Describe operation of brake system valves
☐☐☐☐	02.23	Explain proper brake pedal height
☐☐☐☐	02.24	Demonstrate a knowledge of basic automotive engine cooling systems

☐☐☐☐	02.25	Demonstrate a knowledge of automotive heating and air conditioning systems
☐☐☐	02.26	Demonstrate knowledge of different wire sizes and different terminal ends
☐☐☐☐	02.27	Demonstrate a knowledge of automotive ignition and fuel system
☐☐☐☐	02.28	Describe rear axle operation
☐☐☐☐	02.29	Describe drive shaft operation
☐☐☐☐	02.30	Describe automatic transmission and trans-axle operation
☐☐☐☐	02.31	Describe clutch operation
☐☐☐☐	02.32	Describe clutch release linkage mechanisms
☐☐☐☐	02.33	Describe manual transmission trans-axle operation
☐☐☐☐	02.34	Describe 4 X 4 transfer case systems
☐☐☐☐	02.35	Demonstrate a knowledge of the internal combustion engine, both diesel and gasoline

Directions: Evaluate the trainee using the rating scale below and check the appropriate number to indicate the degree of competency achieved. The numerical ratings of 3, 2, 1, and 0 are not intended to represent the traditional school grading system of A, B, C, D, and F. The descriptions associated with each of the numbers focus on level of student performance for each of the tasks listed below.

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3. Percent of Competencies Attained (2/1) _____

_____
Grade

_____ _____
Instructor Signature Date

03.0 Apply electrical and electronic skills in diagnosing/trouble-shooting malfunctions of electrical/electronic components (Computerized or Non-computerized)
The student will be able to:

0 1 2 3		
☐☐☐☐	03.01	Demonstrate and apply safety rules and procedures
☐☐☐☐	03.02	Diagnose electrical engine malfunctions
☐☐☐☐	03.03	Perform power checks
☐☐☐☐	03.04	Measure voltage drop, current flow, continuity and resistance in a circuit or component
☐☐☐☐	03.05	Locate an open circuit or a short circuit
☐☐☐☐	03.06	Analyze cranking system malfunctions
☐☐☐☐	03.07	Analyze charging system malfunctions
☐☐☐☐	03.08	Service and test batteries
☐☐☐☐	03.09	Remove and replace light bulbs
☐☐☐☐	03.10	Inspect, remove, and replace alternator belts
☐☐☐☐	03.11	Test, remove, and replace fuses and circuit breakers
☐☐☐☐	03.12	Replace and test starters
☐☐☐☐	03.13	Test and overhaul alternators
☐☐☐☐	03.14	Remove and replace regulators
☐☐☐☐	03.15	Inspect and repair lighting systems
☐☐☐☐	03.16	Diagnose, repair or replace turn signal and stop light switches
☐☐☐☐	03.17	Test and replace electrical system switches
☐☐☐☐	03.18	Diagnose, repair, or replace power window and power seat systems, including motors
☐☐☐☐	03.19	Diagnose, repair, or replace horn systems
☐☐☐☐	03.20	Diagnose, repair, or replace clock systems
☐☐☐☐	03.21	Diagnose, repair, or replace warning buzzer
☐☐☐☐	03.22	Test and replace instrument panel units
☐☐☐☐	03.23	Service or repair windshield wiper/washer systems
☐☐☐☐	03.24	Test and replace electronic control units
☐☐☐☐	03.25	Check, remove, and replace radios

04.0 Demonstrate proficiency in engine performance service
The student will be able to:

0 1 2 3		
☐☐☐☐	04.01	Demonstrate and apply safety rules and procedures
☐☐☐☐	04.02	Analyze engine performance
☐☐☐☐	04.03	Perform cylinder compression tests
☐☐☐☐	04.04	Check the performance of engines equipped with on-board computers
☐☐☐☐	04.05	Inspect, remove, and replace points and condensers
☐☐☐☐	04.06	Remove and replace distributors
☐☐☐☐	04.07	Check distributors using a distributor tester
☐☐☐☐	04.08	Check the distributor advance in a vehicle
☐☐☐☐	04.09	Overhaul distributors
☐☐☐☐	04.10	Inspect and test primary circuits
☐☐☐☐	04.11	Remove and replace coils
☐☐☐☐	04.12	Remove and replace ignition switch
☐☐☐☐	04.13	Inspect, remove, and replace ignition wires, caps, and rotors
☐☐☐☐	04.14	Remove and replace spark plugs
☐☐☐☐	04.15	Perform cylinder leakage tests
☐☐☐☐	04.16	Service electronic ignition systems
☐☐☐☐	04.17	Service oxygen feedback systems
☐☐☐☐	04.18	Service air cleaners
☐☐☐☐	04.19	Inspect, remove, and replace fuel filters
☐☐☐☐	04.20	Measure fuel flow and pressure

