

State-Approved Skills Certificate (SASC) Handbook

April 2012



Table of Contents

Directions Submission of SASC	3
Submission Guidelines	3
Agriculture, Food & Natural Resources Career Cluster	4-17
Equine Care Technician	5-8
Meat Processing Assistant	9-11
Nursery/Landscape Helper	12-14
Outdoor Power Equipment Assistant	15-17
Architecture & Construction Career Cluster	18-37
Air Conditioner/Refrigeration & Heating/Ventilation Helper	19-21
Carpenter’s Helper	22-24
Drafting Helper	25-27
Electrician’s Helper	28-30
Plumber’s Helper	31-34
Roofer’s Helper	35-37
Business Management & Administration Career Cluster	38-41
Office Clerk	39-41
Health Science Career Cluster	42-49
Dietary Aide	43-45
Patient Care Associate I	46-49
Hospitality & Tourism Career Cluster	50-63
Food Service Technician	51-53
Hotel Maintenance and Grounds Assistant	54-57
Hotel/Lodging Guest Room Attendant	58-60
Laundry Attendant	61-63
Human Services Career Cluster	64-67
Child Care Assistant	65-67
Information Technology Career Cluster	68-72
Computer Repair Helper	69-72
Manufacturing Career Cluster	73-76
Welder’s Helper	74-76

Louisiana State Department of Education: Career and Technical Education

Marketing Career Cluster	77-86
Cashier	78-80
Marketing Sales Management Assistant	81-83
Retail Stock Clerk	84-86
Transportation, Distribution & Logistics Career Cluster	87-96
Auto Detailing Assistant	88-90
Automotive Maintenance Helper	91-93
Engine Repair Helper	94-96
Appendices	97-119
Internship Forms	98-104
Appendix A-Class Organization Report	98
Appendix B-Student Work Permit	99
Appendix C-Employer Evaluation of Student Intern Performance	100-101
Appendix D-Student Intern Evaluation	102
Appendix E-Student Intern Weekly Work Record	103
Appendix F-Record of Coordinator Visits	104
Simulation Forms	105-107
Appendix G-Simulation Guidelines	105
Appendix H-Student Evaluation	106
Appendix I-Simulation Project Weekly Time Sheet	107
Community Service Learning	108-112
Appendix J-Community Service Learning Guidelines	108-109
Appendix K-Service Learning Experiences; Insurance & Emergency Information...	110
Appendix L-Community Service Learning Agreement	111
Appendix M-Service Learning Project Time Sheet	112
Appendix N-SASC Table	113-119

Directions for Submission of SASC

- **Due dates**
 - Mid-Year/End of Year – 20 working days prior to date needed
- **Address and Attention**
 - Louisiana Department of Education
Dropout Prevention
P.O. Box 94064
Baton Rouge, LA 70802
- **Include name and address for certificate mail-out**

State-Approved Skills Certificate Request for Certificates Submission Guidelines

The following documentation must be submitted:

1. ***Class Organization Report: One report should be submitted for each school site. The report should reflect all students included in the SASC submission for certificates.***
2. **The following documentation must be submitted for each student when requesting State-Approved Skills Certificates (SASC).**
 - Student transcript (prior to year 1 of SASC entrance)
 - Student transcript (year 1 of the SASC process)
 - Student schedule (year 2 of the SASC process)
 - Completed skills checklist
 - Documentation for work-based learning hours –must reflect skills learned for the SASC
 - Internship (70 hrs.)
 - Student Work Permit
 - Employer Evaluation of Student Intern Performance
 - Student Intern Evaluation (2)
 - Student Intern Weekly Work Record
 - Record of Coordinator Visits
 - Simulation (70 hrs.)-Utilized in the event that an internship is not possible due to: lack of business partners, transportation, and/or age restrictions.
 - Student Evaluation (2)
 - Student Weekly Time Sheet
 - Detailed Description of Simulation Activities (provided by instructor)
 - Teacher’s Evaluation Tool (Rubric, etc.-provided by instructor)
 - Simulation Project Photos, Video, etc.(provided by instructor)
 - Community Service—based upon community needs (20 hrs.--required for all students)
 - Service Learning Project Time Sheet
3. **Grade Requirements**
 - Carnegie Credit Courses—Overall 1.5 GPA **and/or**
 - Non-Carnegie Credit Courses-Minimum of a D average (based upon district guidelines)

And

 - Minimum of 80% “Competency Mastery Level” on the SASC Checklist



Louisiana State Department of Education: Career and Technical Education
State-Approved Skills Certificate
Equine Care Technician
Student Schedule

Year I

- Agriscience I or Agriscience II (if Ag I completed during Connections)
- Language Arts Elective (Reading I, GED preparation, Technical Writing, etc.)
- Mathematics Elective (GED preparation, Applied Algebra, Math Fundamentals, etc.)
- Physical Education or JROTC
- Social Studies (GED preparation, World Geography or World History)
- Science (GED preparation, Physical Science)
- Elective (Employability skills-i.e., Journey to Careers, entry level CTE courses; IBCA, music, art, etc.)

Year II

- Agriscience II (if it was not completed in year I)
- Equine Care (note: Ag II may be completed simultaneously with Equine Care)
- Language Arts Elective (Reading I, GED preparation, Technical Writing, etc.)
- Mathematics Elective (GED preparation, Applied Algebra, Math Fundamentals, etc.)
- Social Studies (GED preparation, Civics)
- Two Electives (IBCA, Customer Service, music, art, etc.)
- Work-Based Learning Component

Additional Component (20 hours)

- Community Service Project- guidelines developed at the discretion of the teacher/school/district, may be completed in either year or a combination of both years, and alignment with the specific SASC is not required.

**State-Approved Skills Certificate
Equine Care Technician
Minimum Criteria**

Career Cluster: Agriculture, Food, and Natural Resources

Industry-Based Certification: Equine Care

Career Pathway (AOC): Animal Science

Secondary Course: Equine Science; course code-010349

Special Consideration: None

Student Name _____

Home School _____

Workplace Safety

1. _____ Understands and follows universal safety precautions.
2. _____ Stores and uses all equipment, materials, and supplies correctly.
3. _____ Follows cleanup procedures.
4. _____ Performs basic and/or routine maintenance of equipment.
5. _____ Recognizes potential dangers, understands their consequences, and notifies supervisor when appropriate in an independent work situation.
6. _____ Performs work in a safe manner.

Specific Skills Requirements

1. _____ Demonstrates basic knowledge of equine history and development.
2. _____ Illustrates a working knowledge of breeds, types, and classes of horses.
3. _____ Determines the height and weight of horses.
4. _____ Identifies the parts of a horse.
5. _____ Feeds and waters horses properly.
6. _____ Cleans feed and water containers.
7. _____ Illustrates understanding of basic equine shelter, stall, and fencing requirements.
8. _____ Halts and leads horses using the correct technique.
9. _____ Cleans and beds stalls with shavings or straw.
10. _____ Fills and hangs a hay net.
11. _____ Uses proper procedures to bathe a horse.
12. _____ Uses proper procedures to groom a horse.
13. _____ Properly tacks a horse using English, western and exercise equipment.
14. _____ Utilizes proper procedures of lunging a horse.
15. _____ Uses proper procedures for picking and painting hoofs.
16. _____ Washes legs and removes medication properly.
17. _____ Rubs legs and applies standing bandages properly.
18. _____ Applies the following bandages using the correct technique.
 - a. Polo
 - b. Trace
 - c. Ace
 - d. Vet Wrap

Louisiana State Department of Education: Career and Technical Education

- e. Cold Water
- f. Spider

- 19. _____ Takes horse's vital signs.
- 20. _____ Cools out a horse using correct procedure.
- 21. _____ Puts horses on a walking wheel.
- 22. _____ Clips and pulls horse's manes.
- 23. _____ Ties horses to a fixed object.
- 24. _____ Loads and unloads horses from trailers.
- 25. _____ Demonstrates basic round penning.

Competency Level/Mastery Level (Minimum 80%)

20/25=80%

21/25=84%

22/25=88%

23/25=92%

24/25=96%

25/25=100%

Work Experience – Follow guidelines in the *Work-Based Learning Manual*

Minimum of 70 hours (documentation attached)

Work permit required

_____ Paid/unpaid internships (These may be on school sites, central office, or in the community)

_____ Paid employment (must be in the skill area)

and/or

Work permit not required

_____ Simulations (school-based)

Student will demonstrate the ability to wrap legs and clean hooves properly. Student will demonstrate the ability to properly apply the bridle to the horse. Student will demonstrate how to properly saddle a horse. Student will demonstrate knowledge of grooming techniques. Student will demonstrate all traits of a good horseman. An alternate project, that demonstrates required skill attainment and approved by DOE, may be utilized. Supporting documentation must be submitted (photos, etc.) with the completed checklist.

Community Service Project-Minimum of 20 hours; guidelines developed at the discretion of the teacher/school/district.

Louisiana State Department of Education: Career and Technical Education

As of the date posted below, this student has demonstrated _____% mastery of the above list of skills based on the student's progress report and has completed the required portfolio/project.

Student's Signature

Date

CTE Instructor's Signature

Date

Principal's Signature

Date

Employer's Signature

Date

Connections Supervisor's Signature

Date

Department of Education Signature

Date

**State-Approved Skills Certificates
Meat Processing Assistant
Student Schedule**

Year I

- Agriscience I or Agriscience II (if Ag I completed during Connections)
- Language Arts Elective (Reading I, GED preparation, Technical Writing, etc.)
- Mathematics Elective (GED preparation, Applied Algebra, Math Fundamentals, etc.)
- Physical Education or JROTC
- Social Studies (GED preparation, World Geography or World History)
- Science (GED preparation, Physical Science)
- Elective (Employability skills-i.e., Journey to Careers, entry level CTE courses; IBCA, music, art, etc.)

Year II

- Agriscience II (if it was not completed in year I)
- Meat Processing (note: Ag II may be completed simultaneously with Meat Processing)
- Language Arts Elective (Reading I, GED preparation, Technical Writing, etc.)
- Mathematics Elective (GED preparation, Applied Algebra, Math Fundamentals, etc.)
- Social Studies (GED preparation, Civics)
- Two Electives (IBCA, Customer Service, music, art, etc.)
- Work-Based Learning Component

Additional Component (20 hours)

- Community Service Project- guidelines developed at the discretion of the teacher/school/district, may be completed in either year or a combination of both years, and alignment with the specific SASC is not required.

**State-Approved Skills Certificate
Meat Processing Assistant
Minimum Criteria**

Career Cluster: Agriculture, Food, and Natural Resources

Industry-Based Certification: Meat Processing

Career Pathway (AOC): Agriculture Production/Management/Entrepreneurship

Secondary Course: Meat Processing; course code-010330

Special Consideration: Student must be at least 18 years of age to operate equipment and/or work in the meat processing industry

Student Name _____

Home School _____

Workplace Safety

1. _____ Understands and follows universal safety precautions.
2. _____ Stores and uses all equipment, materials, and supplies correctly.
3. _____ Follows cleanup procedures.
4. _____ Performs basic and/or routine maintenance of equipment.
5. _____ Recognizes potential dangers, understands their consequences, and notifies supervisor when appropriate in an independent work situation.
6. _____ Performs work in a safe manner.

Specific Skills Requirements

1. _____ Identifies basic Agroterrorism threats to local food and water sources.
2. _____ Demonstrates proper sanitation procedures.
3. _____ Demonstrates skill in proper knife, hook, and equipment handling.
4. _____ Utilizes weights and measures.
5. _____ Identifies unusable carcasses.
6. _____ Demonstrates proper disposal of waste products.
7. _____ Receives and stores meat properly.
8. _____ Demonstrates proper food handling.
9. _____ Demonstrates proper food preparation techniques.
10. _____ Demonstrates proper use of meat scales.
11. _____ Demonstrates sausage making.
12. _____ Knows meat codes and prices.
13. _____ Prices meats according to cut, degree of processing and weight.
14. _____ Operates wrapping machine properly.
15. _____ Communicates with customers and peers effectively in order to maintain quality control.
16. _____ Identifies and cuts various types of meat.
17. _____ Wraps meat per showcase requirement and/or customer request.
18. _____ Monitors dates/age of cuts of meat.
19. _____ Keeps accurate records in compliance with LA Dept. of Agriculture and Forestry regulations.
20. _____ Cuts vegetables and makes a variety of meat products and processed meat formulations.

Competency Level/Mastery Level (Minimum-80%)

16/20=80%

17/20=85%

18/20=90%

19/20=95%

20/20=100%

Work Experience – Follow guidelines in the *Work-Based Learning Manual*

Minimum of 70 hours (documentation attached or on file)

Work permit required

_____ Paid/unpaid internships (These may be on school sites, central office, or in the community)

_____ Paid employment (must be in the skill area)

and/or

Work permit not required

_____ Simulations (school-based)

Students are to work in a school-based meat processing center and perform all of the skills which are required for certification. An alternate project, that demonstrates required skill attainment and approved by DOE, may be utilized. Supporting documentation must be submitted (photos, etc.) with the completed checklist.

Community Service Project-Minimum of 20 hours; guidelines developed at the discretion of the teacher/school/district.

As of the date posted below, this student has demonstrated _____% mastery of the above list of skills based on the student's progress report and has completed the required portfolio/project.

Student's Signature

Date

CTE Instructor's Signature

Date

Principal's Signature

Date

Employer's Signature

Date

Connections Supervisor's Signature

Date

Department of Education Signature

Date

**State-Approved Skills Certificates
Nursery/Landscape Helper
Student Schedule**

Year I

- Agriscience I or Agriscience II (if Ag I completed during Connections)
- Language Arts Elective (Reading I, GED preparation, Technical Writing, etc.)
- Mathematics Elective (GED preparation, Applied Algebra, Math Fundamentals, etc.)
- Physical Education or JROTC
- Social Studies (GED preparation, World Geography or World History)
- Science (GED preparation, Physical Science)
- Elective (Employability skills-i.e., Journey to Careers, entry level CTE courses; IBCA, music, art, etc.)

Year II

- Agriscience II (if it was not completed in year I)
- Horticulture (note: Ag II may be completed simultaneously with Horticulture)
- Language Arts Elective (Reading I, GED preparation, Technical Writing, etc.)
- Mathematics Elective (GED preparation, Applied Algebra, Math Fundamentals, etc.)
- Social Studies (GED preparation, Civics)
- Two Electives (IBCA, Customer Service, music, art, etc.)
- Work-Based Learning Component

Additional Component (20 hours)

- Community Service Project- guidelines developed at the discretion of the teacher/school/district, may be completed in either year or a combination of both years, and alignment with the specific SASC is not required.

**State-Approved Skills Certificate
Nursery/Landscape Helper
Minimum Criteria**

Career Clusters: Agriculture, Food, and Natural Resources

Industry-Based Certification: Certified Nursery Landscape Professional

Career Pathway (AOC): Horticulture

Secondary Course: Horticulture-course code- 010452

Special Consideration: None

Prerequisites: Agriscience I and II

Student Name _____

Home School _____

Workplace Safety

1. _____ Understands and follows universal safety precautions.
2. _____ Stores and uses all equipment, materials and supplies correctly.
3. _____ Follows cleanup procedures.
4. _____ Performs basic and/or routine maintenance of equipment.
5. _____ Recognizes potential dangers, understands their consequences, and notifies supervisor when appropriate in an independent work situation.
6. _____ Performs work in a safe manner.

Specific Skills Requirements

1. _____ Waters plants.
2. _____ Mixes potting media.
3. _____ Plants seeds.
4. _____ Transplants and repots plants.
5. _____ Fertilizes plants.
6. _____ Prepares and pots plant cuttings.
7. _____ Propagates greenhouse plants.
8. _____ Maintains proper temperatures for plants and seedlings.
9. _____ Arranges and prepares plants for sale.
10. _____ Takes soil samples.
11. _____ Checks plants for insects and reports findings to supervisor.
12. _____ Removes grass and weeds from flower beds and gardens.
13. _____ Plants annual flowers and vegetables.
14. _____ Prepares and applies compost.
15. _____ Cleans tools.
16. _____ Plants/transplants seedlings, trees, and shrubs.
17. _____ Mulches flowers and vegetables seedbeds.
18. _____ Cleans ground of leaves and litter.
19. _____ Demonstrates knowledge of the aspects of seasonal inventory.

Competency Level/Mastery Level (Minimum 80%)

16/19=84%

17/19=89%

18/19=95%

19/19=100%

Work Experience – Follow guidelines in the *Work-Based Learning Manual*

Minimum of 70 hours (documentation attached or on file)

Work permit required

_____ Paid/unpaid internships (These may be on school sites, central office, or in the community)

_____ Paid employment (must be in the skill area)

and/or

Work permit not required

_____ Simulations (school-based)

Students must prepare and maintain a “square-foot garden,” or an alternate project, approved by DOE, that demonstrates required skill attainment. Supporting documentation must be submitted (photos, etc.) with the completed checklist.

Community Service Project-Minimum of 20 hours; guidelines developed at the discretion of the teacher/school/district.

As of the date posted below, this student has demonstrated _____% mastery of the above list of skills based on the student’s progress report and has completed the required portfolio/project.

Student’s Signature

Date

CTE Instructor’s Signature

Date

Principal’s Signature

Date

Employer’s Signature

Date

Connections Supervisor’s Signature

Date

Department of Education Signature

Date

**State-Approved Skills Certificates
Outdoor Power Equipment Assistant
Student Schedule**

Year I

- Agriscience I or Agriscience II (if Ag I completed during Connections) or General Technology ED
- Language Arts Elective (Reading I, GED preparation, Technical Writing, etc.)
- Mathematics Elective (GED preparation, Applied Algebra, Math Fundamentals, etc.)
- Physical Education or JROTC
- Social Studies (GED preparation, World Geography or World History)
- Science (GED preparation, Physical Science)
- Elective (Employability skills-i.e., Journey to Careers, entry level CTE courses; IBCA, music, art, etc.)

