Institution: Tri Tech Skills Center

Proposed Program: Auto Systems Tech/Diesel Systems Tech

Program CIP: 470604

Contact Information

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Title: Career Connected Learning Coordinator ESD 123

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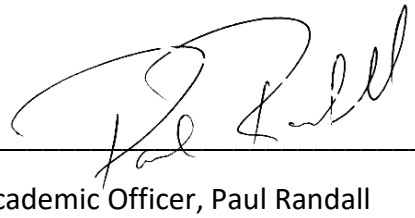

6-10-2020

Chief Academic Officer, Paul Randall Date

Application contact: Scott A. Copeland

Associate Director, College Relations and Policy Guidance Education Division

Washington State Board for Community and Technical Colleges

Office: 360-704-4397

Cell: 360-791-6026

Program Checklist

P1. Program description including length of program in years and total hours (including split between classroom and worksite).

The Automotive Systems Technology (AST) program trains students for a variety of jobs within the automotive service industry, including auto service departments. Students service and diagnose vehicles, gaining experience in engine fundamentals, maintenance, tune-up and repair, brake and suspension repair, and wheel alignment. Course work is taught by an Automotive Service Excellence (ASE) Certified Technician. The course is designed as a two-year program, providing the skills and training necessary for ASE certification in brakes, suspension and steering, electrical and electronics systems, and engine performance. In preparation for advanced training in this program, students must demonstrate commitment and a professional interest in the automotive service industry. A good driving record is very important.

Each student is required to have 540 hours of Classroom experience and 540 hours at the work site each year. Additionally, there is an is a paid internship during the summer that consists of 6 to 8 weeks of paid experience for 40 hours each week.

P2. Estimated number of hours per week at worksite and in classroom (this approach may shift throughout the program).

This is a two-year program. Each student is required to have 540 hours of classroom experience and 540 hours at the work site each year. Additionally, there is an is a paid internship during the summer that consists of 6 to 8 weeks of paid experience for 40 hours each week.

Students are paid between $15 and $17 per hour during the internship and can make $28 to $30 an hour upon completion of the program.

P3. Demonstration of labor market demand for specified skills/career in local region

There are roughly 750,000 auto techs and mechanics nationally, the U.S. Bureau of Labor Statistics reports. To meet anticipated demand and respond to attrition, the bureau estimates, the industry will need about 46,000 more technicians by 2026 — a 6 percent growth rate from 2016. (As reported in Auto News)

In an interview with the instructors at Tri Tech Skills Center they reported that when they make their on-site visits to local repair shops the owners are requesting the names of good candidates for open positions. Experience indicates that for students who successfully complete the program with good work-site skills there is no shortage of positions.

In an interview with a top management official at McCurley Integrity Dealership in the Tri Cities, he estimated there are currently over 100 unfilled positions in the automotive industry in the Tri Cities.

P4. Projected count of student enrollment, student completion, and anticipated employer participation for 5 years, post-pilot.

There are about 30 students enrolled in the Auto/Diesel Tech Program. There is about a 90% completion rate for the program. Additionally, about 65% of the students earn the ASE certificate making them eligible for a position in a repair shop.

Typically, 5 to 6 students per year complete what would be a Career Launch program. Consistently following the formalized process that has been develop for student placement could lead to about 8 to 10 students per year completing a Career Launch program.

P5. Concise description of development process to create Tech Program at the Career Launch program (e.g. who was involved, when, how was the program piloted, etc.)

This two-year program began in 2006. It is based on the National School to Work Model. The program started with Automotive Youth Education System as the sponsoring agency. It is currently sponsored by the Tri Tech Skills Center Automotive Advisory Committee. The advisory committee is composed of local automotive professionals from dealerships and independent automotive specialists. The advisory committee ensures that the curriculum is relevant to the industry and the students come out of the program well prepared for work.

P6. Signed letter of endorsement from all relevant partners, stakeholders and regional networks (including employers, labor organizations, academic institutions, community-based organizations, individuals, and other relevant stakeholders in support of the proposed Career Launch program). Regional network endorsement preferred.

See appendix D Letters From Relevant Partners

P7. Description of resources, supports, or other processes to recruit and support students from underserved backgrounds (e.g. including students of color, students from low income families, English language learners, students with disabilities, foster students, students experiencing homelessness, students from single parent homes, and other populations that face barriers to employment); or create an implementation plan to do so.