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0 1 2 3

□□□□ 04.21 Remove and replace fuel lines
□□□□ 04.22 Remove and replace fuel pumps, mechanical and electrical
□□□□ 04.23 Adjust idle speed
□□□□ 04.24 Adjust idle mixture (propane)
□□□□ 04.25 Clean and adjust choke and check proper operation of electrical choke
□□□□ 04.26 Clean and overhaul carburetors
□□□□ 04.27 Inspect, remove, and replace manifold control valve
□□□□ 04.28 Remove and replace turbochargers
□□□□ 04.29 Check and adjust waste gate
□□□□ 04.30 Set idle speed to specification injection
□□□□ 04.31 Remove and replace fuel injectors
□□□□ 04.32 Service throttle body injection system
□□□□ 04.33 Service ported fuel injection
□□□□ 04.34 Service PCV system
□□□□ 04.35 Service evaporative control system
□□□□ 04.36 Service thermostatic air cleaner
□□□□ 04.37 Service air injection system
□□□□ 04.38 Inspect, remove, and replace air-pump belts
□□□□ 04.39 Service Exhaust Gas Recirculation (EGR) systems
□□□□ 04.40 Service ignition timing controls
□□□□ 04.41 Test exhaust emission using an HC/CO tester
□□□□ 04.42 Remove and replace catalytic converter beads
□□□□ 04.43 Service diesel injectors
□□□□ 04.44 Remove and replace diesel engine fuel filters and water separator, if one has been added
□□□□ 04.45 Check and adjust injection pump timing
□□□□ 04.46 Remove and replace injection pump
□□□□ 04.47 Check and adjust idle and maximum speeds
□□□□ 04.48 Test and service pre-heat system
□□□□ 04.49 Diagnose diesel fuel emission problems
□□□□ 04.50 Inspect exhaust system
□□□□ 04.51 Remove and replace tail pipe
□□□□ 04.52 Remove and replace muffler
□□□□ 04.53 Remove and replace exhaust pipe
□□□□ 04.54 Inspect, remove, and replace catalytic converter

05.0 Demonstrate proficiency in engine repair service

The student will be able to:

0 1 2 3

□□□□ 05.01 Demonstrate and apply safety rules and procedures
□□□□ 05.02 Perform running compression tests
□□□□ 05.03 Perform cylinder compression tests
□□□□ 05.04 Perform cylinder leakage tests
□□□□ 05.05 Clean engines
□□□□ 05.06 Determine source(s) of oil loss
□□□□ 05.07 Determine source(s) of coolant loss
□□□□ 05.08 Determine source(s) of excess noise
□□□□ 05.09 Determine cause(s) of over-heating
□□□□ 05.10 Check the engine oil pressure
□□□□ 05.11 Remove and replace motor mounts
□□□□ 05.12 Remove and replace core plugs
□□□□ 05.13 Inspect and measure flywheel runout
□□□□ 05.14 Remove and replace flywheel
□□□□ 05.15 Remove and replace flywheel ring gear
□□□□ 05.16 Remove and replace engine assemblies
□□□□ 05.17 Remove and replace oil pans
□□□□ 05.18 Remove and replace oil pumps
□□□□ 05.19 Clean cylinder blocks, oil passages, and pistons
□□□□ 05.20 Inspect blocks for warpage
□□□□ 05.21 Measure and inspect engine components for proper tolerances
□□□□ 05.22 Remove and replace crankshafts, mains, and rod bearings
□□□□ 05.23 Remove and replace camshafts
□□□□ 05.24 Remove and replace camshaft bearings
□□□□ 05.25 Remove and replace pistons and rings
□□□□ 05.26 Remove ridges and deglaze cylinder walls
□□□□ 05.27 Remove and replace front and rear oil seals
□□□□ 05.28 Remove and replace intake and exhaust manifolds
□□□□ 05.29 Remove, clean, inspect and replace cylinder heads; and inspect head for cracks and warpage
□□□□ 05.30 Test and replace hydraulic lifters
□□□□ 05.31 Pressure test hydraulic lifter
□□□□ 05.32 Reface valve and seats
□□□□ 05.33 Check valve guides for wear
□□□□ 05.34 Remove and replace timing chains and gears
□□□□ 05.35 Remove and replace timing belt
□□□□ 05.36 Test valve springs
□□□□ 05.37 Adjust valve lifters
□□□□ 05.38 Replace rocker-arm assemblies, inspect wear and lubrication
□□□□ 05.39 Change oil and oil filters with proper application