Year II

- Agriscience II (if it was not completed in year I)
- Small Engines Application or Outdoor Power Equipment Technician I (note: Ag II may be completed simultaneously with Small Engines Application or Outdoor Power Equipment Technician I)
- Language Arts Elective (Reading I, GED preparation, Technical Writing, etc.)
- Mathematics Elective (GED preparation, Applied Algebra, Math Fundamentals, etc.)
- Social Studies (GED preparation, Civics)
- Two Electives (IBCA, Customer Service, music, art, etc.)
- Work-Based Learning Component

Additional Component (20 hours)

- Community Service Project- guidelines developed at the discretion of the teacher/school/district, may be completed in either year or a combination of both years, and alignment with the specific SASC is not required.

State-Approved Skills Certificate
Outdoor Power Equipment Repair/Maintenance Helper
Minimum Criteria

Career Cluster: Agriculture, Food and Natural Resources

Industry-Based Certification: Four-Stroke Technician and/or Two-Stroke Technician

Career Pathway (AOC): Horticulture

Secondary Courses: Agriscience III-course code-010303 and Small Engines Application-course code-010346 or Outdoor Power Equipment Technician I-course code-312300

OR

Career Cluster: Transportation, Distribution, and Logistics

Industry-Based Certification: Four-Stroke Technician and/or Two-Stroke Technician

Career Pathway (AOC): Marine Operations

Secondary Courses: Agriscience III-course code-010303 and Small Engines Application-course code-010346 or Outdoor Power Equipment Technician I-course code-312300

Special Consideration: None

Student Name _____

Home School _____

Workplace Safety

1. _____ Understands and follows universal safety precautions.
2. _____ Stores and uses all equipment, materials and supplies correctly.
3. _____ Follows cleanup procedures.
4. _____ Performs basic and/or routine maintenance of equipment.
5. _____ Recognizes potential dangers, understands their consequences, and notifies supervisor when appropriate in an independent work situation.
6. _____ Performs work in a safe manner.

Specific Skills Requirements

1. _____ Determine the steps for a minor engine tune-up.
2. _____ Identify problems that require a major tune-up or engine overhaul.
3. _____ Identify common practices needed for maintaining operation of a small engine.
4. _____ Changes oil properly,
5. _____ Changes filter properly,
6. _____ Changes spark plugs properly,
7. _____ Washes equipment,
8. _____ Sharpens blades/chains,
9. _____ Lubricates moveable engine parts,
10. _____ Checks all fluid levels,
11. _____ Identifies proper fluids for engine,
12. _____ Mixes fuels appropriately, if necessary,
13. _____ Replaces belts and/or chains.
14. _____ Identifies engine components in a four-stroke engine.
15. _____ Understands the operation of a four-stroke engine.
16. _____ Identifies the cooling system for the four-stroke engine.

- 17. _____ Determines the common applications of the four-stroke engine.
- 18. _____ Identifies the engine components in a two-stroke engine.
- 19. _____ Understands the operation of a two-stroke engine.
- 20. _____ Identifies the cooling mechanisms for the two-stroke engine.
- 21. _____ Determines common applications of the two-stroke engine.
- 22. _____ Determines proper steps for seasonal storage of a small engine.

Competency/Mastery Level (minimum 80%)

18/22=82%

19/22=86%

20/22= 91%

21/22=95%

22/22=100%

Work Experience – Follow guidelines in the *Work-Based Learning Manual*

Minimum of 70 hours (documentation attached)

Work permit required

_____ Paid/unpaid internships (These may be on school sites, central office, or in the community)

_____ Paid employment (must be in the skill area)
and/or

Work permit not required

_____ Simulations (school-based)

Students are to work on repairing a minimum of three (3) engines which have been “bugged” by the instructor. Student will also work on trouble shooting and repairing power equipment which is brought in by the various members of the community. An alternate project, that demonstrates required skill attainment and approved by DOE, may be utilized. Supporting documentation must be submitted (photos, etc.) with the completed checklist.

Community Service Project-Minimum of 20 hours; guidelines developed at the discretion of the teacher/school/district.

As of the date posted below, this student has demonstrated _____% mastery of the above list of skills based on the student’s progress report and has completed the required portfolio/project.

Student’s Signature

Date

CTE Instructor’s Signature

Date

Principal’s Signature

Date

Employer’s Signature

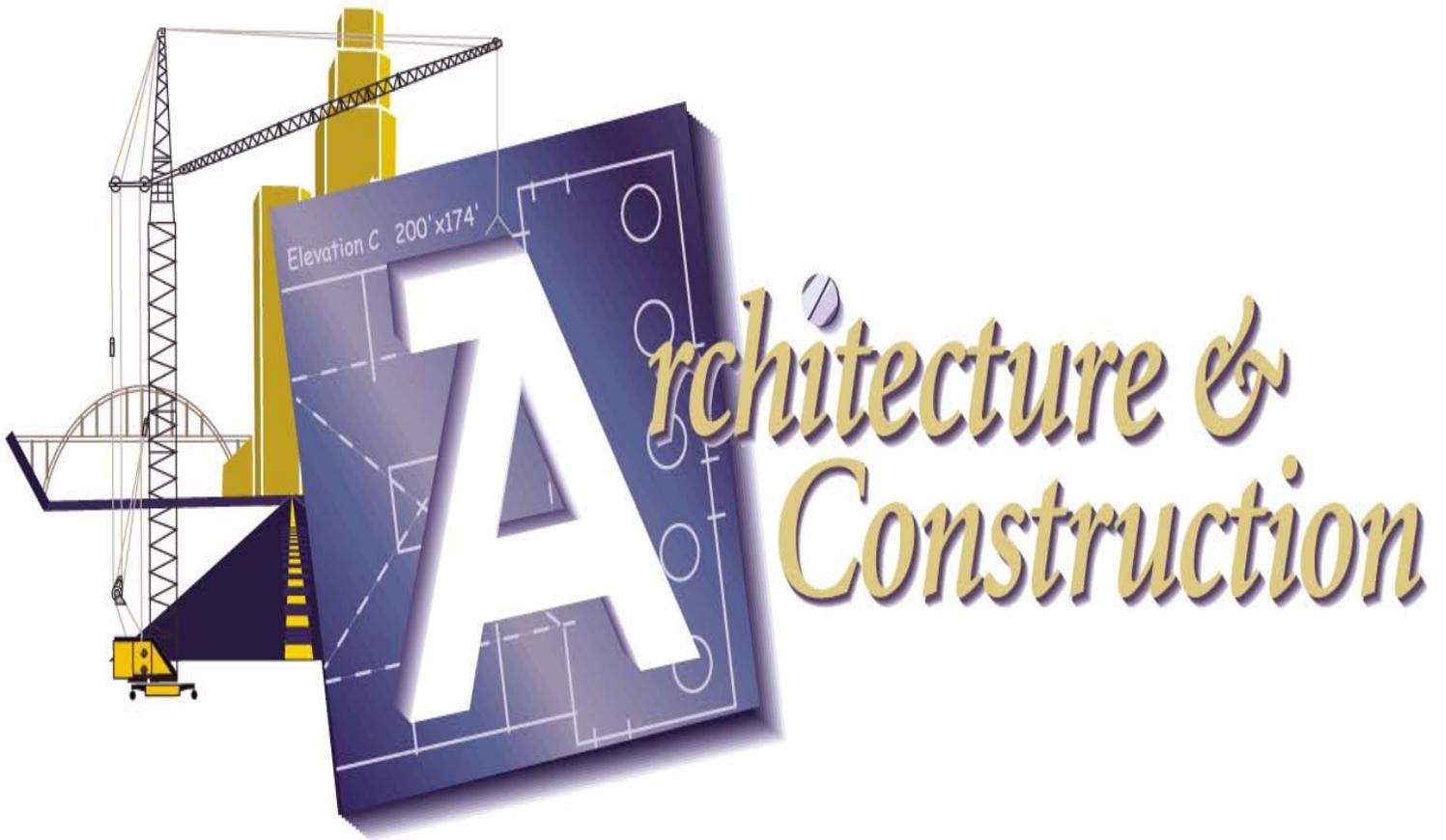
Date

Connections Supervisor’s Signature

Date

Department of Education Signature

Date



**State-Approved Skills Certificate
Air Conditioner / Refrigeration, & Heating / Ventilation Helper
Student Schedule**

Year I

- Basic Electricity/Electronics
- Language Arts Elective (Reading I, GED preparation, Technical Writing, etc.)
- Mathematics Elective (GED preparation, Applied Algebra, Math Fundamentals, etc.)
- Physical Education or JROTC
- Social Studies (GED preparation, World Geography or World History)
- Science (GED preparation, Physical Science)
- Elective (Employability skills-i.e., Journey to Careers, entry level CTE courses; IBCA, music, art, etc.)

Year II

- NCCER Electrical I and Air Conditioning and Refrigeration (both courses must be completed)
- Language Arts Elective (Reading I, GED preparation, Technical Writing, etc.)
- Mathematics Elective (GED preparation, Applied Algebra, Math Fundamentals, etc.)
- Social Studies (GED preparation, Civics)
- Two Electives (IBCA, Customer Service, music, art, etc.)
- Work-Based Learning Component

Additional Component (20 hours)

- Community Service Project- guidelines developed at the discretion of the teacher/school/district, may be completed in either year or a combination of both years, and alignment with the specific SASC is not required.

State-Approved Skills Certificate
Air Conditioner / Refrigeration, & Heating / Ventilation Helper
Minimum Criteria

Career Clusters: Architecture and Construction

Industry-Based Certification: NCCER HVAC

Career Pathway (AOC): Air Conditioning and Refrigeration, Heating and Ventilation

Secondary Course: Air Conditioning and Refrigeration-course code-310100, 310102, or 310103

Special Consideration: None

Student Name _____

Home School _____

Workplace Safety

1. _____ Understands and follows universal safety precautions.
2. _____ Stores and uses all equipment, materials and supplies correctly.
3. _____ Follows cleanup procedures.
4. _____ Performs basic and/or routine maintenance of equipment.
5. _____ Recognizes potential dangers, understands their consequences, and notifies supervisor when appropriate in an independent work situation.
6. _____ Performs work in a safe manner.

Specific Skills Requirements

1. _____ Identifies various types of pipe, tubing and fittings.
2. _____ Demonstrates the ability to join tubes and pipes.
3. _____ Identifies various types of hand tools.
4. _____ Identifies electrical measuring instruments.
5. _____ Calculates series, parallel and series/parallel circuits.
6. _____ Evacuates, flushes and dehydrates refrigerant systems.
7. _____ Troubleshoots and repairs/replaces compressor, relay, overload, and capacitor.
8. _____ Troubleshoots and repairs/replaces thermostats.
9. _____ Identifies types of insulation.
10. _____ Identifies various applications of insulation.
11. _____ Identifies safety hazards associated with insulation.
12. _____ Follows blueprints of air distribution systems.
13. _____ Performs routine maintenance of heating and cooling systems.
14. _____ Installs fuel and water lines.
15. _____ Installs air ducts and vents.
16. _____ Installs heat pumps and other components.
17. _____ Checks for leaks.
18. _____ Adjusts burners and blowers.
19. _____ Charges a refrigeration system.
20. _____ Conserves, recovers and recycles refrigerants.

Competency Level/Mastery Level (minimum-80%)

16/20=80%

17/20=85%

18/20=90%

19/20=95%

20/20=100%

Work Experience – Follow guidelines in the *Work-Based Learning Manual*

Minimum of 70 hours (documentation attached)

Work permit required

_____ Paid/unpaid internships (These may be on school sites, central office, or in the community)

_____ Paid employment (must be in the skill area)

and/or

Work permit not required

_____ Simulations (school-based)

Student must troubleshoot and repair three (3) pieces of equipment. An alternate project, that demonstrates required skill attainment and approved by DOE, may be utilized. Supporting documentation must be submitted (photos, etc.) with the completed checklist.

Community Service Project-Minimum of 20 hours; guidelines developed at the discretion of the teacher/school/district.

As of the date posted below, this student has demonstrated _____% mastery of the above list of skills based on the student's progress report and has completed the required portfolio/project.

Student's Signature

Date

CTE Instructor's Signature

Date

Principal's Signature

Date

Employer's Signature

Date

Connections Supervisor's Signature

Date

Department of Education Signature

Date

**State-Approved Skills Certificate
Carpenter's Helper
Student Schedule**

Year I

- Agriscience I or Agriscience II (if Ag I completed during Connections) or General Technology Education
- Language Arts Elective (Reading I, GED preparation, Technical Writing, etc.)
- Mathematics Elective (GED preparation, Applied Algebra, Math Fundamentals, etc.)
- Physical Education or JROTC
- Social Studies (GED preparation, World Geography or World History)
- Science (GED preparation, Physical Science)
- Elective (Employability skills-i.e., Journey to Careers, entry level CTE courses; IBCA, music, art, etc.)

Year II

- Agriscience II (if it was not completed in year I)
- NCCER Carpentry I (note: Ag II may be completed simultaneously with NCCER Carpentry)
- Language Arts Elective (Reading I, GED preparation, Technical Writing, etc.)
- Mathematics Elective (GED preparation, Applied Algebra, Math Fundamentals, etc.)
- Social Studies (GED preparation, Civics)
- Two Electives (IBCA, Customer Service, music, art, etc.)
- Work-Based Learning Component

Additional Component (20 hours)

- Community Service Project- guidelines developed at the discretion of the teacher/school/district, may be completed in either year or a combination of both years, and alignment with the specific SASC is not required.

**State-Approved Skills Certificate
Carpenter's Helper
Minimum Criteria**

Career Clusters: Architecture and Construction

Industry-Based Certification: NCCER Carpentry

Career Pathway (AOC): Carpentry and Construction

Secondary Courses: NCCER Carpentry-AG-course code- 010603, 010602, 010601; NCCER Carpentry-TE-course code- 110703, 110702, 110701; or NCCER Carpentry-T&I-course code 313303, 313302, 313300.

Special Consideration: None

Student Name _____

Home School _____

Workplace Safety

1. _____ Understands and follows universal safety precautions.
2. _____ Stores and uses all equipment, materials and supplies correctly.
3. _____ Follows cleanup procedures.
4. _____ Performs basic and/or routine maintenance of equipment.
5. _____ Recognizes potential dangers, understands their consequences, and notifies supervisor when appropriate in an independent work situation.
6. _____ Performs work in a safe manner.

Specific Skills Requirements

1. _____ Identifies, describes, and selects lumber used in carpentry.
2. _____ Identifies and selects proper size lumber.
3. _____ Identifies types and sizes of staples, nails, screws, and hinges.
4. _____ Identifies hand and power tools used in carpentry.
5. _____ Uses hand and power tools safely and accurately.
6. _____ Recognizes and identifies basic carpentry blueprint terms, components, and symbols.
7. _____ Checks for foundation and exterior wall levels and squares using a variety of squaring, plumbing, and leveling techniques and tools.
8. _____ Frames wood floor decking.
9. _____ Frames walls, including roughing-in exterior doors and windows.
10. _____ Describes various styles of roofs.
11. _____ Frame roof, including rafters and roof shingles.

Competency Level/Mastery Level

8/11=73%

9/11=82%

10/11=91%

11/11=100%

Work Experience – Follow guidelines in the *Work-Based Learning Manual*

Minimum of 70 hours (documentation attached)

Work permit required

_____ Paid/unpaid internships (These may be on school sites, central office, or in the community)

_____ Paid employment (must be in the skill area)

and/or

Work permit not required

_____ Simulations (school-based)

Students must participate in the building of a major course assignment, such as constructing a storage building, picnic table, etc. as a class project. Building small items, such as birdhouses, is not acceptable. An alternate project, that demonstrates required skill attainment and approved by DOE, may be utilized. Supporting documentation must be submitted (photos, etc.) with the completed checklist.

Community Service Project-Minimum of 20 hours; guidelines developed at the discretion of the teacher/school/district.

As of the date posted below, this student has demonstrated _____% mastery of the above list of skills based on the student's progress report and has completed the required portfolio/project.

Student's Signature

Date

CTE Instructor's Signature

Date

Principal's Signature

Date

Employer's Signature

Date

Connections Supervisor's Signature

Date

Department of Education Signature

Date

**State-Approved Skills Certificate
Drafting Helper
Student Schedule**

Year I

- Technology Education Computer Applications
- Language Arts Elective (Reading I, GED preparation, Technical Writing, etc.)
- Mathematics Elective (GED preparation, Applied Algebra, Math Fundamentals, etc.)
- Physical Education or JROTC
- Social Studies (GED preparation, World Geography or World History)
- Science (GED preparation, Physical Science)
- Elective (Employability skills-i.e., Journey to Careers, entry level CTE courses; IBCA, music, art, etc.)

Year II

- Drafting Design Technology or Basic Technical Drafting
- Language Arts Elective (Reading I, GED preparation, Technical Writing, etc.)
- Mathematics Elective (GED preparation, Applied Algebra, Math Fundamentals, etc.)
- Social Studies (GED preparation, Civics)
- Two Electives (IBCA, Customer Service, music, art, etc.)
- Work-Based Learning Component

Additional Component (20 hours)

- Community Service Project- guidelines developed at the discretion of the teacher/school/district, may be completed in either year or a combination of both years, and alignment with the specific SASC is not required.

**State-Approved Skills Certificate
Drafting Helper
Minimum Criteria**

Career Clusters: Architecture and Construction

Industry-Based Certification: American Design Drafting Association (ADDA)

Career Pathway (AOC): Drafting

Secondary Course: Drafting Design Technology-course code- 311300, 311302, 311303; Basic Technical Drafting-course code- 110560; or Architectural Drafting-110580

Special Consideration: None

Student Name _____

Home School _____

Workplace Safety

1. _____ Understands and follows universal safety precautions.
2. _____ Stores and uses all equipment, materials and supplies correctly.
3. _____ Follows cleanup procedures.
4. _____ Performs basic and/or routine maintenance of equipment.
5. _____ Recognizes potential dangers, understands their consequences, and notifies supervisor when appropriate in an independent work situation.
6. _____ Performs work in a safe manner.