Tri Tech is an open public high school that offers tuition free courses for all eligible students. While the emphasis is on non-traditional courses there is place for all students at Tri Tech, from those looking for a vocational path to those planning to do post baccalaureate studies. The emphasis is on a truly hands on approach to learning.

Tri Tech draws students from seven local school districts. The demographics of the Tri Tech student population match those of the local school districts.

Tri Tech has an aggressive recruitment program. They offer career fairs, science night and High School and Beyond nights on their campus. Transportation is provided for students and families who need help getting to these events.

The Tri Tech staff works with Communities in Schools, Gear Up , and other programs to recruit students from underserved backgrounds. These groups identify potential students and work with the Tri Tech administration to coordinate special tours and information times for identified groups of students. These presentations are modified to meet the needs of each group.

Tri-Tech has a Barriers to Enrollment Program that provides funding for supplies students cannot afford. These supplies include equipment, uniforms, boots, personal protective devices, transportation and other required items.

Industry-Related Checklist

I-R1. Address of worksite(s) where Career Launch students will complete supervised training.

The placement of students in the internship portion of the career launch program varies to some extent from year to year. Below is a sample of the worksite locations for the internships. Tri Tech is continually working to grow these opportunities for the students.

Corwin Ford	1225 n Auto plex Way, Pasco, WA 99301	
McCurley Chevrolet	1325 North Autoplex Way, Pasco, WA 99301	
Lithia Chrysler Jeep Dodge of the Tri Cities	7171 W Canal Dr, Kennewick, WA 99336	
Tom Denchell Ford	630 Wine Country Rd Prosser, WA 99350	
Meyers Auto Tech	1120 N Grant St, Kennewick, WA 99336	
West Richland Auto Repair	3683 W Van Giesen St, West Richland, WA 99353	

Speck GMC	2910 W Clearwater Ave, Kennewick, WA 99336	

I-R2. Hourly wage for Career Launch participants.

The internship rate is between $15 and $17 dollars per hour.

Upon full employment the rate of pay is between $28 and $30 dollars per hour.

How service technicians are paid is dependent on employer. In some case technicians are paid by the jobs completed. For a good technician this can have a very positive impact on the rate of pay.

Depending on their success on the job site students can move to the higher rate of pay at the employer's discretion.

I-R3. List of entry-level positions and associated job descriptions for which a Career Launch student would be eligible for upon completion.

Career Opportunities

- Automotive technician
- Brake specialist
- Alignment technician
- Service writer
- Tune-up specialist
- Independent Automotive Repair Shop Owner

See Appendix B for an example of a job posting for an entry level position.

I-R4. List of specific skills and competencies required for completion of Career Launch program, with demonstrated alignment to entry-level positions, job descriptions, and average local salary ranges.

The internship rate is between $15 and $17 dollars per hour.

Upon full employment the rate of pay is between $28 and $30 dollars per hour.

How service technicians are paid is dependent on employer. In some case technicians are paid by the jobs completed. For a good technician this can have a very positive impact on the rate of pay.

Depending on their success on the job site students can move to the higher rate of pay at the employer's discretion.

See Appendix B for an example of a job posting for an entry level position.

The chart below lists The Functions of a Technician, taken from a job description, in the left hand column and course competencies in right hand column. A course competency followed by the initials AST comes directly from the Automotive Services Technician Training program, which is part of the training leading to an ASE certificate from the NATEF/ASE Automotive Technician Course. Other course competencies are taken from the OSPI approved instructional framework for the program.