Directions: Evaluate the trainee using the rating scale below and check the appropriate number to indicate the degree of competency achieved. The numerical ratings of 3, 2, 1, and 0 are not intended to represent the traditional school grading system of A, B, C, D, and F. The descriptions associated with each of the numbers focus on level of student performance for each of the tasks listed below.

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3. Percent of Competencies Attained (2/1) _____

_____
Grade

_____ _____
Instructor Signature Date

06.0 Demonstrate proficiency in automatic transmission/ trans-axle service

The student will be able to:

0 1 2 3		
☐☐☐☐	06.01	Demonstrate and apply safety rules and procedures
☐☐☐☐	06.02	Check automatic transmission fluid levels
☐☐☐☐	06.03	Performance test automatic transmissions
☐☐☐☐	06.04	Diagnose malfunctions of automatic transmissions
☐☐☐☐	06.05	Diagnose, repair, and replace trans-axles
☐☐☐☐	06.06	Pressure test transmissions in vehicles
☐☐☐☐	06.07	Stall test transmissions in vehicles
☐☐☐☐	06.08	Change transmission oil and filter
☐☐☐☐	06.09	Adjust linkage from the engine
☐☐☐☐	06.10	Adjust shift linkage
☐☐☐☐	06.11	Test the electrical and computer controls of an automatic transmission and clutch converter
☐☐☐☐	06.12	Adjust neutral safety switches
☐☐☐☐	06.13	Remove and replace external gaskets and seals
☐☐☐☐	06.14	Test vacuum shift modulators
☐☐☐☐	06.15	Adjust bands
☐☐☐☐	06.16	Service governors
☐☐☐☐	06.17	Service valve bodies
☐☐☐☐	06.18	Rebuild transmission assemblies
☐☐☐☐	06.19	Pressure flush converter assemblies
☐☐☐☐	06.20	Pressure flush transmission cooler assemblies and check liquid flow
☐☐☐☐	06.21	Remove and replace extension housings and bushings

07.0 Demonstrate proficiency in servicing manual drive trains and axles

The student will be able to:

0 1 2 3		
☐☐☐☐	07.01	Demonstrate and apply safety rules and procedures
☐☐☐☐	07.02	Diagnose drive line problems
☐☐☐☐	07.03	Diagnose and performance test manual transmission problems
☐☐☐☐	07.04	Inspect drive shafts, U-joints, and center bearings
☐☐☐☐	07.05	Lubricate universal joint
☐☐☐☐	07.06	Check the fluid level in a manual transmission
☐☐☐☐	07.07	Check the fluid level in a differential
☐☐☐☐	07.08	Remove and replace transmission mount(s)
☐☐☐☐	07.09	Adjust shift linkage
☐☐☐☐	07.10	Adjust clutches
☐☐☐☐	07.11	Remove and replace extension housing seal and bushings
☐☐☐☐	07.12	Rebuild manual transmission
☐☐☐☐	07.13	Remove and replace clutches, release bearings, linkage, and pilot bearing
☐☐☐☐	07.14	Rebuild clutch master and slave cylinders
☐☐☐☐	07.15	Remove and replace universal joints
☐☐☐☐	07.16	Remove and replace speedometer gears and service speedometer cables
☐☐☐☐	07.17	Remove and replace axle bearings and seals
☐☐☐☐	07.18	Overhaul integral differentials
☐☐☐☐	07.19	Overhaul removable differentials
☐☐☐☐	07.20	Overhaul limited slip differentials
☐☐☐☐	07.21	Overhaul transaxle assemblies
☐☐☐☐	07.22	Adjust transaxle shifting controls

0 1 2 3

☐☐☐☐ 07.23 Inspect, remove, replace, and lubricate front-drive-axle flexible joints

☐☐☐☐ 07.24 Inspect, remove, replace constant velocity universal joints, and balance