Specific Skills Requirements

1. _____ Discuss history and purposes of drafting.
2. _____ Identify job titles associated with drafting.
3. _____ Identify areas of specialization.
4. _____ Identify areas of employment.
5. _____ Practice visualizing objects.
6. _____ Identify and use drafting instruments and scales.
7. _____ Identify and use equipment.
8. _____ Describe and draw alphabet of lines.
9. _____ Describe types and sizes of drawing media and format.
10. _____ Describe methods of reproduction.
11. _____ Identify CAD equipment.
12. _____ Draw guidelines.
13. _____ Draw vertical and inclined letters and numerals.
14. _____ Draw lines, circles, tangents arcs, and angles.
15. _____ Draw parabola, polygons, and ellipses.
16. _____ Identify miscellaneous lettering styles.
17. _____ Identifies letter notes and titles.
18. _____ Identify types of pictorial drawings.
19. _____ Apply geometric construction to a single-view drawing.
20. _____ Describe objects through drawings.
21. _____ Read and understand projection methods and working drawings.

Competency Level/Mastery Level (Minimum-80%)

17/21=81%

18/21=86%

19/21=90%

20/21=95%

21/21=100%

Work Experience – Follow guidelines in the *Work-Based Learning Manual*

Minimum of 70 hours (documentation attached)

Work permit required

_____ Paid/unpaid internships (These may be on school sites, central office, or in the community)

_____ Paid employment (must be in the skill area)
and/or

Work permit not required

_____ Simulations (school-based)

Student draws a desk or other object to scale (show work for calculating scale, object dimensions and margins, draft square/legend and corresponding dimensions, legend information, etc.), or an alternate project, approved by DOE, that demonstrates mastery of required skill attainment. Supporting documentation must be submitted (photos, etc.) with the completed checklist.

Community Service Project-Minimum of 20 hours; guidelines developed at the discretion of the teacher/school/district.

As of the date posted below, this student has demonstrated _____% mastery of the above list of skills based on the student's progress report and has completed the required portfolio/project.

Student's Signature

Date

CTE Instructor's Signature

Date

Principal's Signature

Date

Employer's Signature

Date

Connections Supervisor's Signature

Date

Department of Education Signature

Date

**State-Approved Skills Certificate
Electrician's Helper
Student Schedule**

Year I

- Agriscience I or Agriscience II (if Ag I completed during Connections) Or General Technology Education
- Language Arts Elective (Reading I, GED preparation, Technical Writing, etc.)
- Mathematics Elective (GED preparation, Applied Algebra, Math Fundamentals, etc.)
- Physical Education or JROTC
- Social Studies (GED preparation, World Geography or World History)
- Science (GED preparation, Physical Science)
- Elective (Employability skills-i.e., Journey to Careers, entry level CTE courses; IBCA, music, art, etc.)

Year II

- Agriscience II (if it was not completed in year I)
- NCCER Electrical I (note: Ag II may be completed simultaneously with NCCER Electrical I)
- Language Arts Elective (Reading I, GED preparation, Technical Writing, etc.)
- Mathematics Elective (GED preparation, Applied Algebra, Math Fundamentals, etc.)
- Physical Education or JROTC
- Social Studies (GED preparation, Civics)
- Two Electives (IBCA, Customer Service, music, art, etc.)
- Work-Based Learning Component

Additional Component (20 hours)

- Community Service Project- guidelines developed at the discretion of the teacher/school/district, may be completed in either year or a combination of both years, and alignment with the specific SASC is not required.

**State-Approved Skills Certificate
Electrician's Helper
Minimum Criteria**

Career Clusters: Architecture and Construction

Industry-Based Certification: NCCER Electrical

Career Pathway (AOC): Electrical/Electronics

Secondary Courses: NCCER Electricity-AG-course code-010703, 010702, 010701; NCCER Electricity-TE-course code-110713, 110712, 110711; or NCCER Electricity-T&I-course code-313403, 313402, 313400.

Special Consideration: None

Student Name _____

Home School _____

Workplace Safety (Each student must demonstrate 100% mastery of Work Place Safety)

1. _____ Understands and follows universal safety precautions.
2. _____ Stores and uses all equipment, materials and supplies correctly.
3. _____ Follows cleanup procedures.
4. _____ Performs basic and/or routine maintenance of equipment.
5. _____ Recognizes potential dangers, understands their consequences, and notifies supervisor when appropriate in an independent work situation.
6. _____ Performs work in a safe manner.

Specific Skills Requirements

1. _____ Identify hand and power tools associated with the electrical installation applications.
2. _____ Demonstrates knowledge of basic electrical applications, terms, and functions.
 - a. Demonstrate basic competency using Ohm's Law applied to DC circuits.
 - b. Demonstrate knowledge of electromotive force, resistance and electric power equations.
3. _____ Demonstrates knowledge of the use, selection, and installation of electrical wires.
4. _____ Demonstrates knowledge of the installation of receptacles.
5. _____ Demonstrates knowledge of the installation of switches.
6. _____ Demonstrates knowledge of the installation of lighting fixtures.
7. _____ Demonstrates knowledge of repairing electrical applications.
8. _____ Demonstrates knowledge of testing electrical applications.
9. _____ Demonstrates knowledge of trouble shooting electrical applications.
10. _____ Demonstrates proper use of hand conduit bender.
11. _____ Demonstrates knowledge of proper wiring diagram for residential home.
12. _____ Demonstrates knowledge of wiring duplex outlets.
13. _____ Demonstrates knowledge of wiring single light switches.
14. _____ Demonstrates knowledge of wiring three-way light switches.
15. _____ Demonstrates knowledge of wiring a service entrance panel (SEP).
16. _____ Understands and applies series and parallel circuits.

Competency Level/Mastery Level (Minimum-80%)

13/16=81%

14/16=88%

15/16=94%

16/16=100%

Work Experience – Follow guidelines in the *Work-Based Learning Manual*

Minimum of 70 hours (documentation attached)

Work permit required

_____ Paid/unpaid internships (These may be on school sites, central office, or in the community)

_____ Paid employment (must be in the skill area)

and/or

Work permit not required

_____ Simulations (school-based)

Students must successfully wire a panel board developed by the instructor. The simulation must replicate an actual problem which a student may encounter when doing residential wiring. An alternate project, that demonstrates required skill attainment and approved by DOE, may be utilized. Supporting documentation must be submitted (photos, etc.) with the completed checklist.

Community Service Project-Minimum of 20 hours; guidelines developed at the discretion of the teacher/school/district.

As of the date posted below, this student has demonstrated _____% mastery of the above list of skills based on the student's progress report and has completed the required portfolio/ project.

Student's Signature

Date

CTE Instructor's Signature

Date

Principal's Signature

Date

Employer's Signature

Date

Connections Supervisor's Signature

Date

Department of Education Signature

Date

**State-Approved Skills Certificates
Plumber's Helper
Student Schedule**

Year I

- Architectural Drafting
- Language Arts Elective (Reading I, GED preparation, Technical Writing, etc.)
- Mathematics Elective (GED preparation, Applied Algebra, Math Fundamentals, etc.)
- Physical Education or JROTC
- Social Studies (GED preparation, World Geography or World History)
- Science (GED preparation, Physical Science)
- Elective (Employability skills-i.e., Journey to Careers, entry level CTE courses; IBCA, music, art, etc.)

Year II

- Plumbing I
- Language Arts Elective (Reading I, GED preparation, Technical Writing, etc.)
- Mathematics Elective (GED preparation, Applied Algebra, Math Fundamentals, etc.)
- Social Studies (GED preparation, Civics)
- Two Electives (IBCA, Customer Service, music, art, etc.)
- Work-Based Learning Component

Additional Component (20 hours)

- Community Service Project- guidelines developed at the discretion of the teacher/school/district, may be completed in either year or a combination of both years, and alignment with the specific SASC is not required.

**State Approved Skills Certificate
Plumber's Helper
Minimum Criteria**

Career Cluster: Architecture and Construction

Industry-Based Certification: NCCER Plumbing

Career Pathway (AOC): Plumbing

Secondary Course: Plumbing I-course code-312503, 312502, or 312500

Special Consideration: None

Student Name _____

Home School _____

Workplace Safety

1. _____ Understands and follows universal safety precautions.
2. _____ Stores and uses all equipment, materials and supplies correctly.
3. _____ Follows cleanup procedures.
4. _____ Performs basic and/or routine maintenance of equipment.
5. _____ Recognizes potential dangers, understands their consequences, and notifies supervisor when appropriate in an independent work situation.
6. _____ Performs work in a safe manner.

Specific Skills Requirements

Identifies and appropriately utilizes hand tools such as:

1. _____ pipe wrenches
2. _____ screwdrivers
3. _____ basin wrench
4. _____ hammers
5. _____ pliers
6. _____ basket strainer wrench
7. _____ adjustable wrenches
8. _____ rim wrench

Identifies and appropriately utilizes hand cutting and threading tools for galvanized and steel pipe such as:

9. _____ tri-vise
10. _____ ratchet die
11. _____ wheel cutter
12. _____ drophead die
13. _____ pipe reamer
14. _____ cutting oil

Identifies and appropriately utilizes copper tools such as:

15. _____ tubing cutter
16. _____ fitting brush
17. _____ spring bender
18. _____ flux
19. _____ solder

20. _____ lever type bender
21. _____ sandcloth
22. _____ hand-held torch
23. _____ yoke and screw flaring tool
24. _____ flux brush
25. _____ friction lighter (striker)

Demonstrates proficiency in:

26. _____ calculating grade
27. _____ sizing the drain system
28. _____ set fixtures
29. _____ waste and vent stacks
30. _____ sizing water system
31. _____ soldering
32. _____ grading pipe
33. _____ roughing in
34. _____ cleanouts and traps
35. _____ stacking-out

Identifies all parts and services:

36. _____ hot water tank
37. _____ kitchen sink
38. _____ water closet
39. _____ tub and shower
40. _____ lavatory

Identifies and appropriately utilizes power tools such as:

41. _____ reciprocating saw
42. _____ jigsaw
43. _____ right-angle drill with wood bits
44. _____ skill saw
45. _____ 3/8 inch electric drill
46. _____ chop saw

Competency Level/Mastery Level (Minimum-80%)

37/46=80%

38/46=83%

39/46=85%

40/46=87%

41/46=89%

42/46=91%

43/46=93%

44/46=96%

45/46=98%

46/46=100%

Work Experience – Follow guidelines in the *Work-Based Learning Manual*
Minimum of 70 hours (documentation attached)

Work permit required

- _____ Paid/unpaid internships (These may be on school sites, central office, or in the community)
- _____ Paid employment (must be in the skill area)

and/or

Work permit not required

- _____ Simulations (school-based)

Student must complete a project that includes, but is not limited to: “rough-in” of hot and cold water lines with copper tubing and “rough-in” sanitary drainage, waste, and/or vent lines with cast iron and PVC plastic for a water closet, a lavatory, a washer box, or a floor drain. An alternate project, approved by DOE, can be completed that demonstrates required skill attainment. Supporting documentation must be submitted (photos, etc.) with the completed checklist.

Community Service Project-Minimum of 20 hours; guidelines developed at the discretion of the teacher/school/district.

As of the date posted below, this student has demonstrated _____% mastery of the above list of skills based on the student’s progress report and has completed the required portfolio/project.

Student’s Signature

Date

CTE Instructor’s Signature

Date

Principal’s Signature

Date

Employer’s Signature

Date

Connections Supervisor’s Signature

Date

Department of Education Signature

Date

**State-Approved Skills Certificates
Roofer's Helper
Student Schedule**

Year I

- Agriscience I or Agriscience II (if Ag I completed during Connections) or General Technology Education
- Language Arts Elective (Reading I, GED preparation, Technical Writing, etc.)
- Mathematics Elective (GED preparation, Applied Algebra, Math Fundamentals, etc.)
- Physical Education or JROTC
- Social Studies (GED preparation, World Geography or World History)
- Science (GED preparation, Physical Science)
- Elective (Employability skills-i.e., Journey to Careers, entry level CTE courses; IBCA, music, art, etc.)

Year II

- Agriscience II (if it was not completed in year I)
- NCCER Carpentry-Ag; NCCER Carpentry-TE; or NCCER Carpentry-T&I
(note: Ag II may be completed simultaneously with NCCER Carpentry-Ag; NCCER Carpentry-TE; or NCCER Carpentry-T&I)
- Language Arts Elective (Reading I, GED preparation, Technical Writing, etc.)
- Mathematics Elective (GED preparation, Applied Algebra, Math Fundamentals, etc.)
- Social Studies (GED preparation, Civics)
- Two Electives (IBCA, Customer Service, music, art, etc.)
- Work-Based Learning Component

Additional Component (20 hours)

- Community Service Project- guidelines developed at the discretion of the teacher/school/district, may be completed in either year or a combination of both years, and alignment with the specific SASC is not required.

**State-Approved Skills Certificate
Roofer's Helper
Minimum Criteria**

Career Cluster: Architecture and Construction

Industry-Based Certification: NCCER Carpentry

Career Pathway (AOC): Carpentry and Construction

Secondary Courses: NCCER Carpentry-Ag; course code-010603, 010602, 010601; NCCER Carpentry-TE; course code-110703, 110702, 110701 or NCCER Carpentry-T&I; course code-313303, 313302, 313300

Special Consideration: None

Student Name _____

Home School _____

Workplace Safety

1. _____ Understands and follows universal safety precautions.
2. _____ Stores and uses all equipment, materials, and supplies correctly.
3. _____ Follows cleanup procedures.
4. _____ Performs basic and/or routine maintenance of equipment.
5. _____ Recognizes potential dangers, understands their consequences, and notifies supervisor when appropriate in an independent work situation.
6. _____ Performs work in a safe manner.

Specific Skills Requirements

1. _____ Inventories supplies needed for roofing job.
2. _____ Removes old shingles and cleans roof area of all debris.
3. _____ Moves roofing materials to roof.
4. _____ Applies felt over roof.
5. _____ Installs fiberglass shingles on gable and hip roofs.
6. _____ Closes valley using fiberglass shingles.
7. _____ Completes the proper cuts and installs the main and hip ridge caps using fiberglass shingles.
8. _____ Lays out, cuts, and installs a cricket or saddle.
9. _____ Installs wood shingles and shakes on roofs.
10. _____ Completes the cuts and installs the main hip ridge caps using shakes/shingles.
11. _____ Demonstrates the techniques for installing other selected types of roofing materials.
12. _____ Cleans worksite of all debris and extra materials.

Competency Level/Mastery Level (minimum 80%)

10/12=83%

11/12=92%

12/12=100%

Work Experience – Follow guidelines in the *Work-Based Learning Manual*
Minimum of 70 hours (documentation attached)

Work permit required

_____ Paid/unpaid internships (These may be on school sites, central office, or in the community)

_____ Paid employment (must be in the skill area)

and/or

Work permit not required

_____ Simulations (school-based)

Students are to participate in a class activity, such as building a storage building. Students will be required to work on building the roof and laying roofing shingles. An alternate project, that demonstrates required skill attainment and approved by DOE, may be utilized. Supporting documentation must be submitted (photos, etc.) with the completed checklist.

Community Service Project-Minimum of 20 hours; guidelines developed at the discretion of the teacher/school/district.

As of the date posted below, this student has demonstrated _____% mastery of the above list of skills based on the student's progress report and has completed the required portfolio/project.

Student's Signature

Date

CTE Instructor's Signature

Date

Principal's Signature

Date

Employer's Signature

Date

Connections Supervisor's Signature

Date

Department of Education Signature

Date



**State-Approved Skills Certificates
Office Clerk
Student Schedule**

Year I

- Business and Computer Applications
- Mathematics Elective (GED preparation, Applied Algebra, Math Fundamentals, etc.)
- Physical Education or JROTC
- Social Studies (GED preparation, World Geography or World History)
- Science (GED preparation, Physical Science)
- Elective (Employability skills-i.e., Journey to Careers, entry level CTE courses, IBCA, Customer Service, music, art, etc.)

Year II

- Administrative Support Occupations
- Language Arts Elective (Reading I, GED preparation, Technical Writing, etc.)
- Mathematics Elective (GED preparation, Applied Algebra, Math Fundamentals, etc.)
- Physical Education or JROTC
- Social Studies (GED preparation, Civics)
- Two Electives (IBCA, Customer Service, music, art, etc.)
- Work-Based Learning Component

Additional Component (20 hours)

- Community Service Project- guidelines developed at the discretion of the teacher/school/district, may be completed in either year or a combination of both years, and alignment with the specific SASC is not required.

**State-Approved Skills Certificate
Office Clerk
Minimum Criteria**

Career Clusters: Business, Management, and Administration

Industry-Based Certification: Customer Service

Career Pathway (AOC): Administrative Support

Secondary Course: Customer Service-course code-041001

Special Consideration: None

Student Name _____

Home School _____

Workplace Safety

1. _____ Understands and follows universal safety precautions.
2. _____ Stores and uses all equipment, materials and supplies correctly.
3. _____ Follows cleanup procedures.
4. _____ Performs basic and/or routine maintenance of equipment.
5. _____ Recognizes potential dangers, understands their consequences, and notifies supervisor when appropriate in an independent work situation.
6. _____ Performs work in a safe manner.

Specific Skills Requirements

1. _____ Staples and un-staples materials.
2. _____ Places labels correctly.
3. _____ Stuffs envelopes appropriately.
4. _____ Circulates memos/documents to other departments.
5. _____ Sorts and routes incoming mail.
6. _____ Replies written and verbal messages accurately and appropriately.
7. _____ Operates copiers, fax machines, and/or scanners.
8. _____ Answers and uses telephone appropriately.
9. _____ Greets visitors appropriately.
10. _____ Types, formats, proofreads, and edits correspondence and other documents, from notes, using computers.
11. _____ Reviews files, records and other documents to obtain information to respond to request.
12. _____ Compiles, copies, sorts, and files records of office activities, business transactions, and other activities.