Job Description: Functions of a Technician	Course Competencies
Examine vehicle and discuss with customer, service advisor, or service manager the nature and extent of damage of malfunction.	Complete work order to include customer information, vehicle identifying information, customer concern, related service history, cause, and correction. Complete work order to include customer information, vehicle identifying information, customer concern, related service history, cause, and correction.
Plan work procedure using charts, technical manuals, diagnostic equipment and experience.	General; Engine Diagnosis; Removal and Reinstallation AST Cylinder Head and Valve Train Diagnosis and Repair: AST Lubrication and Cooling Systems Diagnosis and Repair: AST General: Transmission and Transaxle Diagnosis: AST General: Drive Train Diagnosis: AST Steering Systems Diagnosis and Repair: AST General: Brakes Systems Diagnosis: AST General: Electrical Systems Diagnosis: AST General A/C Systems Diagnosis and Repair: AST Computerized Controls Diagnosis and Repair: AST:
Remove, disassemble, inspect, repair and replace units such as engines, transmissions and differentials as required.	General; Engine Diagnosis; Removal and Reinstallation Cylinder Head and Valve Train Diagnosis and Repair: AST Lubrication and Cooling Systems Diagnosis and Repair: AST General: Transmission and Transaxle Diagnosis: AST General: Drive Train Diagnosis: AST Steering Systems Diagnosis and Repair: AST General: Brakes Systems Diagnosis: AST General: Electrical Systems Diagnosis: AST General A/C Systems Diagnosis and Repair: AST Computerized Controls Diagnosis and Repair: AST: In-Vehicle Transmission/Transaxle Maintenance and Repair: AST Off-Vehicle Transmission and Transaxle Repair: AST
Reline and adjust brakes, align front ends, and repair or replace shock absorbers.	Steering Systems Diagnosis and Repair: AST Examples: General: Brakes Systems Diagnosis: AST Suspension Systems Diagnosis and Repair: AST

	Steering Systems Diagnosis and Repair: AST Wheel Alignment: AST Wheels and Tire: AST Hydraulic System Diagnosis and Repair: AST
Replace and adjust headlights and install and repair accessories such as radios, heaters, mirrors and windshield wipers.	General: Electrical Systems Diagnosis: AST Battery Diagnosis and Service: AST Lighting System Diagnosis and Repair: AST Horn and Wiper/Washer Diagnosis and Repair: AST Accessories Diagnosis and Repair: AST
Works in a cooperative and professional manner with all personnel.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
Conform to the company's policy on non-discrimination and harassment.	Work Creatively with Others: Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work. Collaborate with Others: Demonstrate ability to work effectively and respectfully with diverse teams.

	Interact Effectively with Others: Conduct themselves in a respectable, professional manner. Work Effectively in Diverse Teams and Manage Goals and Time: Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
Treat all members of the public in a courteous and non-discriminatory manner, and maintain a professional demeanor while on the job.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
Vehicles driven or moved as part of job: a customer's automobile engine start-up and short test drives as required.	This is included in the diagnostics sections of the course requirements.
Conform to the company's policies on non-discrimination and harassment, and work in a cooperative and positive manner with all personnel	Work Creatively with Others: Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work. Collaborate with Others: Demonstrate ability to work effectively and respectfully with diverse teams. Interact Effectively with Others: Conduct themselves in a respectable, professional manner. Work Effectively in Diverse Teams and Manage Goals and Time: Respect cultural differences and work effectively with people from a range of social and cultural backgrounds Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace. Interpret and explain written organizational policies and procedures. Collaborate with classmates in researching or reviewing an Acceptable Use Policy

Properly uses all personal protective equipment required—Safety equipment provided by the business includes hearing protection, face shield/clear goggles/welding goggles, respirators/face masks, leather topped, rubber soled shoes.	Standard WR 5: Health and Safety Identify general shop safety rules and procedures. Utilize safe procedures for handling of tools and equipment. Comply with the required use of safety glasses, ear protection, gloves, and shoes during lab/shop activities.
Hydraulic or electric hoists, hydraulic jacks, engine hoists, jack stands, brake lathes, mechanical or hydraulic presses, drill press, tire servicing equipment, grinders, welding equipment-electric or gas, and diagnostic equipment. Hand and air tools, measuring tools such as micrometers, calipers, thickness gauges and pressure/temperature gauges.	Identify general shop safety rules and procedures. Utilize safe procedures for handling of tools and equipment. Identify and use proper placement of floor jacks and jack stands. Identify and use proper procedures for safe lift operation.

I-R5. Employer attests that Career Launch program is in compliance with required federal, state, and local regulations.

Please see the Tri Tech Skills Center Auto/Diesel Program Packet attached in Appendix A, especially, Evaluation of Prospective Worksite, Worksite Learning Plan, Work-Based Learning Program Liability Agreement, Worksite Learning Agreement Tri City Area Educational Cooperative, Tri Tech Skills Center Auto/Diesel Summer Internship Program

I-R6. Employers will outline a student supervision and mentorship model.

Please see the Tri Tech Skills Center Auto/Diesel Program Packet attached especially, Evaluation of Prospective Worksite, Worksite Learning Plan, Work-Based Learning Program Liability Agreement, Worksite Learning Agreement Tri City Area Educational Cooperative, Tri Tech Skills Center Auto/Diesel Summer Internship Program

I-R7. Description of common career pathway(s) beginning with entry-level position specified with demonstration of likely salary growth over specified time period.