☐☐☐☐ 07.25 Service or repair transfer case and vacuum control

08.0 Demonstrate proficiency in steering, suspension, and wheel service

The student will be able to:

0 1 2 3

☐☐☐☐ 08.01 Demonstrate and apply safety rules and procedures

☐☐☐☐ 08.02 Diagnose abnormal tire wear problems

☐☐☐☐ 08.03 Diagnose suspension problems

☐☐☐☐ 08.04 Diagnose wheel/tire vibrations, shimmy, and tramp

☐☐☐☐ 08.05 Diagnose steering problems

☐☐☐☐ 08.06 Lubricate suspension, steering gear, and linkage

☐☐☐☐ 08.07 Check manual steering gear fluid level

☐☐☐☐ 08.08 Inspect steering systems

☐☐☐☐ 08.09 Inspect suspension systems

☐☐☐☐ 08.10 Inspect and test shock absorbers and auto leveling system

☐☐☐☐ 08.11 Check power steering fluid level

☐☐☐☐ 08.12 Replace power steering drive belts

☐☐☐☐ 08.13 Identify tires by types and sizes

☐☐☐☐ 08.14 Repair tires

☐☐☐☐ 08.15 Rotate wheels and tires and torque lug nuts to specification

☐☐☐☐ 08.16 Balance tires by computer, bubble, or spin

☐☐☐☐ 08.17 Service front wheel bearings and grease seals

☐☐☐☐ 08.18 Remove and replace front and real wheel bearings

☐☐☐☐ 08.19 Remove and replace spindles and ball joints

☐☐☐☐ 08.20 Remove and replace shock absorbers and mountings

☐☐☐☐ 08.21 Measure and adjust torsion bar height

☐☐☐☐ 08.22 Remove and replace torsion bars

☐☐☐☐ 08.23 Remove and replace coil springs

☐☐☐☐ 08.24 Remove and replace control arms and bushings

☐☐☐☐ 08.25 Remove and replace steering linkage components

☐☐☐☐ 08.26 Remove and replace McPherson strut assembly

☐☐☐☐ 08.27 Rebuild a McPherson strut

☐☐☐☐ 08.28 Remove and replace rear suspension parts including independent suspension

☐☐☐☐ 08.29 Remove and replace mast jacket of steering assembly

☐☐☐☐ 08.30 Repair steering column

☐☐☐☐ 08.31 Remove and replace steering wheel

☐☐☐☐ 08.32 Remove and replace components in power steering system

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0 1 2 3

☐☐☐☐ 08.33 Check two-wheel and four-wheel alignments

☐☐☐☐ 08.34 Align rear axle

09.0 Demonstrate proficiency in automotive brake service

The student will be able to:

0 1 2 3

☐☐☐☐ 09.01 Demonstrate and apply safety rules and procedures

☐☐☐☐ 09.02 Diagnose brake system problems

☐☐☐☐ 09.03 Diagnose pressure differential valve malfunctions

☐☐☐☐ 09.04 Diagnose proportioning valve malfunctions

☐☐☐☐ 09.05 Diagnose metering valve malfunctions

☐☐☐☐ 09.06 Perform operational inspections

☐☐☐☐ 09.07 Inspect brake and wheel assemblies and perform proper cleaning procedures

☐☐☐☐ 09.08 Remove and replace calipers and rotors, front and rear

☐☐☐☐ 09.09 Refinish rotors on or off car, and torque lug nuts to specification

☐☐☐☐ 09.10 Clean, inspect and rebuild calipers

☐☐☐☐ 09.11 Refinish brake drums and torque lug nuts to specifications

☐☐☐☐ 09.12 Replace drum brake shoes with proper materials

☐☐☐☐ 09.13 Service and/or replace brake pads

☐☐☐☐ 09.14 Adjust brake shoes

☐☐☐☐ 09.15 Adjust parking brakes

☐☐☐☐ 09.16 Rebuild or replace wheel cylinder

☐☐☐☐ 09.17 Bleed hydraulic brakes

☐☐☐☐ 09.18 Free up or replace parking brake cables and linkage

☐☐☐☐ 09.19 Remove and replace/overhaul master cylinder

☐☐☐☐ 09.20 Flush brake systems

☐☐☐☐ 09.21 Test and replace vacuum brake power unit

☐☐☐☐ 09.22 Test and replace hydro-booster

☐☐☐☐ 09.23 Test brake anti-lock system

☐☐☐☐ 09.24 Remove and replace anti-lock system components

10.0 Demonstrate proficiency in cooling, air conditioning, and heating service

The student will be able to:

0 1 2 3

☐☐☐☐ 10.01 Demonstrate and apply safety rules and procedures

☐☐☐☐ 10.02 Inspect, remove, and replace drive belt(s)

☐☐☐☐ 10.03 Check radiator coolant level

☐☐☐☐ 10.04 Test and replace coolant

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0 1 2 3

]□□□ 10.05 Pressure-test cooling systems
]□□□ 10.06 Test radiator caps
]□□□ 10.07 Inspect, remove, and replace radiator and heater hoses
□□□□ 10.08 Remove, test, and replace thermostats
□□□□ 10.09 Flush cooling system
□□□□ 10.10 Remove and replace radiators
□□□□ 10.11 Remove and replace water pumps
□□□□ 10.12 Inspect and pressure-test air conditioning system
□□□□ 10.13 Discharge, evacuate, and charge basic air conditioning system
□□□□ 10.14 Leak-test basic air conditioning systems
□□□□ 10.15 Service air conditioning electrical circuits
□□□□ 10.16 Service air conditioning vacuum circuits
□□□□ 10.17 Remove and replace components in basic air conditioning systems
□□□□ 10.18 Remove and replace engine fan clutches
□□□□ 10.19 Remove and replace blower motors
□□□□ 10.20 Remove and replace heater cores, control units, and cables
□□□□ 10.21 Remove and replace compressor shaft seals
□□□□ 10.22 Service engine electric cooling fan and controls

Appendix J

Work-based Learning Applicant Data File
wblapp.dbf

STNTRAINAM	STNTSTADDR	CITY	STATE	ZIP	STNTPHONE	EMERGPHONE	EMERGNAM	TARGETOCC1	TARGETOCC2	TARGETOCC
Chris A. Student	1718 James Street	Watertown	ID	83705	(208)555-4581	(208)555-4581	Monica Student (Mother)	Precision Instrument Repairer	Electronic Technician	Automotive Mechanic
Mona R. Trainee	872 Learner Lane	Watertown	ID	83705	(208)555-5462	(208)555-4658	Jack Trainee (Father)	Travel Agent	Sales Worker, Services	Real Estate Agent

Work-based Learning Participant Data File
wblpart.dbf

STNTRAINAM	STNTSTADDR	CITY	STATE	ZIP	STNTPHONE	EMERGPHONE	EMERGNAM	OCCTITLE	OCCCODE	CIPCODE	SITENAME	MENTORNAME	PHON
Chris A. Student	1718 James Street	Watertown	ID	83705	(208)555-4581	(208)555-4581	Monica Student (Mother)	Precision Instrument Repairer	85905	47.0401	ABC Technologies, Inc.	Alec G. Mentor	(208)
Roy R. Royal	79645 Wayfar Road	Boise	ID	83709	(208)555-1464	(208)555-5437	Theodora U. Royal	Machinery Maintenance Worker	85128	47.0303	ERIC Company	Jon L. Smith	(208)

Worksite Data File
Worksite.dbf

SITENAME	STEETADDR	MAILADDR	CITY	STATE	ZIP	PHONENUM	CONTACTIT	CONTACTNAM	WKSITEMENT	STDNTTRAI	OCCTITLE
ABC Technologies, Inc.	1850 Baxter Blvd.	same	Watertown	ID	83705-1526	(208)555-1580	Mr.	Joe B. Later	Alec G. Mentor	Chris A. Student	Precision Instrument Repairer
ERIC Company	958 Zack Drive	PO Box 1110	Boise	ID	83701-1110	(208)555-1110	Dr.	Will B. Boss	Jon L. Smith	Roy R. Royal	Machinery Maintenance Worker

Mentor Data File
Mentor.dbf

MENTTITLE	MENTORNAM	SITENAME	STREETADDR	MAILADDR	CITY	STATE	ZIP	PHONENUM	STDNTTRAIN	OCCTITLE
Mr.	Jon L. Smith	ERIC Company	958 Zack Drive	PO Box 1110	Boise	ID	83701-1110	(208)555-1110	Roy R. Royal	Machinery Maintenance Worker
Mr.	Alec G. Mentor	ABC Technologies, Inc.	1850 Baxter Blvd.	same	Watertown	ID	83705-152	(208)555-1580	Chris A. Student	Precision Instrument Repairer

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Office of Educational Research and Improvement (OERI)
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