Competency Level/Mastery Level (Minimum 80%)

10/12=83%

11/12=92%

12/12=100%

Work Experience – Follow guidelines in the *Work-Based Learning Manual*

Minimum of 70 hours (documentation attached)

Work permit required

_____ Paid/unpaid internships (These may be on school sites, central office, or in the community)

_____ Paid employment (must be in the skill area)

and/or

Work permit not required

_____ Simulations (school-based)

Students must use the computer to compose and create three (3) types of business letters (block, indented, and modified block). Students must organize and file documents. An alternate project, that demonstrates required skill attainment and approved by DOE, may be utilized. Supporting documentation must be submitted (photos, etc.) with the completed checklist.

Community Service Project-Minimum of 20 hours; guidelines developed at the discretion of the teacher/school/district.

As of the date posted below, this student has demonstrated _____% mastery of the above list of skills based on the student's progress report and has completed the required portfolio/project.

Student's Signature

Date

CTE Instructor's Signature

Date

Principal's Signature

Date

Employer's Signature

Date

Connections Supervisor's Signature

Date

Department of Education Signature

Date



**State-Approved Skills Certificate
Dietary Aide
Student Schedule**

Year I

- Nutrition and Foods and Advanced Nutrition and Foods (may be completed during Connections)
- Food Service I
- Language Arts Elective (Reading I, GED preparation, Technical Writing, etc.)
- Mathematics Elective (GED preparation, Applied Algebra, Math Fundamentals, etc.)
- Physical Education or JROTC
- Social Studies (GED preparation, World Geography or World History)
- Science (GED preparation, Physical Science)
- Elective (Employability skills-i.e., Journey to Careers, entry level CTE courses; IBCA, music, art, etc.)

Year II

- Food Service II
- Language Arts Elective (Reading I, GED preparation, Technical Writing, etc.)
- Mathematics Elective (GED preparation, Applied Algebra, Math Fundamentals, etc.)
- Physical Education or JROTC
- Social Studies (GED preparation, Civics)
- Two Electives (IBCA, Customer Service, music, art, etc.)
- Work-Based Learning Component

Additional Component (20 hours)

- Community Service Project- guidelines developed at the discretion of the teacher/school/district, may be completed in either year or a combination of both years, and alignment with the specific SASC is not required.

**State-Approved Skills Certificate
Dietary Aide
Suggested Minimum Criteria**

Career Clusters: Health Science

Industry-Based Certification: ACF Junior Culinarian

Career Pathway (AOC): Nutrition and Food

Secondary Course: Food Service I-course code- 100361

Special Consideration: None

Student Name _____

Home School _____

Workplace Safety

1. _____ Understands and follows universal safety precautions.
2. _____ Stores and uses all equipment, materials and supplies correctly.
3. _____ Follows cleanup procedures.
4. _____ Performs basic and/or routine maintenance of equipment.
5. _____ Recognizes potential dangers, understands their consequences, and notifies Supervisor when appropriate in an independent work situation.
6. _____ Performs work in a safe manner.

Specific Skills Requirements

1. _____ Uses basic sanitation methods in accordance with health department standards.
2. _____ Keeps work area clean and clutter free.
3. _____ Washes dishes and/or loads the dishwasher.
4. _____ Unloads dishwasher and stores appropriately.
5. _____ Sweeps and mops floors.
6. _____ Empties trash.
7. _____ Rolls silverware in napkins.
8. _____ Places tablecloth on tables and replaces condiments.
9. _____ Wipes/buses tables.
10. _____ Sets tables/ dining room.
11. _____ Sweeps/mops/vacuums dining area.
12. _____ Assists in arranging tray cards, loading food carts, and serving meals.
13. _____ Demonstrates proper food handling techniques.
14. _____ Prepares various food groups.
15. _____ Assists in receiving and storing food and supplies.
16. _____ Takes inventory of foods and supplies.
17. _____ Identifies basic commercial kitchen equipment and their purpose.
18. _____ Defines basic cooking terms.
19. _____ Uses basic commercial equipment.
20. _____ Cleans basic commercial equipment.
21. _____ Uses weights and measures accurately.
22. _____ Uses recipes to prepare foods.

- 23. _____ Measures and assembles ingredients.
- 24. _____ Provides assistance to the cook in preparation and service of meals.

Competency Level/Mastery Level (Minimum-80%)

20/24=83%

21/24=88%

22/24=92%

23/24=96%

24/24=100%

Work Experience – Follow guidelines in the *Work-Based Learning Manual*

Minimum of 70 hours (documentation attached)

Work permit required

_____ Paid/unpaid internships (These may be on school sites, central office, or in the community)

_____ Paid employment (must be in the skill area)

and/or

Work permit not required

_____ Simulations (school-based)

Student must create a restaurant-style menu (includes appetizer, entree, and dessert), prepare the menu items, demonstrate proper service of dishes, set the table according to the type of service (formal/informal), and demonstrate preparation of patient meal trays or an alternate project, approved by DOE, that demonstrates required skill attainment. Supporting documentation must be submitted (menu, recipes, photos of all menu items prepared and table setting, etc.) with the completed checklist.

Community Service Project-Minimum of 20 hours; guidelines developed at the discretion of the teacher/school/district.

As of the date posted below, this student has demonstrated _____% mastery of the above list of skills based on the student's progress report and has completed the required portfolio/project.

Student's Signature

Date

CTE Instructor's Signature

Date

Principal's Signature

Date

Employer's Signature

Date

Connections Supervisor's Signature

Date

Department of Education Signature

Date

**State-Approved Skills Certificates
Patient Care Associate I
Student Schedule**

Year I

- Introduction to Health Occupations or Allied Health Services I or Health Science 1
- Language Arts Elective (Reading I, GED preparation, Technical Writing, etc.)
- Mathematics Elective (GED preparation, Applied Algebra, Math Fundamentals, etc.)
- Physical Education or JROTC
- Social Studies (GED preparation, World Geography or World History)
- Science (GED preparation, Physical Science)
- Elective (Employability skills-i.e., Journey to Careers, entry level CTE courses; IBCA, music, art, etc.)

Year II

- Health Science I (if Allied Health Services I is not taken in Year I) or Allied Health Services I (if Health Science I is not taken in Year 1) or Allied Health Services II or Health Science II
- Language Arts Elective (Reading I, GED preparation, Technical Writing, etc.)
- Mathematics Elective (GED preparation, Applied Algebra, Math Fundamentals, etc.)
- Physical Education or JROTC
- Social Studies (GED preparation, Civics)
- Two Electives (IBCA, Customer Service, music, art, etc.)
- Work-Based Learning Component

Additional Component (20 hours)

- Community Service Project- guidelines developed at the discretion of the teacher/school/district, may be completed in either year or a combination of both years, and alignment with the specific SASC is not required.

**State-Approved Skills Certificate
Patient Care Associate I
Minimum Criteria**

Career Clusters: Health Science

Industry-Based Certification: Certified Nursing Assistant (CNA)

Career Pathway (AOC): Nursing

Secondary Course: Nurse Assistant-course code-090237

Special Consideration: None

Student Name _____

Home School _____

Workplace Safety

1. _____ Understands and follows universal safety precautions.
2. _____ Stores and uses all equipment, materials and supplies correctly.
3. _____ Follows cleanup procedures.
4. _____ Performs basic and/or routine maintenance of equipment.
5. _____ Recognizes potential dangers, understands their consequences, and notifies Supervisor when appropriate in an independent work situation.
6. _____ Performs work in a safe manner.
7. _____ Explains and demonstrates proper body mechanics.
8. _____ Discusses the guidelines and safety precautions that need to be followed when lifting and moving a patient.
9. _____ Identifies what infection control precautions are used for all patients.
10. _____ Identifies OSHA standards for occupational exposure to blood borne pathogens.

Specific Skills Requirements

1. _____ Demonstrates the procedure for proper hand washing.
2. _____ Demonstrates ability in donning PPE properly.
3. _____ Helps patients maintain daily routine.
4. _____ Performs repetitive tasks as they pertain to patients' needs.
5. _____ Cares for dentures.
6. _____ Shaves male clients.
7. _____ Performs daily hair care.
8. _____ Sets up for meals and pass trays and nourishment.
9. _____ Feeds/assists patients with meals following proper procedures.
10. _____ Collects meal trays.
11. _____ Gives patients a bed bath.
12. _____ Assists patient with showering/bathing.
13. _____ Obtains body weights.
14. _____ Assists patient with oral hygiene and skin care.
15. _____ Dresses patients.
16. _____ Changes diapers.
17. _____ Empties urinary drainage units.

Louisiana State Department of Education: Career and Technical Education

18. _____ Empties bedpans/urinals.
19. _____ Performs or assists in changing beds.
20. _____ Monitors patients during basic tasks.
21. _____ Performs simple dressing changes.
22. _____ Cleans patients' room.
23. _____ Performs and assists in properly moving patients.
24. _____ Maneuvers wheelchairs.
25. _____ Provides leisure activities for patients.
26. _____ Contacts supervisor when CPR is needed.
27. _____ Participates in CPR training.
28. _____ Participates in emergency procedures training.
29. _____ Cleans and maintains equipment.
30. _____ Communicates appropriately.
31. _____ Demonstrates interpersonal skills.
32. _____ Recognizes problems and reports to the appropriate person.

Competency Level/Mastery Level (Minimum-80%)

26/32=81%

27/32=84%

28/32=88%

29/32=91%

30/32=94%

31/32=97%

32/32=100%

Work Experience – Follow guidelines in the *Work-Based Learning Manual*

Minimum of 70 hours (documentation attached)

Work permit required

_____ Paid/unpaid internships (These may be on school sites, central office, or in the Community)

_____ Paid employment (must be in the skill area)

and/or

Work permit not required

_____ Simulations (school-based)

Student will be videotaped while performing the skills necessary for the scenario below. The skills lab must be structured exactly to the specifications of a nursing home room with a manikin as the resident. The following is the situation to be used:

Mary Jones, 85, is a bedridden resident at the Geriatric Living Nursing Home. It is 7:00 am and you must perform all ADLs for Ms. Jones, as well as changing the bed linens. Ms. Jones has difficulty eating since she has dentures and still has limited ability in her right arm from a stroke.

An alternate project, that demonstrates required skill attainment and approved by DOE, may be utilized. Supporting documentation must be submitted (photos, etc.) with the completed checklist.

Community Service Project-Minimum of 20 hours; guidelines developed at the discretion of the teacher/school/district.

Louisiana State Department of Education: Career and Technical Education

As of the date posted below, this student has demonstrated _____% mastery of the above list of skills based on the student's progress report and has completed the required portfolio/project.

Student's Signature

Date

CTE Instructor's Signature

Date

Principal's Signature

Date

Employer's Signature

Date

Connections Supervisor's Signature

Date

Department of Education Signature

Date



**State-Approved Skills Certificate
Food Service Technician
Student Schedule**

Year I

- Nutrition and Foods and Advanced Nutrition and Foods (may be completed during Connections)
- Food Service I
- Language Arts Elective (Reading I, GED preparation, Technical Writing, etc.)
- Mathematics Elective (GED preparation, Applied Algebra, Math Fundamentals, etc.)
- Physical Education or JROTC
- Social Studies (GED preparation, World Geography or World History)
- Science (GED preparation, Physical Science)
- Elective (Employability skills-i.e., Journey to Careers, entry level CTE courses; IBCA, music, art, etc.)

Year II

- Food Service II
- Language Arts Elective (Reading I, GED preparation, Technical Writing, etc.)
- Mathematics Elective (GED preparation, Applied Algebra, Math Fundamentals, etc.)
- Physical Education or JROTC
- Social Studies (GED preparation, Civics)
- Two Electives (IBCA, Customer Service, music, art, etc.)
- Work-Based Learning Component

Additional Component (20 hours)

- Community Service Project- guidelines developed at the discretion of the teacher/school/district, may be completed in either year or a combination of both years, and alignment with the specific SASC is not required.

**State-Approved Skills Certificate
Food Service Technician
Minimum Criteria**

Career Cluster: Hospitality and Tourism

Industry-Based Certification: ACF Junior Culinarian

Career Pathway (AOC): Culinary Arts

Secondary Courses: Food Services I- course codes-100361,100362 or 100363; Food Services II—course codes-100371, 100372, or 100373; Culinary Occupations I-course codes- 311000, 311002, or 311002; or Culinary Occupations II-course codes- 311005, 311012, or 311013

Special Consideration: None

Student Name _____

Home School _____

Workplace Safety

1. _____ Understands and follows universal safety precautions.
2. _____ Stores and uses all equipment, materials, and supplies correctly.
3. _____ Follows cleanup procedures.
4. _____ Performs basic and/or routine maintenance of equipment.
5. _____ Recognizes potential dangers, understands their consequences, and notifies supervisor when appropriate in an independent work situation.
6. _____ Performs work in a safe manner.

Specific Skills Requirements

1. _____ Uses basic sanitation methods in accordance with Health Department standards.
2. _____ Demonstrates frequent and thorough hand washing procedures.
3. _____ Cleans and sanitizes foodservice equipment correctly.
4. _____ Recognizes and follows safety procedures designed to prevent injuries to self and others.
5. _____ Keeps work area clean and clutter free.
6. _____ Uses, handles, and cleans equipment correctly.
7. _____ Washes dishes and/or loads the dishwasher.
8. _____ Unloads dishwasher and stores appropriately.
9. _____ Weighs/measures and assembles ingredients.
10. _____ Sweeps and mops floors.
11. _____ Empties trash.
12. _____ Rolls silverware in napkins.
13. _____ Stocks and replenishes food, beverages, condiments, and sundries at side/server stations.
14. _____ Wipes/buses tables.
15. _____ Sets tables.
16. _____ Sweeps/mops/vacuums dining area.
17. _____ Receives food and beverages correctly to ensure security and food safety.
18. _____ Accurately follow recipes.
19. _____ Sets up and maintains food items; checks appropriate temperature of food on serving line.
20. _____ Cleans and maintains dining room.
21. _____ Provides assistance to the cook in preparation and service of meals.

Competency Level/Mastery Level (Minimum-80%)

17/21=81%

18/21=86%

19/21=90%

20/21=95%

21/21=100%

Work Experience—Follow guidelines in the *Work-Based Learning Manual*

Minimum of 70 hours (documentation attached)

Work permit required

_____ Paid/unpaid internships (These may be on school sites, central office, or in the community)

_____ Paid employment (must be in the skill area)

and/or

Work permit not required

_____ Simulations (school-based)

The student will develop and implement a schedule for: cleaning and sanitizing food service equipment, stocking/replenishing food service consumables, and cleaning/maintaining the dining room/kitchen areas. In addition, the student will select, prepare, and serve an appetizer, entrée, and dessert. The teacher may select an alternate project, approved by DOE, that demonstrates required skill attainment. Supporting documentation must be submitted (menu, recipes, photos of all menu items prepared and table setting, etc.) with the completed checklist.

Community Service Project-Minimum of 20 hours; guidelines developed at the discretion of the teacher/school/district.

As of the date posted below, this student has demonstrated _____% mastery of the above list of skills based on the student's progress report and has completed the required portfolio/project.

Student's Signature

Date

CTE Instructor's Signature

Date

Principal's Signature

Date

Employer's Signature

Date

Connections Supervisor's Signature

Date

Department of Education Signature

Date

**State-Approved Skills Certificate
Hotel Maintenance and Grounds Assistant
Student Schedule**

Year I

- Agriscience I or Agriscience II (if Ag I completed during Connections)
- Language Arts Elective (Reading I, GED preparation, Technical Writing, etc.)
- Mathematics Elective (GED preparation, Applied Algebra, Math Fundamentals, etc.)
- Physical Education or JROTC
- Social Studies (GED preparation, World Geography or World History)
- Science (GED preparation, Physical Science)
- Elective (Employability skills-i.e., Journey to Careers, entry level CTE courses; IBCA, music, art, etc.)

Year II

- Agriscience II (if it was not completed in year I)
- Horticulture (note: Ag II may be completed simultaneously with Horticulture; both courses must be completed)
- Language Arts Elective (Reading I, GED preparation, Technical Writing, etc.)
- Mathematics Elective (GED preparation, Applied Algebra, Math Fundamentals, etc.)
- Physical Education or JROTC
- Social Studies (GED preparation, Civics)
- Two Electives (IBCA, Customer Service, music, art, etc.)
- Work-Based Learning Component

Additional Component (20 hours)

- Community Service Project- guidelines developed at the discretion of the teacher/school/district, may be completed in either year or a combination of both years, and alignment with the specific SASC is not required.

State-Approved Skills Certificate
Hotel Maintenance and Grounds Assistant
Minimum Criteria

Career Cluster: Hospitality and Tourism

Industry-Based Certification: American Hotel and Lodging

Career Pathway (AOC): Tourism and Lodging

Secondary Course: Lodging Management I-course code- 040502 and Agriscience II-course code-010302

Special Consideration: None

Student Name _____

Home School _____

Workplace Safety

1. _____ Understands and follows universal safety precautions.
2. _____ Stores and uses all equipment, materials, and supplies correctly.
3. _____ Follows cleanup procedures.
4. _____ Performs basic and/or routine maintenance of equipment.
5. _____ Recognizes potential dangers, understands their consequences, and notifies supervisor when appropriate in an independent work situation.
6. _____ Performs work in a safe manner.

Specific Skills Requirements

1. _____ Obtains required supplies and equipment from maintenance shop storage.
2. _____ Restocks carts and supplies.
3. _____ Uses protective gloves and clothing as required.
4. _____ Handles cleaning solutions and chemicals safely.
5. _____ Returns and disposes used supplies to storage or for disposal as required.
6. _____ Keeps cart organized.
7. _____ Completes required records for stocking, use, and return/disposal of supplies.
8. _____ Determines and utilizes the appropriate equipment for the task.
9. _____ Follows and completes tool check list.
10. _____ Verifies tools/equipment are current for preventive maintenance and/or calibration.
11. _____ Inspects tools/equipment and work area for safety considerations.
12. _____ Checks air and power supplies as applicable.
13. _____ Sets up and prepares tools/equipment for safe operation, including lubrication and fluid level checks.
14. _____ Wears the required Personal Protective Equipment (PPE) at all times as required for the operation of tools/equipment.
15. _____ Operates tools/equipment safely with guarding devices, if applicable, in the manner required for the job task.
16. _____ Monitors tools/equipment for safe operation while operating.
17. _____ Follows facility procedures for clean up and shut down after use.
18. _____ Investigates and promptly reports abnormal tool/equipment conditions.