Students who have successfully completed the Automotive/Diesel Tech program have several options. They can move directly into the workforce, where they receive additional training paid by the employer, or they can apply the 22 credits toward an Applied Science Degree in Automotive Technology at Columbia Basin Community College.

Students then move them through a career path which typically includes different levels of certification through one of the manufacturers in the shop. Master Certification is a long term goal for a technician that often times sees extremely lucrative pay structure and further ability for advancement into management if that is a desired career path. Some students will also have a goal of opening their own automotive or diesel repair shop once they have enough training.

Salaries are little difficult to quantify because shops pay and different rates and even the pay structure can change. Having said that the internship rate is between $15 and $17 dollars per hour, upon full employment the rate of pay is between $28 and $30 dollars per hour. A master mechanic can earn in excess of $100,000 per year.

Some shops will also pay for work based on the repair manuals recommendation. For example, if the manual says a job should take an hour and the mechanic can complete the job in 30 minutes they still get the hour pay and can move to the next job possibly completing two repairs in one hour.

A "real life" example of a graduate of the Tri Tech program and his career path would be a students who after Tri Tech took a job at one of the big dealerships in the Tri Cities and worked his way from a technician to a master mechanic and is now the Service and Parts director for a dealership that has six different sites and services 9 brands of automobiles. There are also several students who opened their own repair shops.

I-R8. Demonstrated competency alignment with relevant professional standards for specified entry-level positions when applicable.

See I-R4 with list of competencies from Automotive Services Technician Training Program

I-R9. Signed letter from employers partners attesting that Career Launch completers will be ready for specified entry-level jobs, including an optional, non-binding commitment estimating number of Career Launch completers they plan to interview/hire over the first three years of the program.

Please Letters from Employers Appendix C

Academic-Related Checklist

A-R1. List of academic institution(s) providing career-aligned instruction for Career Launch program.

Tri Tech Skills Center

Operated cooperatively by Richland, Pasco, Kennewick, Kiona Benton, Finley, Columbia and North Franklin School Districts

There is also an articulation agreement with Columbia Basin College for this program.

A-R2. Curriculum scope and sequence aligned to skills and competencies provided in employment checklist.

See I-R4 with list of competencies from **NATEF/ASE Automotive Technician Course.** A complete list of skills and competencies for the course is available in the OSPI Framework for NATEF/ASE Automotive Technician. Due to the length of that document it is not include in tis application.

A-R3. Demonstration of student supports (e.g. mentoring, advising, financial aid, tutoring) available for Career Launch students enrolled in the course.

Students in the program are enrolled at the Tri-Tech Skills Center. They have access to the school counselor; tutoring programs, including in person and online programs. The counselor provides academic and career counseling.

Tri-Tech has a Barriers to Enrollment Program that provides funding for any supplies students cannot afford. These supplies include equipment, uniforms, boots, personal protective devices, transportation, and other required items.

A-R4. Number of postsecondary credits provided and / or credential earned upon completion of program.

Students can earn up to 22 college credits from Columbia Basin College through the Dual Credit Program. The credits lead toward an Associates of Applied Science Degree in Applied Science Degree in Automotive Technology / AYES certification.

Some of the courses from Columbia Basin College that are eligible for articulation include AMT 107: Parts Systems and Components, AMT 109: Tools and Hardware, AMT 113: Maintenance Publications and Records, AMT 114: Preventative Maintenance and AMT 104: Diesel Engine Theory.

A-R5. Demonstrated curricular alignment with relevant professional and / or academic standards associated with coursework and credential, when applicable.

See I-R4 with list of competencies from **NATEF/ASE Automotive Technician Course**

A-R6. Details of potential for current or future partnerships and/or scalability of the program within and across sectors and/or geographic locations (e.g. articulation, degree pathways), when applicable.

There are several factors that can lead to growth of the program within the Tri-Tech service area.

1. Consistently following the formalized process that has been develop for student placement could lead to about 8 to 10 students per year completing a Career Launch program.

2. Partner with the Independent Automotive Technicians Apprenticeship Committee – Career Launch in Automotive. Their resources can help us continue to identify partners and place students.

3. Increase the capacity for worksite supervision.

End of Application.