Louisiana State Department of Education: Career and Technical Education

19. _____ Properly shuts down and labels any tools/equipment that are not operating as expected, if applicable.
20. _____ Follows Lock Out/Tag Out procedures as applicable.
21. _____ Documents use and maintenance as required.
22. _____ Operates powered equipment such as mowers, tractors, electric clippers, and weed eaters.
23. _____ Uses hand tools such as shovels, rakes, pruning saws, saws, hedge/brush trimmers and axes.

Competency Level/Mastery Level (Minimum-80%)

19/23=83%

20/23=87%

21/23=91%

22/23=96%

23/23=100%

Work Experience—Follow guidelines in the *Work-Based Learning Manual*

Minimum of 70 hours (documentation attached)

Work permit required

_____ Paid/unpaid internships (These may be on school sites, central office, or in the community)

_____ Paid employment (must be in the skill area)

and/or

Work permit not required

_____ Simulations (school-based)

Students must prepare and maintain a “square-foot garden,” or an alternate project, approved by DOE, such as landscaping school grounds. The simulation will demonstrate that the required skills were obtained. Supporting documentation must be submitted (photos, etc.) with the completed checklist.

Community Service Project-Minimum of 20 hours; guidelines developed at the discretion of the teacher/school/district.

Louisiana State Department of Education: Career and Technical Education

As of the date posted below, this student has demonstrated _____% mastery of the above list of skills based on the student's progress report and has completed the required portfolio/project.

Student's Signature

Date

CTE Instructor's Signature

Date

Principal's Signature

Date

Employer's Signature

Date

Connections Supervisor's Signature

Date

Department of Education Signature

Date

**State-Approved Skills Certificate
Hotel/Lodging Guest Room Attendant
Student Schedule**

Year I

- Keyboarding (1/2 credit) and Customer Service (1/2 credit)
- Language Arts Elective (Reading I, GED preparation, Technical Writing, etc.)
- Mathematics Elective (GED preparation, Applied Algebra, Math Fundamentals, etc.)
- Physical Education or JROTC
- Social Studies (GED preparation, World Geography or World History)
- Science (GED preparation, Physical Science)
- Elective (Employability skills-i.e., Journey to Careers, entry level CTE courses; IBCA, music, art, etc.)

Year II

- Lodging Management I
- Language Arts Elective (Reading I, GED preparation, Technical Writing, etc.)
- Mathematics Elective (GED preparation, Applied Algebra, Math Fundamentals, etc.)
- Physical Education or JROTC
- Social Studies (GED preparation, Civics)
- Two Electives (IBCA, Customer Service, music, art, etc.)
- Work-Based Learning Component

Additional Component (20 hours)

- Community Service Project- guidelines developed at the discretion of the teacher/school/district, may be completed in either year or a combination of both years, and alignment with the specific SASC is not required.

**State-Approved Skills Certificate
Hotel/Lodging Guest Room Attendant
Minimum Criteria**

Career Cluster: Hospitality and Tourism

Industry-Based Certification: American Hotel and Lodging

Career Pathway (AOC): Tourism and Lodging

Secondary Course: Lodging Management I-course code- 040502

Special Consideration: None

Student Name _____

Home School _____

Workplace Safety

1. _____ Understands and follows universal safety precautions.
2. _____ Stores and uses all equipment, materials, and supplies correctly.
3. _____ Follows cleanup procedures.
4. _____ Performs basic and/or routine maintenance of equipment.
5. _____ Recognizes potential dangers, understands their consequences, and notifies supervisor when appropriate in an independent work situation.
6. _____ Performs work in a safe manner.

Specific Skills Requirements

1. _____ Uses a room status report to identify guestrooms for cleaning.
2. _____ Locates vacated guest rooms on status report.
3. _____ Enters the guest room appropriately.
4. _____ Prepares the guestroom for cleaning.
5. _____ Prepares the bathroom for cleaning.
6. _____ Cleans the tub and shower area.
7. _____ Cleans the toilet.
8. _____ Cleans the sink and vanity.
9. _____ Cleans the bathroom floors.
10. _____ Cleans the guestroom closet.
11. _____ Makes bed(s) and handles linen as described in the company policy.
12. _____ Dusts the guestroom.
13. _____ Vacuums upholstery.
14. _____ Removes stains from fabric upholstery.
15. _____ Replenishes supplies and amenities.
16. _____ Cleans windows, tracks, and sills.
17. _____ Vacuums carpet, removes stains (as needed), and cleans other floor surfaces appropriately.
18. _____ Exits the guest room properly.
19. _____ Reports and corrects cleaning problems found during inspection.
20. _____ Completes end-of-shift duties.
21. _____ Sets up or removes special guest service equipment.
22. _____ Cleans multi-room guest suites.

23. _____ Completes cleaning records.

Competency Level/Mastery Level (Minimum-80%)

19/23=83%

20/23=87%

21/23=91%

22/23=96%

23/23=100%

Work Experience—Follow guidelines in the *Work-Based Learning Manual*

Minimum of 70 hours (documentation attached)

Work permit required

_____ Paid/unpaid internships (These may be on school sites, central office, or in the community)

_____ Paid employment (must be in the skill area)

and/or

Work permit not required

_____ Simulations (school-based)

Teachers must submit the proposed simulation activity for approval to the Department of Education, Division of Career and Technical Education, two (2) weeks prior to implementation. The simulation must include elements that demonstrate application of skill attainment. Supporting documentation must be submitted (photos, etc.) with the completed checklist.

Community Service Project-Minimum of 20 hours; guidelines developed at the discretion of the teacher/school/district.

As of the date posted below, this student has demonstrated _____% mastery of the above list of skills based on the student's progress report and has completed the required portfolio/project.

Student's Signature

Date

CTE Instructor's Signature

Date

Principal's Signature

Date

Employer's Signature

Date

Connections Supervisor's Signature

Date

Department of Education Signature

Date

**State-Approved Skills Certificates
Laundry Attendant
Student Schedule**

Year I

- Keyboarding (1/2 credit) and Customer Service (1/2 credit)
- Language Arts Elective (Reading I, GED preparation, Technical Writing, etc.)
- Mathematics Elective (GED preparation, Applied Algebra, Math Fundamentals, etc.)
- Physical Education or JROTC
- Social Studies (GED preparation, World Geography or World History)
- Science (GED preparation, Physical Science)
- Elective (Employability skills-i.e., Journey to Careers, entry level CTE courses; IBCA, music, art, etc.)

Year II

- Lodging Management I
- Language Arts Elective (Reading I, GED preparation, Technical Writing, etc.)
- Mathematics Elective (GED preparation, Applied Algebra, Math Fundamentals, etc.)
- Physical Education or JROTC
- Social Studies (GED preparation, Civics)
- Two Electives (IBCA, Customer Service, music, art, etc.)
- Work-Based Learning Component

Additional Component (20 hours)

- Community Service Project- guidelines developed at the discretion of the teacher/school/district, may be completed in either year or a combination of both years, and alignment with the specific SASC is not required.

**State-Approved Skills Certificate
Laundry Attendant
Minimum Criteria**

Career Clusters: Hospitality and Tourism

Industry-Based Certification: American Hotel and Lodging

Career Pathway (AOC): Tourism and Lodging

Secondary Course: Lodging Management I-course code-040502

Special Consideration: None

Student Name _____

Home School _____

Workplace Safety

1. _____ Understands and follows universal safety precautions.
2. _____ Stores and uses all equipment, materials and supplies correctly.
3. _____ Follows cleanup procedures.
4. _____ Performs basic and/or routine maintenance of equipment.
5. _____ Recognizes potential dangers, understands their consequences, and notifies supervisor when appropriate in an independent work situation.
6. _____ Performs work in a safe manner.

Specific Skills Requirements

1. _____ Sorts, washes, and cleans guest and employee laundry and dry cleaning.
2. _____ Sorts, washes, and cleans hotel linens.
3. _____ Operates equipment necessary to sort guest laundry and dry cleaning.
4. _____ Operates equipment necessary to weigh guest laundry and dry cleaning.
5. _____ Operates equipment necessary to dry guest laundry and dry cleaning.
6. _____ Operates equipment necessary to iron guest laundry and dry cleaning.
7. _____ Operates equipment necessary to fold and package guest laundry and dry cleaning.
8. _____ Operates equipment necessary to sort, weigh, wash, dry, iron, fold, and package employee uniforms.
9. _____ Operates equipment necessary to sort, weigh, wash, dry, iron, fold, and package hotel linens.
10. _____ Logs, tags, and packages employee uniforms.
11. _____ Logs, tags, and packages guest clothing.
12. _____ Irons and folds guest room and food/beverage flat work.
13. _____ Picks up from and delivers to guest rooms.
14. _____ Picks up from and delivers to employee uniform room.
15. _____ Maintains an acceptable state of cleanliness and organization throughout the entire work area.

Competency Level/Mastery Level (Minimum-80%)

12/15=80%

13/15=87%

14/15=93%

15/15=100%

Work Experience – Follow guidelines in the *Work-Based Learning Manual*

Minimum of 70 hours (documentation attached or on file)

Work permit required

_____ Paid/unpaid internships (These may be on school sites, central office, or in the community)

_____ Paid employment (must be in the skill area)

and/or

Work permit not required

_____ Simulations (school-based)

Teachers must submit the proposed simulation activity for approval to the Department of Education, Division of Career and Technical Education, two (2) weeks prior to implementation. The simulation must include elements that demonstrate application of skill attainment. Supporting documentation must be submitted (photos, etc.) with the completed checklist.

Community Service Project-Minimum of 20 hours; guidelines developed at the discretion of the teacher/school/district.

As of the date posted below, this student has demonstrated _____% mastery of the above list of skills based on the student's progress report and has completed the required portfolio/project.

Student's Signature

Date

CTE Instructor's Signature

Date

Principal's Signature

Date

Employer's Signature

Date

Connections Supervisor's Signature

Date

Department of Education Signature

Date



**State-Approved Skills Certificate
Child Care Assistant
Student Schedule**

Year I

- Nutrition and Foods/ Adv. Nutrition and Foods (N&F and Adv. N&F may be completed during Connections)
- Early Childhood Education I
- Language Arts Elective (Reading I, GED preparation, Technical Writing, etc.)
- Mathematics Elective (GED preparation, Applied Algebra, Math Fundamentals, etc.)
- Physical Education or JROTC
- Social Studies (GED preparation, World Geography or World History)
- Science (GED preparation, Physical Science)
- Elective (Employability skills-i.e., Journey to Careers, entry level CTE courses; IBCA, music, art, etc.)

Year II

- Early Childhood Education II
- Language Arts Elective (Reading I, GED preparation, Technical Writing, etc.)
- Mathematics Elective (GED preparation, Applied Algebra, Math Fundamentals, etc.)
- Physical Education or JROTC
- Social Studies (GED preparation, Civics)
- Two Electives (IBCA, Customer Service, music, art, etc.)
- Work-Based Learning Component

Additional Component (20 hours)

- Community Service Project- guidelines developed at the discretion of the teacher/school/district, may be completed in either year or a combination of both years, and alignment with the specific SASC is not required.

**State-Approved Skills Certificate
Child Care Assistant
Minimum Criteria**

Career Clusters: Human Services

Industry-Based Certification: Child Development Associate (CDA)

Career Pathway (AOC): Child Development Services

Secondary Course: Early Childhood Education I-course code-100661, 100662, or 100663

Special Consideration: None

Student Name _____

Home School _____

Workplace Safety

1. _____ Understands and follows universal safety precautions.
2. _____ Stores and uses all equipment, materials and supplies correctly.
3. _____ Follows cleanup procedures.
4. _____ Performs basic and/or routine maintenance of equipment.
5. _____ Recognizes potential dangers, understands their consequences, and notifies supervisor when appropriate in an independent work situation.
6. _____ Performs work in a safe manner.

Specific Skills Requirements

1. _____ Holds/lifts/carries infants appropriately.
2. _____ Prepares meals.
3. _____ Follows feeding schedules.
4. _____ Knows safety principles regarding selection of food choices.
5. _____ Feeds infants and/or toddlers.
6. _____ Diapers infants and/or toddlers.
7. _____ Monitors infants and/or toddlers.
8. _____ Contacts supervisor when first aid is needed.
9. _____ Comforts a crying infant and/or toddler.
10. _____ Puts infant and/or toddler down for nap.
11. _____ Monitors toddlers during toilet training.
12. _____ Cleans the nursery/play area.
13. _____ Participates in child development classes.
14. _____ Interacts appropriately with infants and/or toddlers.
15. _____ Completes CPR training.
16. _____ Completes emergency procedures training.
17. _____ Uses proper sanitation and cleanliness practices.
18. _____ Demonstrates appropriate manner for speaking to a child.
19. _____ Demonstrates ability to properly guide child's behavior.

Competency Level/Mastery Level (Minimum-80%)

16/19=84%

17/19=89%

18/19=95%

19/19=100%

Work Experience – Follow guidelines in the *Work-Based Learning Manual*

Minimum of 70 hours (documentation attached)

Work permit required

_____ Paid/unpaid internships (These may be on school sites, central office, or in the community)

_____ Paid employment (must be in the skill area)

and/or

Work permit not required

_____ Simulations (school-based)

Student may use an infant simulator to demonstrate skills from the checklist and should also complete infant/toddler CPR training or an alternate project, approved by DOE, that demonstrates required skill attainment. Supporting documentation must be submitted (photos, copy of CPR training certificate or certification card, etc.) with the completed checklist.

Community Service Project-Minimum of 20 hours; guidelines developed at the discretion of the teacher/school/district.

As of the date posted below, this student has demonstrated _____% mastery of the above list of skills based on the student's progress report and has completed the required portfolio/project.

Student's Signature

Date

CTE Instructor's Signature

Date

Principal's Signature

Date

Employer's Signature

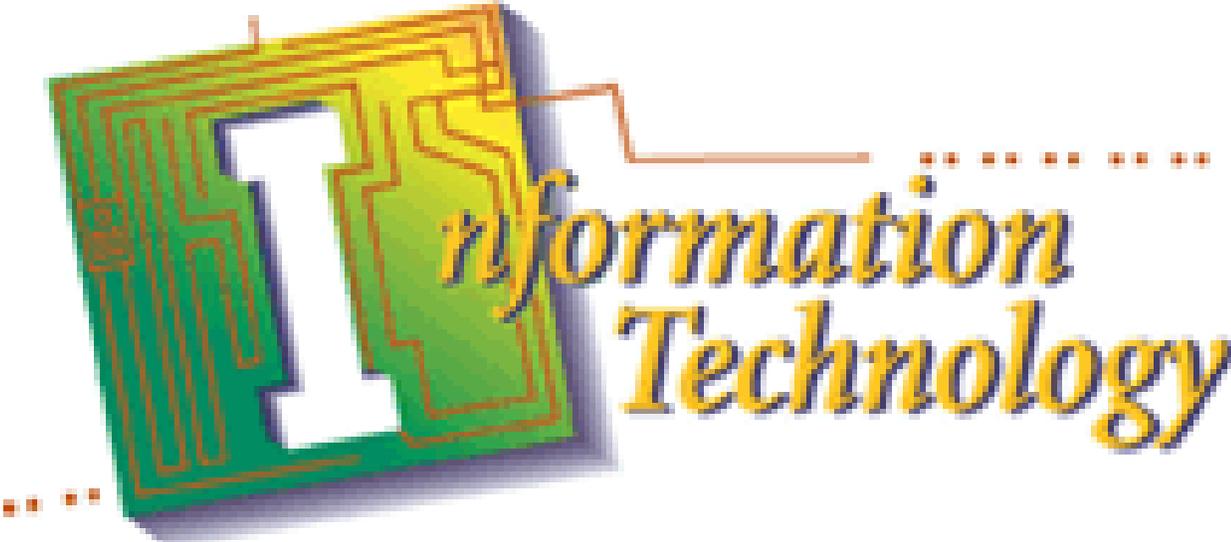
Date

Connections Supervisor's Signature

Date

Department of Education Signature

Date



**State-Approved Skills Certificate
Computer Repair Helper
Student Schedule**

Year I

- Computer Service Technology I
- Language Arts Elective (Reading I, GED preparation, Technical Writing, etc.)
- Mathematics Elective (GED preparation, Applied Algebra, Math Fundamentals, etc.)
- Physical Education or JROTC
- Social Studies (GED preparation, World Geography or World History)
- Science (GED preparation, Physical Science)
- Elective (Employability skills-i.e., Journey to Careers, entry level CTE courses; IBCA, music, art, etc.)

Year II

- Computer Service Technology II
- Language Arts Elective (Reading I, GED preparation, Technical Writing, etc.)
- Mathematics Elective (GED preparation, Applied Algebra, Math Fundamentals, etc.)
- Physical Education or JROTC
- Social Studies (GED preparation, Civics)
- Two Electives (IBCA, Customer Service, music, art, etc.)
- Work-Based Learning Component

Additional Component (20 hours)

- Community Service Project- guidelines developed at the discretion of the teacher/school/district, may be completed in either year or a combination of both years, and alignment with the specific SASC is not required.

**State-Approved Skills Certificate
Computer Repair Helper
Minimum Criteria**

Career Clusters: Information Technology

Industry-Based Certification: CompTIA

Career Pathway (AOC): Computer Science

Secondary Course: Computer Service Technology I-course code-310820 or 310821

Special Consideration: None

Student Name _____

Home School _____

Workplace Safety

1. _____ Understands and follows universal safety precautions.
2. _____ Stores and uses all equipment, materials and supplies correctly.
3. _____ Follows cleanup procedures.
4. _____ Performs basic and/or routine maintenance of equipment.
5. _____ Recognizes potential dangers, understands their consequences, and notifies supervisor when appropriate in an independent work situation.
6. _____ Performs work in a safe manner.

Specific Skills Requirements

1. _____ Troubleshoots software.
2. _____ Installs software.
3. _____ Demonstrates knowledge and use of operating systems.
4. _____ Demonstrates knowledge and use of network security.
5. _____ Demonstrates knowledge and use of server hardware.
6. _____ Demonstrates knowledge and use of wireless technology.
7. _____ Demonstrates knowledge and use of emerging technology.
8. _____ Demonstrates knowledge and use of multi-layer switching.
9. _____ Demonstrates knowledge and use of designing networks.
10. _____ Demonstrates knowledge and use of Internet work support.
11. _____ Demonstrates knowledge and use of pix firewalls.
12. _____ Demonstrates knowledge and use of entrepreneurial ventures.
13. _____ Demonstrates knowledge and use of home technology integration.
14. _____ Demonstrates knowledge and use of special projects.
15. _____ Demonstrates knowledge and use of wide area networking.
16. _____ Demonstrates knowledge and use of basic routes.
17. _____ Demonstrates knowledge and use of basic router configuration.
18. _____ Demonstrates knowledge and use of wide area networking protocols.
19. _____ Demonstrates knowledge and use of advanced routing.
20. _____ Demonstrates knowledge and use of remote access.
21. _____ Maintains computers and related equipment.
22. _____ Utilizes computer diagnostic software.

Louisiana State Department of Education: Career and Technical Education

23. _____ Maintains records of repairs, calibrations, and test.
24. _____ Talks with users to determine problems and causes of equipment breakdown.
25. _____ Replaces defective components and wiring.
26. _____ Reads and interprets technical manuals, schematic, and technical drawings and specifications.
27. _____ Explains computer technical problems and repairs to customers.

Competency Level/Mastery Level (minimum 80%)

22/27=81%

23/27=85%

24/27=89%

25/27=93%

26/27=96%

27/27=100%

Work Experience – Follow guidelines in the *Work-Based Learning Manual*

Minimum of 70 hours (documentation attached)

Work permit required

_____ Paid/unpaid internships (These may be on school sites, central office, or in the community)

_____ Paid employment (must be in the skill area)

and/or

Work permit not required

_____ Simulations (school-based)

Students must demonstrate how to set up a computer, install hardware and software, and repair a computer system. An alternate project, that demonstrates required skill attainment and approved by DOE, may be utilized. Supporting documentation must be submitted (photos, etc.) with the completed checklist.

Community Service Project-Minimum of 20 hours; guidelines developed at the discretion of the teacher/school/district.

Louisiana State Department of Education: Career and Technical Education

As of the date posted below, this student has demonstrated _____% mastery of the above list of skills based on the student's progress report and has completed the required portfolio/project.

Student's Signature

Date

CTE Instructor's Signature

Date

Principal's Signature

Date

Employer's Signature

Date

Connections Supervisor's Signature

Date

Department of Education Signature

Date



**State-Approved Skills Certificates
Welder's Helper
Student Schedule**

Year I

- Agriscience I or Agriscience II (if Ag I completed during Connections) or General Technology ED
- Language Arts Elective (Reading I, GED preparation, Technical Writing, etc.)
- Mathematics Elective (GED preparation, Applied Algebra, Math Fundamentals, etc.)
- Physical Education or JROTC
- Social Studies (GED preparation, World Geography or World History)
- Science (GED preparation, Physical Science)
- Elective (Employability skills-i.e., Journey to Careers, entry level CTE courses; IBCA, music, art, etc.)

Year II

- Agriscience II (if it was not completed in year I)
- NCCER Welding-AG; NCCER Welding-TE; or NCCER Welding-T&I (note: Ag II may be completed simultaneously with NCCER Welding-AG; NCCER Welding-TE; or NCCER Welding-T&I; both courses must be completed)
- Language Arts Elective (Reading I, GED preparation, Technical Writing, etc.)
- Mathematics Elective (GED preparation, Applied Algebra, Math Fundamentals, etc.)
- Physical Education or JROTC
- Social Studies (GED preparation, Civics)
- Two Electives (IBCA, Customer Service, music, art, etc.)
- Work-Based Learning Component

Additional Component (20 hours)

- Community Service Project- guidelines developed at the discretion of the teacher/school/district, may be completed in either year or a combination of both years, and alignment with the specific SASC is not required.

**State-Approved Skills Certificate
Welder's Helper
Minimum Criteria**

Career Clusters: Manufacturing

Industry-Based Certification: NCCER Welding

Career Pathway (AOC): Welding

Secondary Courses: NCCER Welding-AG-course code-010901, 010902, 010903; NCCER Welding-TE-course code-110741, 110742, 110743; or NCCER Welding-T&I-course code- 313700, 313702, 313703

Special Consideration: None

Student Name _____

Home School _____

Workplace Safety (Each student must demonstrate 100% mastery of Work Place Safety)

1. _____ Understands and follows universal safety precautions.
2. _____ Stores and uses all equipment, materials and supplies correctly.
3. _____ Follows cleanup procedures.
4. _____ Performs basic and/or routine maintenance of equipment.
5. _____ Recognizes potential dangers, understands their consequences, and notifies supervisor when appropriate in an independent work situation.
6. _____ Performs work in a safe manner.

Specific Skills Requirements

1. _____ Identifies and uses proper personal protective equipment used for welding.
2. _____ Demonstrates proper lifting techniques.
3. _____ Demonstrates safety techniques for storing cylinders.
4. _____ Demonstrates safety techniques for handling cylinders.
5. _____ Describes how to prepare metal for cutting and welding.
6. _____ Demonstrates how to prepare metal for cutting and welding.
7. _____ Sets up oxyfuel equipment.
8. _____ Operates oxyfuel equipment.
9. _____ Identifies basic joint designs.
10. _____ Explains basic joint designs.
11. _____ Identifies basic joint alignment.
12. _____ Explains basic joint alignment.
13. _____ Sets up shielded metal arc welding (SMAW) equipment.
14. _____ Makes bead welds in the horizontal position using SMAW equipment.
15. _____ Makes bead welds in the vertical position using SMAW equipment.
16. _____ Makes bead welds in the overhead position using SMAW equipment.
17. _____ Makes fillet welds in the horizontal position using SMAW equipment.
18. _____ Makes fillet welds in the vertical position using SMAW equipment.
19. _____ Makes fillet welds in the overhead position using SMAW equipment.

Competency Level/Mastery Level (Minimum 80%)

16/19=84%

17/19=89%

18/19=95%

19/19=100%

Work Experience – Follow guidelines in the *Work-Based Learning Manual*

Minimum of 90 hours (documentation attached or on file)

Work permit required

_____ Paid/unpaid internships (These may be on school sites, central office, or in the community)

_____ Paid employment (must be in the skill area)

and/or

Work permit not required

_____ Simulations (school-based)

Students are to demonstrate competency in welding. Students must demonstrate mastery of all modules covered by the instructor as they pertain to NCCER. Students are also to work on projects, such as building utility trailers, etc. An alternate project, that demonstrates required skill attainment and approved by DOE, may be utilized. Supporting documentation must be submitted (photos, etc.) with the completed checklist.

Community Service Project-Minimum of 20 hours; guidelines developed at the discretion of the teacher/school/district.

As of the date posted below, this student has demonstrated _____% mastery of the above list of skills based on the student's progress report and has completed the required portfolio/project.

Student's Signature

Date

CTE Instructor's Signature

Date

Principal's Signature

Date

Employer's Signature

Date

Connections Supervisor's Signature

Date

Department of Education Signature

Date



**State-Approved Skills Certificate
Cashier
Student Schedule**

Year I

- Principles of Marketing I
- Mathematics Elective (GED preparation, Applied Algebra, Math Fundamentals, etc.)
- Physical Education or JROTC
- Social Studies (GED preparation, World Geography or World History)
- Science (GED preparation, Physical Science)
- Elective (Employability skills-i.e., Journey to Careers, entry level CTE courses; IBCA, Customer Service, music, art, etc.)

Year II

- Principles of Marketing II
- Language Arts Elective (Reading I, GED preparation, Technical Writing, etc.)
- Mathematics Elective (GED preparation, Applied Algebra, Math Fundamentals, etc.)
- Physical Education or JROTC
- Social Studies (GED preparation, Civics)
- Two Electives (IBCA, Customer Service, music, art, etc.)
- Work-Based Learning Component

Additional Component (20 hours)

- Community Service Project- guidelines developed at the discretion of the teacher/school/district, may be completed in either year or a combination of both years, and alignment with the specific SASC is not required.

State-Approved Skills Certificate
Cashier
Minimum Criteria

Career Cluster: Marketing, Sales, and Services

Industry-Based Certification: Customer Service

Career Pathway (AOC): Marketing and Sales Management

Secondary Course: Customer Service-course code-041001

Special Consideration: None

Student Name _____

Home School _____

Workplace Safety

1. _____ Understands and follows universal safety precautions.
2. _____ Stores and uses all equipment, materials, and supplies correctly.
3. _____ Follows cleanup procedures.
4. _____ Performs basic and/or routine maintenance of equipment.
5. _____ Recognizes potential dangers, understands their consequences, and notifies supervisor when appropriate in an independent work situation.
6. _____ Performs work in a safe manner.

Specific Skills Requirements

1. _____ Greets customers appropriately.
2. _____ Listens to customers' complaints without interruption.
3. _____ Responds to customer issues with appropriate "tone of voice".
4. _____ Provides positive feedback to customers.
5. _____ Responds appropriately to customer requests and concerns.
6. _____ Totals the cost of goods, services, or admissions.
7. _____ Uses the cash register.
8. _____ Uses a scanner.
9. _____ Uses a debit/credit machine.
10. _____ Accepts reservations and take-out orders.
11. _____ Stocks shelves.
12. _____ Cleans shelves and counters.
13. _____ Calculates the total sales at the end of a shift.
14. _____ Completes forms (rain checks, returned items).
15. _____ Demonstrates ability to identify and locate a barcode on various items.
16. _____ Demonstrates ability to scan barcodes.
17. _____ Demonstrates ability to make appropriate change.
18. _____ Takes phone messages accurately.
19. _____ Demonstrates ability to bag/package merchandise appropriately.
20. _____ Identifies the main components of a retail business.

Competency Level/Mastery Level (Minimum 80%)

16/20=80%

17/20=85%

18/20=90%

19/20=95%

20/20=100%

Work Experience—Follow guidelines in the *Work-Based Learning Manual*
Minimum of 70 hours (documentation attached)

Work permit required

_____ Paid/unpaid internships (These may be on school sites, central office, or in the community)

_____ Paid employment (must be in the skill area)
and/or

Work permit not required

_____ Simulations (school-based)

Students must demonstrate through role-play how to handle cash, checks, refunds, overcharges, etc. using a cash register (such as the GoVenture Point of Sale Software). An alternate project, that demonstrates required skill attainment and approved by DOE, may be utilized. Supporting document must be submitted (photos, etc.) with the completed checklist.

Community Service Project-Minimum of 20 hours; guidelines developed at the discretion of the teacher/school/district.

As of the date posted below, this student has demonstrated _____% mastery of the above list of skills based on the student's progress report and has completed the required portfolio/project.

Student's Signature

Date

CTE Instructor's Signature

Date

Principal's Signature

Date

Employer's Signature

Date

Connections Supervisor's Signature

Date

Department of Education Signature

Date

**State-Approved Skills Certificates
Marketing/Sales Management Assistant
Student Schedule**

Year I

- Principles of Marketing I
- Language Arts Elective (Reading I, GED preparation, Technical Writing, etc.)
- Mathematics Elective (GED preparation, Applied Algebra, Math Fundamentals, etc.)
- Physical Education or JROTC
- Social Studies (GED preparation, World Geography or World History)
- Science (GED preparation, Physical Science)
- Elective (Employability skills-i.e., Journey to Careers, entry level CTE courses; IBCA, Customer Service, music, art, etc.)

Year II

- Principles of Marketing II
- Language Arts Elective (Reading I, GED preparation, Technical Writing, etc.)
- Mathematics Elective (GED preparation, Applied Algebra, Math Fundamentals, etc.)
- Physical Education or JROTC
- Social Studies (GED preparation, Civics)
- Two Electives (IBCA, Customer Service, music, art, etc.)
- Work-Based Learning Component

Additional Component (20 hours)

- Community Service Project- guidelines developed at the discretion of the teacher/school/district, may be completed in either year or a combination of both years, and alignment with the specific SASC is not required.

**State-Approved Skills Certificate
Marketing/Sales Management Assistant
Minimum Criteria**

Career Cluster: Marketing, Sales, and Services

Industry-Based Certification: Customer Service

Career Pathway (AOC): Marketing and Sales Management

Secondary Course: Customer Service-course code-041001

Special Consideration: None

Student Name _____

Home School _____

Workplace Safety

1. _____ Understands and follows universal safety precautions.
2. _____ Stores and uses all equipment, materials and supplies correctly.
3. _____ Follows cleanup procedures.
4. _____ Performs basic and/or routine maintenance of equipment.
5. _____ Recognizes potential dangers, understands their consequences, and notifies supervisor when appropriate in an independent work situation.
6. _____ Performs work in a safe manner.

Specific Skills Requirements

1. _____ Demonstrates addressing people professionally.
2. _____ Demonstrates use of proper telephone techniques.
3. _____ Recognizes privacy issues in the business environment.
4. _____ Demonstrates proper procedures for solving customer issues.
5. _____ Demonstrates procedures for handling difficult customers.
6. _____ Explains the principles of supply and demand.
7. _____ Understands the roles in marketing in relationship to sales/marketing career opportunities.
8. _____ Identifies types of advertising media.
9. _____ Understands the importance of customer service as a component of selling.
10. _____ Recognizes the impact of business ethics in selling.
11. _____ Orders merchandise.
12. _____ Creates a marketing plan for business.
13. _____ Controls inventory.
14. _____ Displays merchandise.
15. _____ Inventories merchandise.
16. _____ Operates a cash register.
17. _____ Keeps periodic balance sheet of amount and number of transactions.
18. _____ Sorts, counts, and wraps currency and coins.
19. _____ Describes merchandise and explains use.
20. _____ Recommends, selects, and obtains merchandise based on customer needs and desires.
21. _____ Cleans shelves, counters, and tables.
22. _____ Identifies the steps necessary to start a small business.

Competency Level/Mastery Level (Minimum 80%)

18/22=82%

19/22=86%

20/22=91%

21/22=95%

22/22=100%

Work Experience – Follow guidelines in the *Work-Based Learning Manual*

Minimum of 70 hours (documentation attached)

Work permit required

_____ Paid/unpaid internships (These may be on school sites, central office, or in the community)

_____ Paid employment (must be in the skill area)

and/or

Work permit not required

_____ Simulations (school-based)

Students must create their own company portfolio, including creation of product, advertising for that product to a target audience, and all the components for a successful marketing mix. An alternate project, that demonstrates required skill attainment and approved by DOE, may be utilized. Supporting documentation must be submitted (photos, etc.) with the completed checklist.

Community Service Project-Minimum of 20 hours; guidelines developed at the discretion of the teacher/school/district.

As of the date posted below, this student has demonstrated _____% mastery of the above list of skills based on the student's progress report and has completed the required portfolio/project.

Student's Signature

Date

CTE Instructor's Signature

Date

Principal's Signature

Date

Employer's Signature

Date

Connections Supervisor's Signature

Date

Department of Education Signature

Date

**State-Approved Skills Certificates
Retail Stock Clerk
Student Schedule**

Year I

- Principles of Marketing I
- Mathematics Elective (GED preparation, Applied Algebra, Math Fundamentals, etc.)
- Physical Education or JROTC
- Social Studies (GED preparation, World Geography or World History)
- Science (GED preparation, Physical Science)
- Elective (Employability skills-i.e., Journey to Careers, entry level CTE courses; IBCA, Customer Service, music, art, etc.)

Year II

- Principles of Marketing II
- Language Arts Elective (Reading I, GED preparation, Technical Writing, etc.)
- Mathematics Elective (GED preparation, Applied Algebra, Math Fundamentals, etc.)
- Physical Education or JROTC
- Social Studies (GED preparation, Civics)
- Two Electives (IBCA, Customer Service, music, art, etc.)
- Work-Based Learning Component

Additional Component (20 hours)

- Community Service Project- guidelines developed at the discretion of the teacher/school/district, may be completed in either year or a combination of both years, and alignment with the specific SASC is not required.

**State-Approved Skills Certificate
Retail Stock Clerk
Minimum Criteria**

Career Cluster: Marketing, Sales, and Services

Industry-Based Certification: Customer Service

Career Pathway (AOC): Marketing and Sales Management

Secondary Course: Customer Service-course code-041001

Special Consideration: None

Student Name _____

Home School _____

Workplace Safety

1. _____ Understands and follows universal safety precautions.
2. _____ Stores and uses all equipment, materials, and supplies correctly.
3. _____ Follows cleanup procedures.
4. _____ Performs basic and/or routine maintenance of equipment.
5. _____ Recognizes potential dangers, understands their consequences, and notifies supervisor when appropriate in an independent work situation.
6. _____ Performs work in a safe manner.

Specific Skills Requirements

1. _____ Greets customers appropriately.
2. _____ Listens to customers' complaints without interruption.
3. _____ Responds to customer issues with appropriate "tone of voice".
4. _____ Provides positive feedback to customers.
5. _____ Responds appropriately to customer requests and concerns.
6. _____ Ensures a fresh and appealing display of products by checking codes, rotating products, and removing out-of-date merchandise, as directed.
7. _____ Maintains correct department signage and pricing.
8. _____ Ensures that all shelves and displays are properly stocked.
9. _____ Follows and complies with all applicable health and sanitation procedures.
10. _____ Answers department telephone calls and pages quickly and with appropriate phone etiquette.
11. _____ Follows instructions and procedures as designated by supervisor.
12. _____ Exhibits effective time management skills.
13. _____ Uses box cutters as needed.
14. _____ Documents and records information.
15. _____ Straightens/dusts shelves/display areas.
16. _____ Monitors and controls resources.
17. _____ Updates and uses job-related knowledge.
18. _____ Keeps records of items entering or leaving stock room.
19. _____ Inspects for damaged or spoiled goods.