Appendix A

Tri Tech Skills Center Summer Automotive Program

Evaluation of Perspective Worksite

Work-based Learning Program Liability Agreement

Student Orientation to Worksite

Worksite Learning Agreement

Tri Tech Skills Center
Internship Program
Evaluation of Prospective Worksite

Date of Visit _____

Worksite Name _____

Physical Address _____City _____State____ Zip _____

Point of Contact _____Title _____

Phone_____ Email _____

Type of Business _____ No. of Employees _____

Work Site Qualifications	Rating Poor =1 Fair =2 Good =3	Comments/Documentation
Management willing to work in WBL Program	1 2 3	
Worksite will provide exposure to a variety of tasks	1 2 3	
Student does not displace regular worker	1 2 3	
Safe work environment	1 2 3	
Equal opportunity employer	1 2 3	
Facilities are handicap accessible	1 2 3	
Facility and equipment meet industry norms	1 2 3	
Employer will offer orientation in safety, emergency, sexual harassment and labor laws	1 2 3	
Worksite supervisor is willing to participate in developing student training plan	1 2 3	
Worksite supervisor is willing to comply with school district policies for WBL (evaluations, site visits, communication with coordinator, school holidays etc.)	1 2 3	

Final Evaluation **Poor =1** **Fair = 2** **Good = 3**

Additional Comments:

WORK-BASED LEARNING PROGRAM
LIABILITY AGREEMENT

This agreement made and entered into this _____ of _____ by _____ and **Kennewick School District (name of high school)** located in Kennewick, Washington.

Whereas, the parties desire to cooperate in the establishment of a learning site to provide for the implementation of the community and work-based learning programs of **Kennewick School District.**

Now, therefore, it is mutually agreed as follows:

1. The Learning Site will provide occupational and training experience. The School District will provide coordination and support for the students in the program. School District staff will meet or confer with Learning Site personnel, during hours as arranged, to respond to requests from the Learning Site personnel who work with School District students and to perform such other services as may be necessary or advisable to the Program, including but not limited to, evaluation, observation, and counseling for participating students.

2. The Learning Site will advise the School District of the skills that students will be expected to have prior to participation in the Program. Promptly upon commencement of the Program, the Learning Site will instruct students with respect to safety precautions and regulations of the Learning Site in connection with their activities thereunder, including conduct and general appearance rules. The Learning Site reserves the right to deny any student participation or continued participation thereunder.

3. The Learning Site will provide the clinical learning situation, instructional materials, and equipment necessary to provide an adequate learning experience.

4. Each party shall defend, indemnify and hold the other party, its officers, officials, and employees and volunteers harmless from any and all claims, injuries, damages, losses or suits including attorney fees, arising out of injuries and damages caused by each party's own negligence.

5. The parties agree to comply with all laws, ordinances, and regulations of governmental bodies applicable to the Program.

6. The parties agree to cooperate in evaluation of the Program. The School District, in consultation with the learning Site program supervisor, shall evaluate the students enrolled in the Program.

7. The Learning Site and the School District agree to instruct all students enrolled in the Program with respect to the confidential nature of all records and information. The Learning Site shall respect and comply with the Schools Districts confidentiality regarding student information.

8. In the event of injury or accident while at the learning site, the student will be taken to the Emergency department for assessment, evaluation and treatment as needed. Appropriate school staff will be notified and a copy of the hospital accident report will be sent to school no later than the next workday. The parent/guardian and/or student are responsible for any expenses incurred as a result of the Emergency Department visit.

9. The terms of this Agreement are effective from _____ through _____. Either party may cancel this Agreement at any time upon written notice to the other given at least three (3) days prior to the stated cancellation date. This Agreement may be amended by written mutual agreement of the parties.

10. Assure compliance with state and federal guidelines and regulations regarding non-discrimination by providing equal access to all programs and services without discrimination based on sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation, including gender expression or identity, the presence of any sensory, mental or physical disability, or use of trained dog, guide or service animal by a person with a disability, and provide equal access to the Boy Scouts and other designated youth groups.