- 20. _____ Sorts, organizes, and labels items with identifying codes, such as prices or inventory control codes.
- 21. _____ Uses hand-held scanners connected to computers to keep inventory up-to-date.
- 22. _____ Brings merchandise to sales floor and stocks shelves/racks.

Competency Level/Mastery Level (Minimum 80%)

- 18/22=82%**
- 19/22=86%**
- 20/22=91%**
- 21/22=95%**
- 22/22=100%**

Work Experience—Follow guidelines in the *Work-Based Learning Manual*

Minimum of 70 hours (documentation attached)

Work permit required

- _____ Paid/unpaid internships (These may be on school sites, central office, or in the community)
 - _____ Paid employment (must be in the skill area)
- and/or**

Work permit not required

- _____ Simulations (school-based)

Students will use various merchandise to create four (4) fresh and appealing product displays. An alternate project, that demonstrates required skill attainment and approved by DOE, may be utilized. Supporting documentation must be submitted (photos, etc.) with the completed checklist.

Community Service Project-Minimum of 20 hours; guidelines developed at the discretion of the teacher/school/district.

As of the date posted below, this student has demonstrated _____% mastery of the above list of skills based on the student's progress report and has completed the required portfolio/project.

Student's Signature

Date

CTE Instructor's Signature

Date

Principal's Signature

Date

Employer's Signature

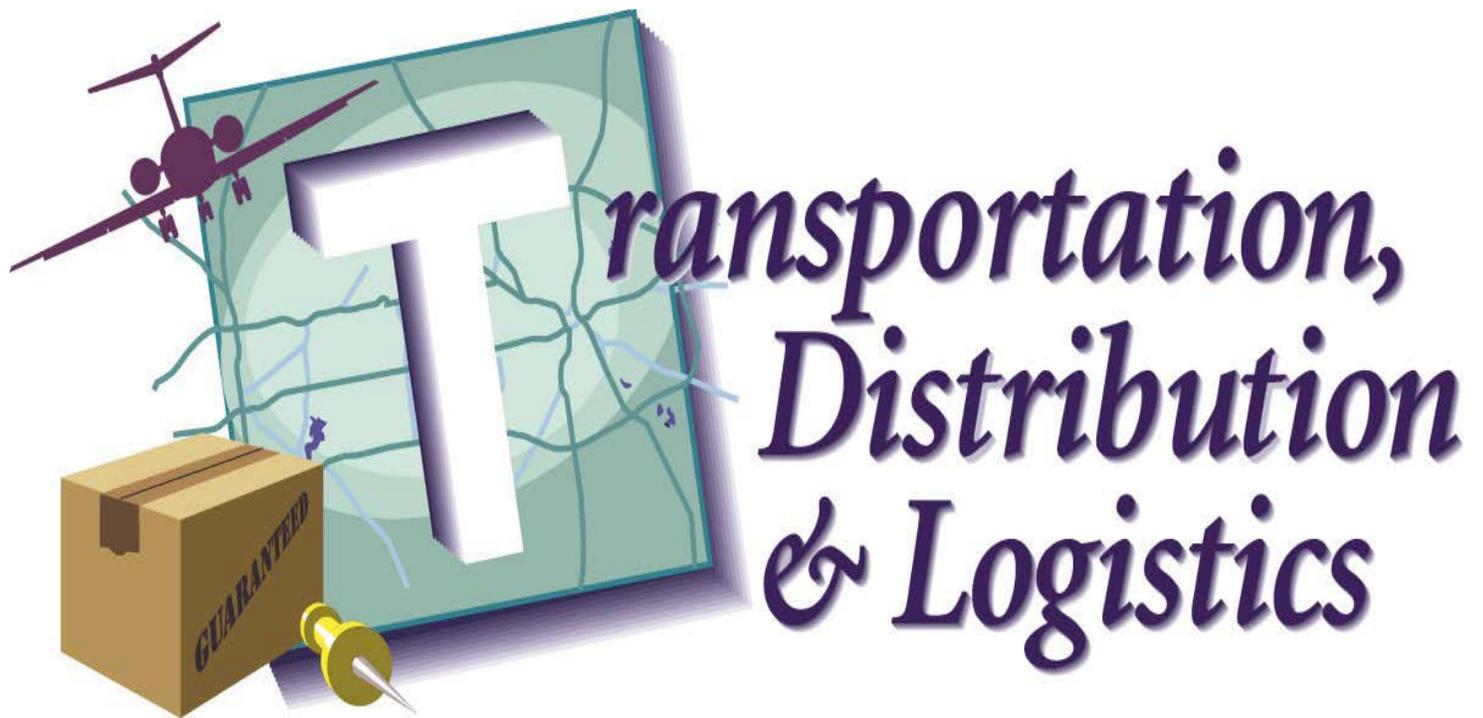
Date

Connections Supervisor's Signature

Date

Department of Education Signature

Date



**State-Approved Skills Certificate
Auto Detailing Assistant
Student Schedule**

Year I

- Automotive Technician I
- Language Arts Elective (Reading I, GED preparation, Technical Writing, etc.)
- Mathematics Elective (GED preparation, Applied Algebra, Math Fundamentals, etc.)
- Physical Education or JROTC
- Social Studies (GED preparation, World Geography or World History)
- Science (GED preparation, Physical Science)
- Elective (Employability skills-i.e., Journey to Careers, entry level CTE courses; IBCA, music, art, etc.)

Year II

- General Automotive Maintenance
- Language Arts Elective (Reading I, GED preparation, Technical Writing, etc.)
- Mathematics Elective (GED preparation, Applied Algebra, Math Fundamentals, etc.)
- Physical Education or JROTC
- Social Studies (GED preparation, Civics)
- Two Electives (IBCA, Customer Service, music, art, etc.)
- Work-Based Learning Component

Additional Component (20 hours)

- Community Service Project- guidelines developed at the discretion of the teacher/school/district, may be completed in either year or a combination of both years, and alignment with the specific SASC is not required.

**State-Approved Skills Certificate
Auto Detailing Assistant
Minimum Criteria**

Career Clusters: Transportation, Distributing, and Logistics

Industry-Based Certification: ASE Certification

Career Pathway (AOC): Automotive Technology

Secondary Courses: General Automotive Maintenance-course code-310302

Student Name _____

Home School _____

Workplace Safety

1. _____ Understands and follows universal safety precautions.
2. _____ Stores and uses all equipment, materials and supplies correctly.
3. _____ Follows cleanup procedures.
4. _____ Performs basic and/or routine maintenance of equipment.
5. _____ Recognizes potential dangers, understands their consequences, and notifies supervisor when appropriate in an independent work situation.
6. _____ Performs work in a safe manner.

Specific Skills Requirements

1. _____ Identifies the proper equipment, supplies, and chemicals needed to detail a vehicle.
2. _____ Identifies the proper equipment, supplies, and chemicals needed to clean and protect the interior of the vehicle.
3. _____ Vacuums floors and seats.
4. _____ Cleans fabric surfaces (carpet, headliner, door panels, and seats).
5. _____ Demonstrates the proper use of detailing equipment and supplies.
6. _____ Removes stains and odors.
7. _____ Cleans interior glass surfaces.
8. _____ Cleans and dresses vinyl and plastic dashboards, door panels, and trim panels.
9. _____ Vacuums and cleans trunk.
10. _____ Cleans door jams and vent openings.
11. _____ Applies fabric protectant.
12. _____ Cleans and dresses leather surfaces.
13. _____ Identifies the proper equipment, supplies, and chemicals needed to clean and protect the exterior of a vehicle.
14. _____ Demonstrates the proper sequence for washing a vehicle.
15. _____ Dries the vehicle without leaving lint, scratches, or water spots.
16. _____ Demonstrates techniques for cleaning various body surfaces, such as painted areas, chrome, vinyl tops, grills, and undercarriage.
17. _____ Cleans wheels, wheel wells, and tires.

Competency Level/Mastery Level (Minimum-80%)

14/17=82%

15/17=88%

16/17=94%

17/17=100%

Work Experience – Follow guidelines in the *Work-Based Learning Manual*

Minimum of 70 hours (documentation attached)

work permit required

_____ Paid/unpaid internships (These may be on school sites, central office, or in the community)

_____ Paid employment (must be in the skill area)

and/or

Work permit not required

_____ Simulations (school-based)

Student must detail a minimum of ten (10) autos or complete an alternate project, approved by DOE, that demonstrates required skill attainment. Supporting documentation must be submitted (photos, etc.) with the completed checklist.

Community Service Project-Minimum of 20 hours; guidelines developed at the discretion of the teacher/school/district.

As of the date posted below, this student has demonstrated _____% mastery of the above list of skills based on the student's progress report and has completed the required portfolio/project.

Student's Signature

Date

CTE Instructor's Signature

Date

Principal's Signature

Date

Employer's Signature

Date

Connections Supervisor's Signature

Date

Department of Education Signature

Date

**State-Approved Skills Certificate
Automotive Maintenance Helper
Student Schedule**

Year I

- Automotive Technician I
- Language Arts Elective (Reading I, GED preparation, Technical Writing, etc.)
- Mathematics Elective (GED preparation, Applied Algebra, Math Fundamentals, etc.)
- Physical Education or JROTC
- Social Studies (GED preparation, World Geography or World History)
- Science (GED preparation, Physical Science)
- Elective (Employability skills-i.e., Journey to Careers, entry level CTE courses; IBCA, music, art, etc.)

Year II

- General Automotive Maintenance
- Language Arts Elective (Reading I, GED preparation, Technical Writing, etc.)
- Mathematics Elective (GED preparation, Applied Algebra, Math Fundamentals, etc.)
- Physical Education or JROTC
- Social Studies (GED preparation, Civics)
- Two Electives (IBCA, Customer Service, music, art, etc.)
- Work-Based Learning Component

Additional Component (20 hours)

- Community Service Project- guidelines developed at the discretion of the teacher/school/district, may be completed in either year or a combination of both years, and alignment with the specific SASC is not required.

**State-Approved Skills Certificate
Automotive Maintenance Helper
Minimum Criteria**

Career Cluster: Transportation, Distribution, and Logistics

Industry-Based Certification: ASE Certification

Career Pathway (AOC): Automotive Technology

Secondary Course: General Automotive Maintenance-course code-310302 or 310303

Special Consideration: None

Student Name _____

Home School _____

Workplace Safety

1. _____ Understands and follows universal safety precautions.
2. _____ Stores and uses all equipment, materials and supplies correctly.
3. _____ Follows cleanup procedures.
4. _____ Performs basic and/or routine maintenance of equipment.
5. _____ Recognizes potential dangers, understands their consequences, and notifies supervisor when appropriate in an independent work situation.
6. _____ Performs work in a safe manner.

Specific Skills Requirements

1. _____ Changes windshield wiper blades.
2. _____ Cleans windshields with appropriate cleaning fluids.
3. _____ Checks and changes oil and oil filter.
4. _____ Disposes of used oil appropriately.
5. _____ Checks tire pressure.
6. _____ Rotates tires.
7. _____ Changes spark plugs and spark plug wires.
8. _____ Changes rotary caps.
9. _____ Cleans engines.
10. _____ Checks and fills other fluids (water, windshield and coolant).
11. _____ Lubricates chassis and wheels.
12. _____ Services batteries (checks, charges and installs).
13. _____ Changes various belts.
14. _____ Repairs flat tires.
15. _____ Performs radiator service.
16. _____ Performs minor electrical service.

Competency Level/Mastery Level (Minimum-80%)

13/16=81%

14/16=88%

15/16=94%

16/16=100%

Work Experience – Follow guidelines in the *Work-Based Learning Manual*

Minimum of 70 hours (documentation attached)

Work permit required

_____ Paid/unpaid internships (These may be on school sites, central office,
or in the community)

_____ Paid employment (must be in the skill area)

and/or

Work permit not required

_____ Simulations (school-based)

Student must complete maintenance procedures on a minimum of five (5) autos or an alternate project, approved by DOE, that demonstrates required skill attainment. Supporting documentation must be submitted (photos, etc.) with the completed checklist.

Community Service Project-Minimum of 20 hours; guidelines developed at the discretion of the teacher/school/district.

As of the date posted below, this student has demonstrated _____% mastery of the above list of skills based on the student's progress report and has completed the required portfolio/project.

Student's Signature

Date

CTE Instructor's Signature

Date

Principal's Signature

Date

Employer's Signature

Date

Connections Supervisor's Signature

Date

Department of Education Signature

Date

**State-Approved Skills Certificate
Engine Repair Helper
Student Schedule**

Year I

- General Automotive Maintenance
- Language Arts Elective (Reading I, GED preparation, Technical Writing, etc.)
- Mathematics Elective (GED preparation, Applied Algebra, Math Fundamentals, etc.)
- Physical Education or JROTC
- Social Studies (GED preparation, World Geography or World History)
- Science (GED preparation, Physical Science)
- Elective (Employability skills-i.e., Journey to Careers, entry level CTE courses; IBCA, music, art, etc.)

Year II

- Automotive Technician I
- Language Arts Elective (Reading I, GED preparation, Technical Writing, etc.)
- Mathematics Elective (GED preparation, Applied Algebra, Math Fundamentals, etc.)
- Physical Education or JROTC
- Social Studies (GED preparation, Civics)
- Two Electives (IBCA, Customer Service, music, art, etc.)
- Work-Based Learning Component

Additional Component (20 hours)

- Community Service Project- guidelines developed at the discretion of the teacher/school/district, may be completed in either year or a combination of both years, and alignment with the specific SASC is not required.

**State-Approved Skills Certificate
Engine Repair Helper
Minimum Criteria**

Career Clusters: Transportation, Distribution, and Logistics

Industry-Based Certification: ASE Certification

Career Pathway (AOC): Automotive Technology

Secondary Courses: Automotive Technician I-course code-310300

Special Consideration: None

Student Name _____

Home School _____

Workplace Safety

1. _____ Understands and follows universal safety precautions.
2. _____ Stores and uses all equipment, materials and supplies correctly.
3. _____ Follows cleanup procedures.
4. _____ Performs basic and/or routine maintenance of equipment.
5. _____ Recognizes potential dangers, understands their consequences, and notifies supervisor when appropriate in an independent work situation.
6. _____ Performs work in a safe manner.

Specific Skills Requirements

1. _____ Identifies and uses hand tools.
2. _____ Identifies and uses power tools.
3. _____ Changes oil and oil filter.
4. _____ Greases fittings.
5. _____ Flushes radiator.
6. _____ Checks and refills all fluids.
7. _____ Checks and changes battery.
8. _____ Changes spark plugs and spark plug wires.
9. _____ Cleans engine.
10. _____ Changes fuses.
11. _____ Identifies loose or faulty wires.
12. _____ Identifies starter and alternator.
13. _____ Identifies basic symptoms of electrical problems.

Competency Level/Mastery Level (Minimum-80%)

11/13=85%

12/13=92%

13/13=100%

Work Experience – Follow guidelines in the *Work-Based Learning Manual*

Minimum of 70 hours (documentation attached)

Work permit required

_____ Paid/unpaid internships (These may be on school sites, central office, or in the community)

_____ Paid employment (must be in the skill area)

and/or

Work permit not required

_____ Simulations (school-based)

Student must complete entry level engine repair/maintenance procedures on a minimum of five (5) autos or an alternate project, approved by DOE, that demonstrates required skill attainment.

Supporting documentation must be submitted (photos, etc.) with the completed checklist.

Community Service Project-Minimum of 20 hours; guidelines developed at the discretion of the teacher/school/district.

As of the date posted below, this student has demonstrated _____% mastery of the above list of skills based on the student's progress report and has completed the required portfolio/project.

Student's Signature

Date

CTE Instructor's Signature

Date

Principal's Signature

Date

Employer's Signature

Date

Connections Supervisor's Signature

Date

Department of Education Signature

Date

Appendices

**STATE OF LOUISIANA
DEPARTMENT OF EDUCATION
CAREER AND TECHNICAL EDUCATION WORK-BASED LEARNING
CLASS ORGANIZATION REPORT 20____-20____**

Instructions: Complete this form for each work-based learning class (do not combine classes on one form). Use additional forms for classes with more than 20 students. **(I-Internship; S-Simulation)**

NAME OF STUDENT	I	S	SEX		EMPLOYER (N/A FOR SIMULATION)	JOB TITLE OR TYPE OF WORK
			M	F		
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						

Program Area (Please circle appropriate areas.)

AG BUS FACS HEALTH OCC MKT TECH ED T & I GENERAL

Approved: _____
(Principal)

Signed: _____
(Teacher/Coordinator)

Approved: _____
(CTE Supervisor)

School: _____

Parish/City: _____

Number of Students: Total: _____

Male: _____ Female: _____

Total Number of Employers Participating: _____

Louisiana State Department of Education: Career and Technical Education

Internship: Work Permit

Appendix B

Student Work Permit—LA Workforce Commission

<http://www.laworks.net/downloads/ors/minorintentiontoemployform.pdf>

EMPLOYER EVALUATION OF STUDENT INTERN PERFORMANCE

Student Name _____ Job Assignment _____

Business _____

Supervisor/Mentor _____ Date of Evaluation _____

Instructions:

This report is to be completed by the student's immediate supervisor/mentor, discussed with the student, signed by both the supervisor/mentor and the student and returned to the school coordinator by mail or during a visit. In the space at the left, check the phrase that best describes the student intern. Total the value for all the responses and record in the Total Scores section.