_____	_____
Business Representative	Kennewick School District Representative
Name: _____	Name: _____
Title: _____	Title: _____
Address: _____	Address: _____
Date: _____	Date: _____
Phone: _____	Phone: _____ Fax: _____

6/2015
Revised

Tri Tech Skills Center
Internship Program
Student Orientation to Worksite

Student Name _____

Work Site _____

Please sign to confirm orientation:

Student Signature_____ Date _____

Supervisor Signature_____ Date _____

WSL Coordinator Signature _____ Date _____

Use the following checklist as a guide:

Company Orientation

- ☐ Explain worksite history
- ☐ Explain worksite products and/or projects
- ☐ Discuss worksite policies and procedures
  - Hours of operation
  - Overtime policies
  - Pay periods
  - Vacation policies
  - Holiday policy
  - Appropriate dress and grooming
  - *Safety rules and regulations
  - *Emergency procedures
  - Absent procedures
  - Parking
  - Arrival procedures
  - Departure procedures
- ☐ Show facility layout
  - Work areas
  - Restrooms
  - Break room/Kitchen/Lounge
  - Employee parking
- ☐ Describe benefits (if any)
  - Discounts
  - Educational assistance

Department Orientation

- ☐ Explain relationship of department to company
- ☐ Discuss department specific rules
  - Lunch periods and breaks
  - Food and beverage at workstation
  - Days off
  - Other
- ☐ Introduce co-workers
- ☐ Explain Job responsibilities of co-workers

Job Orientation

- ☐ Show student workstation
- ☐ Provide responsibilities, tasks, and performance evaluations
- ☐ Explain how to acquire supplies/tools/etc.
- ☐ Explain safety procedures
- ☐ Explain the importance of the student's responsibilities to the organization
- ☐ Explain communication procedures

Notes:

Worksite Learning Agreement
Tri-Cities Area Educational Cooperative
Burbank~Finley~Kennewick~Kiona Benton~North Franklin~Pasco~Richland

The Student/Trainee agrees to:

Participate in this work experience under the jurisdiction of the school (school policies and rules apply) and:

- Understand dishonesty in school, at work, or in the community may be grounds for dismissal and/or result in a failing grade.
- Allow the coordinator to inform the employer as to the progress (or lack of progress) in school, or any other situation that may affect performance in this program.

Perform all school-related duties and adhere to attendance/tardy policies both at school and on the job:

- Complete the concurrent class and work experience through the end of second semester unless there is a documented medical emergency. (If a student withdraws from work experience after the school deadline to drop the class and prior to the completion of the semester, the student will receive a failing grade for work experience and could receive a failing grade for the class.)
- Maintain a passing grade in the related class and continue satisfactory progress toward graduation.
- Maintain regular attendance and give the coordinator the right to discuss attendance with the training supervisor/employer.
- Prearrange all absences with coordinators (no school = no work).

Perform all work place related duties:

- Meet or exceed standards set in conjunction with the training supervisor/employer and coordinator and follow all company rules.
- Maintain appropriate workplace appearance (proper attire, grooming, hygiene, uniform if required).
- Consult with the coordinator prior to quitting or changing jobs or changing schedules.
- Complete all required forms in a timely manner.
- Document hours of work for each semester in accordance with the process as required by the coordinator in order to receive work credit (360 hours paid work).
- Follow state and federal child labor laws and recognize that in the event the student has another job in conjunction with his/her work-experience, his/her first responsibility is with the work-based learning job.
- Report all on-the-job injuries to the training supervisor/employer and coordinator within 24 hours.

The Parent/Guardian agrees to:

- Allow for the release of student records (transcripts, attendance, and teacher recommendations) to potential training supervisors/employers as a part of the student trainee's application portfolio.
- Recognize that the student trainee has undertaken special responsibilities and make every effort to support him/her and recognize that the student may be working in a one on one situation with a supervisor, with a group, or alone.
- Communicate with the coordinator with questions or concerns regarding the student trainee work program.
- Provide transportation for the student trainee to get to and from the worksite.

The Training Supervisor/Employer agrees to comply with all requirements of a school work-experience program and:

- Recognize the educational value of the training site and guide the student trainee in performing the job tasks.
- Provide varied work experiences.
- Consult with the coordinator on any problems that arise and/or prior to releasing the student trainee from the training site.
- Inform other employees of their important role in assisting with the training of the student trainee.
- Provide the student trainee with sufficient work hours to earn school credit.
- Assure compliance with state and federal guidelines and regulations regarding non-discrimination by providing equal access to all programs and services without discrimination based on sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation, including gender expression or identity, the presence of any sensory, mental or physical disability, or use of trained dog, guide or service animal by a person with a disability, and provide equal access to the Boy Scouts and other designated youth groups.
- Provide a new employee orientation.

The Coordinator agrees to facilitate placement, follow-up, guidance and coordination between the job and school and:

- Assist with any training problems that arise on the job.
- Make periodic visits to the worksite to collaboratively evaluate the student trainee.
- Communicate with the parent/guardian on any questions or concerns that arise regarding the student trainee's program.

I understand that violation of any portion of the agreement may result in the student employee being dropped from the program with a failing grade or receive a grade reduction according to school policy.

Training Supervisor/Employer (print/signature)	**Student Trainee (print/signature)**
Company Name **Program Orientation Completed** ☐	**Parent/Guardian (print/signature)**
Phone **Email**	**Coordinator (print/signature)**
Date Completed	**School** **6/2015**

Appendix B

Job Posting Automotive Technician

GM Automotive Technician

McCurley (Chevrolet/Cadillac/Mazda/Isuzu/Fleet)

Pasco, WA

Full Time

APPLY NOW

We are currently accepting applications for experienced ASE Certified Automotive Technicians with strong diagnostic / electrical skills, attention to detail, & emphasis on fixing vehicles right the first time. Diesel experience not required, but would be a plus.

Requirements

- Accuracy – Ability to perform work accurately and thoroughly.
- Active Listening – Ability to actively attend to, convey, and understand the comments and questions of others.
- Customer Oriented – Ability to take care of the customers' needs while following company procedures.
- Honest/Integrity – Ability to be truthful and be seen as credible in the workplace.
- Working Under Pressure – Ability to complete assigned tasks under stressful situations.
- Must be 18, have a valid driver's license, clean record and be able to pass a pre-employment drug screening.

Benefits

We offer a comprehensive benefits package including:

- Competitive flat rate pay with bonuses, spiffs and other incentives.
- Paid McCurley Uniforms
- Medical, dental, vision, life, short term and long term disability insurance
- 401(k) with company contribution
- Use of our State of the Art Equipment and shop facilities
- Paid continuing education in your field
- Promotion from within
- Paid holiday, vacation and sick days
- Referral bonuses
- Employee discounts on automobiles, parts and service at all McCurley locations

Functions of the McCurley Technician

- Examine vehicle and discuss with customer, service advisor, or service manager the nature and extent of damage of malfunction.
- Plan work procedure using charts, technical manuals, diagnostic equipment and experience.
- Remove, disassemble, inspect, repair and replace units such as engines, transmissions and differentials as required.
- Reline and adjust brakes, align front ends, and repair or replace shock absorbers.
- Replace and adjust headlights and install and repair accessories such as radios, heaters, mirrors and windshield wipers.
- Works in a cooperative and professional manner with all personnel.
- Conform to the company's policy on non-discrimination and harassment.
- Treat all members of the public in a courteous and non-discriminatory manner, and maintain a professional demeanor while on the job.
- Perform other tasks as assigned.
- Vehicles driven or moved as part of job: a customer's automobile engine start-up and short test drives as required.
- Conform to the company's policies on non-discrimination and harassment, and work in a cooperative and positive manner with all personnel.

- Properly uses all personal protective equipment required—Safety equipment provided by the business includes hearing protection, face shield/clear goggles/welding goggles, respirators/face masks, leather topped, rubber soled shoes.

Types of Equipment/Machinery/ Tools Used on the Job:

- Hydraulic or electric hoists, hydraulic jacks, engine hoists, jack stands, brake lathes, mechanical or hydraulic presses, drill press, tire servicing equipment, grinders, welding equipment-electric or gas, and diagnostic equipment. Hand and air tools, measuring tools such as micrometers, calipers, thickness gauges and pressure/temperature gauges.

Appendix C

Letters from Employers

McCurley
Integrity Auto Dealerships

May 26, 2020

To: The Washington State Board for Community and Technical Colleges

Re: Letter of Endorsement for the Tri Tech Automotive/Diesel Tech Program as a Career Launch Program

McCurley Integrity Dealership has successfully hosted quarterly student JOB shadows and paid student internships from the Tri-Tech Automotive/Diesel Tech Program. We have also hired many successful students from the Automotive and Diesel program at Tri Tech. The classroom curriculum prepares the students in their knowledge of automotive diagnosis and repair. The Automotive/Diesel program also prepares students to safely work in a professional automotive shop. Upon completion of the program the students have the knowledge and hands on skills to enter the work force as intermediate or advanced automotive/diesel technicians.

Our intention is to continue work with the Tri Tech Automotive/Diesel Tech program to provide additional internships for students in the future.

The students from Tri Tech come to us as well prepared as from most higher education automotive programs.

Sincerely,

John Inman
General Manager

Appendix D

Letters of Endorsement from Relevant Partners

May 14, 2020

WASHINGTON STATE STEM EDUCATION FOUNDATION

P.O. Box 1617
Richland, WA 99352
(509) 420-9316

To: The Washington State Board for Community and Technical Colleges

From: Deb Bowen, Regional Network Chair, Career Connect Washington

Re: Letter of Endorsement to Designate the Tri Tech Automotive/Diesel Tech Program as a Career Launch Program in the State of Washington

In my work in STEM education in our area, I have the privilege of working closely with the Tri-Tech Skills Center staff for many years, including serving on the Regional CTE General Advisory Council. Last year our local STEM Foundation recognized Tri-Tech Principal, Paul Randall and Vice-Principal, Lisa McKinney with STEM Champion Awards for their extraordinary efforts to advance high quality education in our region.

The Automotive Diesel Tech program has successfully placed students in automotive shops throughout the area. Many students have gone on the successful careers in the automotive industry.

I have been kept up to date on the progress of the Career Launch application for the Automotive Diesel Tech program for Career Launch recognition and fully support that designation for the program. Please don't hesitate to call if we can provide further information.

Respectfully,

Deb Bowen

Deb Bowen, Executive Director
Washington State STEM Education Foundation
and Mid-Columbia STEM Network

Tri-Cities Area Educational Cooperative

Serving:
•Columbia •Finley •Kennewick •Kiona-Benton
•North Franklin •Pasco •Richland •Tri-Tech Skills Center
5929 W. Metaline
Kennewick, WA 99336
509-222-6568

May, 2020

To: The Washington State Board for Community and Technical Colleges
From: Sam Whitecotton, Chair, Area Wide Automotive –Diesel Advisory Committee
Re: Letter of Endorsement to designate the Tri-Tech Automotive/Diesel Tech Program as a Career Launch Program in the State of Washington

As Chair of the Tri-City Area wide Automotive –Diesel Advisory Committee, please accept this letter of support for the Tri-Tech Automotive/Diesel Tech Program as a Career Launch Program in the State of Washington

The Automotive Diesel Advisory Committee is comprised of members who represent business and industry, education, labor organizations, special populations, community, government, students, parents, and teachers. All of these members have a working knowledge of the job tasks and competencies required for related occupations, related labor market needs, and courses necessary to meet these needs.

The committee provides advice in the design, development, delivery, evaluation, and continuous improvement of Career and Technical Education programs.

As a committee, we have oversight of the development of the Automotive/Diesel Tech Program and firsthand knowledge of the success of the program.

Based on our knowledge of the program, the quality of instruction and its preparation of students to enter into the automotive industry we fully support the program for the identification as a state recognized Career Launch Program.

Sam Whitecotton, Chair
McCurley Integrity Dealerships

Tri-Cities Area Educational Cooperative

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•North Franklin •Pasco •Richland •Tri-Tech Skills Center
5929 W. Metaline
Kennewick, WA 99336
509-222-6568

Area Wide Automotive Advisory Committee Members:

Ryan	Beard	RSD CTE Director
Ralph	Blair	Tri-Cities Battery
Rob	Brackett	Tri-Tech Skills Center
James	Cheney	Motoring Service
Kris	Ensign	Western States Equipment
Ben	Gatewood	Meyers Auto Tech
Billy	Getty	Meyers Auto Tech Shop Foreman
Jeffry	Greene	City of Pasco
Angela	Hancock	Corwin Ford Pasco
Chuck	Hall	Partsman extroridinaire
Troy	Lively	McCurley Subaru Service Manager
Dave	Lynch	Richland H.S.
Kevin	McCue	McCue's Repair
Peter	Neilson	Columbia Basin College
John	Phillips	Columbia Basin College
Joseph	Porter	Tri-Tech Skills Center
Monty L.	Prather	Columbia Basin College
Paul	Randall	Tri-Tech Skills Center
Joshua	Rosas	Tri-Tech Skills Center
Scott	Salisbury	Retired Pasco School District Teacher
Bruce	Spinks	Lift Technologies
Dillon	Thorne	Toyota Tri-Cities
Lucas	Thorne	Pasco H.S.
Dan	Von Holten	Retired Columbia Basin College
Sam	Whitecotton	McCurley Integrity Dealership