Productivity

1. ___ Fails to do an adequate job
2. ___ Does just enough to get by
3. ___ Maintains constant level of performance
4. ___ Very industrious; does more than is required
5. ___ Always cooperates eagerly and cheerfully

Ability to Follow Instructions

1. ___ Seems unable to follow instructions
2. ___ Needs repeated, detailed instruction
3. ___ Follows most instructions with little difficulty
4. ___ Follows instructions with no difficulty
5. ___ Uses initiative in interpreting and following instructions

Initiative

1. ___ Always attempts to avoid work
2. ___ Sometimes attempts to avoid work
3. ___ Does assigned work willingly
4. ___ Willingly does more than the assigned job
5. ___ Shows originality/resourcefulness in going beyond assigned job

Cooperation

1. ___ Uncooperative, antagonistic
2. ___ Cooperates reluctantly
3. ___ Cooperates willingly when asked
4. ___ Cooperates eagerly and cheerfully
5. ___ Superior work production recorded

Ability to Get Along with Others

1. ___ Frequently rude, unfriendly, and uncooperative
2. ___ Has some difficulty working with others
3. ___ Usually gets along well with others
4. ___ Is poised, courteous, and tactful with others
5. ___ Exceptionally well accepted by peers, customers, and supervisor

Attendance

1. ___ Often absent with good excuse and/or frequently late
2. ___ Lax attendance and/or frequently late
3. ___ Usually present and on time
4. ___ Very prompt and regular in attendance
5. ___ Always prompt and regular; volunteers for overtime

Quality of Work

1. ___ Does almost no acceptable work
2. ___ Does less than required amount of satisfactory work
3. ___ Does average amount of acceptable work
4. ___ Does more than required amount of neat, accurate work
5. ___ Shows special aptitude for doing neat, accurate work beyond required amount

Appearance

1. ___ Untidy or inappropriately groomed
2. ___ Sometimes neglectful of appearance
3. ___ Satisfactory appearance
4. ___ Careful about personal appearance
5. ___ Exceptionally neat and appropriately groomed

Dependability

1. ___ Unreliable, even under careful supervision
2. ___ Sometimes fails obligations, even under supervision
3. ___ Meets obligations under supervision
4. ___ Meets obligations under very little supervision
5. ___ Meets all obligations without supervision

Total Score

**Overall Estimate of Student's Work
Employer's Grade**

Poor	Below 20
Below Average	20-25
Average	26-30
Above Average	31-35
Outstanding	36

Progress toward completion of Work-Site Competencies outlined in the Student's Training Plan and Progress Report

_____ Satisfactory _____ Unsatisfactory

Comments

Student Signature

Date

Supervisor/Mentor Signature

Date

WBL/Internship Teacher Signature

Date

WBL/Internship Teacher's Grade

Student Intern Evaluation

Student: _____ Work Site: _____

Date: _____ Mentor: _____ Dept.: _____

Each student must receive a numerical grade after completion of 35 hrs. (mid-point) and at the completion of 70 hrs. (conclusion of internship). Please enter the number of points in each category that corresponds with the student's job performance. The maximum a student can earn in each of the five categories is twenty (20) points. Please review the evaluation with the student and have him/her sign form in your presence. Return form to the internship coordinator.

KEY: Excellent: 19-20 points

Acceptable: 13-18 points

Unacceptable: 0-12 points

	Excellent	Acceptable	Points	Remarks
Appearance	<ul style="list-style-type: none"> • Neat, clean, and well groomed • Consistent with dress code • Wears appropriate clothing for work area • Wears student ID at all times 	<ul style="list-style-type: none"> • Neat, clean, and well groomed • Consistent with dress code • Occasionally ID not visible 		
Punctuality	<ul style="list-style-type: none"> • Always on time • Remains in duty area throughout assigned time block 	<ul style="list-style-type: none"> • No more than 2 excused tardies 		
Attitude	<ul style="list-style-type: none"> • Cooperates willingly with superiors, all employees, and customers • Smiles frequently • Enthusiastic • Polite and considerate 	<ul style="list-style-type: none"> • Cooperative, but not courteous • Requires urging • Occasionally frustrated 		
Job Description Quality	<ul style="list-style-type: none"> • Good quality of work • Follows policies and procedures • Takes initiative, exhibits perseverance • Readily assumes responsibility • Accepts criticism • Rapidly improving skills and self-confidence 	<ul style="list-style-type: none"> • Acceptable quality of work • Follows policies and procedures • Occasionally takes initiative • Completes work in a timely manner • Assumes responsibility • Accepts criticism • Gradually improving skills and self confidence 		
Absences	<ul style="list-style-type: none"> • No absences (except for school functions with prior notification to employer) 	<ul style="list-style-type: none"> • No more than three excused absences (except for school functions) 		

Additional Comments:

Supervisor/Mentor Signature

Date

Student Signature

Date

Student Intern Weekly Work Record

Student

Date

- This form must be submitted weekly to verify attendance and ensure course compliance.
- It is the responsibility of the intern to secure the appropriate signatures of his/her mentor or supervisor.
- The mentor or supervisor must initial the arrival and departure of the student intern each day.
- If any problems or concerns develop between the student and his/her mentor/supervisor, please contact the Internship Coordinator.

Date	Arrival Time	Departure Time	Supervisor or Mentor Initials	Activities or Assigned Duties
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

Supervisor/Mentor Signature

Date

WEEKLY COMMENTS:

Simulation Guidelines

Simulations are utilized in the event that an internship is not possible due to:

- Lack of business partners;
- Transportation; and/or
- Age constraints.

Simulation activities, when applicable, are included for each SASC. Simulations developed by the teacher/school/district must be submitted for approval to:

Patricia Felder
Louisiana Department of Education
Career and Technical Education
P.O. Box 94064
Baton Rouge, LA 70802

Simulations submitted to LDOE must be approved prior to teacher/school/district implementation. Allow two (2) weeks for completion of the approval process.

Each student must receive an evaluation after completion of 35 hrs. (mid-point) and at the completion of 70 hrs. (conclusion of simulation).

Student Evaluation

Student's Name _____

Simulation/Project _____

Dates of Simulation/Project From _____ To _____

Attitude - Application to Work

- Outstanding in enthusiasm
- Very interested and industrious
- Average in diligence
- Somewhat indifferent
- Not interested

Initiative

- Proceeds well on own
- Works independently at times
- Does all assigned work
- Hesitates
- Must be pushed frequently

Quality of Work

- Excellent
- Very good
- Average
- Below average
- Very poor

Quantity of Work

- Exceptionally high output
- More than average
- Normal amount
- Below average
- Low output, slow

Responsibility

- Completely responsible
- Above average
- Usually responsible
- Sometimes irresponsible
- Irresponsible

Attendance Punctuality

- Regular Regular
- Irregular Irregular

Time Management

- Always completes tasks timely
- Usually completes tasks timely
- Frequently misses deadlines
- Never meets deadlines

Overall Performance

- Outstanding Very Good Average Marginal Unsatisfactory

Teacher's Signature

Simulation Project Weekly Time Sheet

Student _____ Week ending _____

Day	Date	Starting Time	Ending Time	Total Hours

Total Hours for Week _____

Student Signature _____

Teacher Signature _____

Community Service Learning Guidelines

Community Service Learning is a work-based learning strategy that combines meaningful community service with academic learning, personal growth, and civic responsibility. Service teaming projects emphasize both service and mastery of instructional goals and are designed to use volunteer community projects to reinforce classroom concepts. Projects may be classroom or individual projects and may be designed to accommodate students of any age or grade. If a student chooses to use service learning as a work-based learning activity for the 90 hour Career and Technical Diploma Endorsement, he/she must meet the requirements as outlined in the 90 Hour section of this manual. The service learning activity must be linked to the student's chosen career. Participation in 4-H, Scouts, Junior Achievement, and other similar youth organizations shall be considered forms of community service learning.

Service Learning

- Empowers young people to assist in the community as a valuable resource. All citizens, regardless of their age, have the capacity to contribute.
- Benefits both the community and the student when service and learning are combined.
- Results in increased academic achievement, citizenship and character. Service learning is active learning that includes critical thinking and problem solving.
- Links academic content and standards.
- Provides students with opportunities to determine and meet real community needs.
- Can be used in any subject provided that is appropriate to the learning goal.

Steps in Implementing Service Learning Projects for a Group or School

- Step 1: Create a planning committee involving teachers, students and community leaders.
- Step 2: Pick your projects by evaluating needs in the school, neighborhood, community, country and the world. Use resources from the Internet on successful community service learning projects.
- Step 3: Create a detailed timeline.
- Step 4: Create a budget and secure necessary funds, if necessary.
- Step 5: Implement the project.
- Step 6: Evaluate project for its effectiveness and identify areas that can be improved.
- Step 7: Use photography and local news media to share your students' accomplishments.

Steps in Implementing Service Learning Projects for an Individual Student

- Step 1: Identify prospective work sites. Students may find work sites on their own or the school coordinator may locate organizations willing to work with a student. The activity and the work site should match the student's career objective.
- Step 2: Arrange for placement either by the school or by the student.
- Step 3: Arrange schedules that are convenient for the student and the work place.
- Step 4: Confirm plans with the job site coordinator and answer any questions that he may have.
- Step 5: Prepare students thoroughly by making them aware of the dress code and behavior expectations.

- Step 6: Sign agreements between the volunteer/student and the job site coordinator, which should also be signed by the school coordinator.
- Step 7: Evaluate the student and the project by providing employers with forms on which they can evaluate both student and the project.

Legal Issues

- Automobile Accident Insurance – provided by the student/parent (for travel to and from project site). Parents must sign a waiver giving the student permission to travel to and from the project site and the school.
- Health/Life Insurance- provided by student’s family.
- All state and federal child labor laws must be followed for learners under the age of 18. If student is under 18, employment certificates are required, even though the work is unpaid.

Student Responsibilities

- Be prompt.
- Attend school and the work site as assigned.
- Obey all rules and regulations at school and the project site.
- Call school or work if he/she is late or absent for any reason.
- Keep school coordinator **and** training mentor informed if problems or concerns arise.

Parent/Guardian Responsibilities

- Complete appropriate permission slips.
- Provide transportation to the project site.
- Attend any meetings necessary.
- Provide automobile and health insurance for your child.

Job-site Coordinator Responsibilities

- Provide training necessary for the student.
- Notify the school of student’s progress.
- Maintain appropriate records.

School’s Responsibilities

- Provide a school coordinator for the service-learning project.
- Monitor the student’s progress.
- Keep records to document service learning.
- Award school credit for the work-based learning experience upon completion of the project and submission of all necessary forms.

**SERVICE LEARNING EXPERIENCES
INSURANCE AND EMERGENCY INFORMATION**

PERSONAL DATA

Student's Name _____ Date of Birth _____

Home Address _____ City _____ State _____ Zip _____

Social Security Number _____ Home Phone _____ Cell Phone _____

INSURANCE COVERAGE

Name of Health Accident Insurance Company _____

Insured Name _____ Policy # _____

STUDENT MEDICAL INFORMATION

Allergic to medications () Yes IF yes, what medication? _____

List any medical problems _____

FAMILY INFORMATION

Parent/Guardian Name _____ Home Phone _____

Cell Phone _____

Work Phone _____

Parent/Guardian Name _____ Home Phone _____

Cell Phone _____

Work Phone _____

ADDITIONAL EMERGENCY CONTACT

Additional Emergency Contact in the event the above-named Parent/Guardians cannot be reached.

Name _____ Home Phone _____

Cell Phone _____

Work Phone _____

SIGNATURES

I consent for my child to receive emergency medical treatment in case of injury or illness. The information provided is accurate to the best of my knowledge.

Parent/ Guardian Signature _____ Date _____

Student Signature _____ Date _____

Community Service Learning Agreement

Student's Name: _____	School Name: _____
Student's Address: _____ _____	Student's Phone: _____
School Coordinator: _____	School Phone: _____

Work Site: _____
Job Site Coordinator: _____ Phone: _____
Address: _____ _____

AGREEMENT

The job site coordinator agrees to allow the above student to participate on the work site as a volunteer worker. The student will report to work as assigned and record all time spent on the job site. The school coordinator may visit the job site at any time.

Student's Name

Job Site Coordinator

School Coordinator

Parent's Permission

My child _____ has my permission to participate in the

service learning activity _____ as assigned. I agree to provide my child's transportation. In addition, I verify that I provide health insurance, life insurance and vehicle insurance for my child.

Parent Signature

Date

Service Learning Project Time Sheet

Student: _____ **Week Ending:** _____

Day	Date	Time Started	Time Ended	Total

Total _____

Student Signature: _____

Job Site Coordinator: _____

School Coordinator: _____

State-Approved Skill Certificate Table						
Career Cluster	Career Pathway (Area of Concentration)	SASC	Industry- Based Certification	Course Title (s)	Course Code(s)	Special Consideration
Agriculture, Food, and Natural Resources	Horticulture	Nursery/Landscape Helper	Certified Nursery Landscape Professional	Horticulture	010452	
Agriculture, Food, and Natural Resources	Agriculture Production, Management, Entrepreneurship	Meat Processing Assistant	Meat Processing	Meat Processing	010330	Students must be 18 years of age to operate equipment.
Agriculture, Food, and Natural Resources	Animal Science	Equine Care Technician	Equine Care	Equine Science	010349	
Agriculture, Food, and Natural Resources	Horticulture	Outdoor Power Equipment Repair / Maintenance Helper	Four-Stroke Technician or Two-Stroke Technician	Agriscience III and Small Engines Application Or Outdoor Power Equipment Technician I	0010303 and 010346 312300	
Architecture and Construction	Carpentry and Construction	Carpenter's Helper	NCCER Carpentry	NCCER Carpentry AG (3 credits) OR NCCER Carpentry I TE (3 credits) OR NCCER 313303 Carpentry I T&I (3 credits)	010603 110703 313303	

Louisiana State Department of Education: Career and Technical Education

				OR NCCER Carpentry AG (2 credits)	010602	
				OR NCCER Carpentry I TE (2 credits)	110702	
				OR NCCER Carpentry I T&I (2 credits)	313302	
				* Core is a prerequisite for course offerings less than 2 credits		
				NCCER Carpentry AG (1 credit)	010601	
				OR NCCER Carpentry I TE (1 credit)	110701	
				OR NCCER Carpentry I T&I (1 credit)	313300	
Architecture and Construction	Plumbing	Plumber's Helper	NCCER Plumbing	Plumbing I (3 credits)	312503	
				Plumbing I (2 credits) OR *Core is a prerequisite for course offerings less than 2 credits. Plumbing I (1 credit)	312502 321500	
Architecture and Construction	Electrical/Electronics	Electrician's Helper	NCCER Electrical	NCCER Electricity- AG	010703	

Louisiana State Department of Education: Career and Technical Education

				OR NCCER Electricity-TE OR NCCER Electricity-T&I OR NCCER Electricity Ag (2 credits) OR NCCER Electrical I TE (2 credits) OR NCCER Electrical I T&I (2 credits) <i>*Core is a prerequisite for course offerings less than 2 credits.</i> NCCER Electricity Ag (1 credit) OR NCCER Electrical I TE (1 credit) OR NCCER Electrical I T&I	110713 313403 010702 110712 313402 010701 110711 313400	
Architecture and Construction	Air Conditioning and Refrigeration, Heating and Ventilation	Air Conditioner, Refrigeration, Ventilation Helper	NCCER HVAC	Air Conditioning and Refrigeration	310100 or 310102 or 310103	
Architecture and Construction	Carpentry and Construction	Roofer's Helper	NCCER Carpentry	NCCER Carpentry AG (3 credits) OR NCCER Carpentry I TE (3 credits) OR	010603 110703	

Louisiana State Department of Education: Career and Technical Education

				<p>NCCER 313303 Carpentry I T&I (3 credits)</p> <p>OR</p> <p>NCCER Carpentry AG (2 credits)</p> <p>OR</p> <p>NCCER Carpentry I TE (2 credits)</p> <p>OR</p> <p>NCCER Carpentry I T&I (2 credits)</p> <p><i>* Core is a prerequisite for course offerings less than 2 credits</i></p> <p>NCCER Carpentry AG (1 credit)</p> <p>OR</p> <p>NCCER Carpentry I TE (1 credit)</p> <p>OR</p> <p>NCCER Carpentry I T&I (1 credit)</p>	<p>313303</p> <p>010602</p> <p>110702</p> <p>313302</p> <p>010601</p> <p>110701</p> <p>313300</p>	
Architecture and Construction	Drafting Design Technology	Drafting Helper	American Design Drafting Association (ADDA)	<p>Drafting Design Technology</p> <p>OR</p> <p>Drafting Design Technology I (2 credits)</p> <p>OR</p> <p>Drafting Design Technology I (3 credits)</p> <p>OR</p>	<p>311300</p> <p>311302</p> <p>311303</p>	

Louisiana State Department of Education: Career and Technical Education

				Basic Technical Drafting (1 credit) OR Advanced Technical Drafting (1 credit) OR Architectural Drafting (1 credit)	110560 110590 110580	
Arts, AV Technology, and Communication						
Business Management and Administration	Administrative Support	Office Clerk	Customer Service	Customer Service	041001	
Education and Training						
Finance						
Health Science	Nursing	Patient Care Associate I	Certified Nursing Assistant	Nurse Assistant	090237	
Health Science	Nutrition & Food	Dietary Aide	ACF Jr. Culinarian	Food Service I	100361	
Hospitality and Tourism	Culinary Arts	Food Service Technician	ACF Jr. Culinarian	Food Service I	100361 or 311000 or 311002 or 311003 or 311005 or 311012 or 311013 or 100362 or 100363 or 311013 or 100371 or 100372 or 100373	
Hospitality and Tourism	Tourism and Lodging	Hotel Maintenance & Grounds Assistant	American Hotel and Lodging	Lodging Management I And Agriscience II	040502 010302	

Louisiana State Department of Education: Career and Technical Education

Hospitality and Tourism	Tourism and Lodging	Hotel/Lodging Guest Room Attendant	American Hotel and Lodging	Lodging Management I	040502	
Hospitality and Tourism	Tourism and Lodging	Laundry Attendant	American Hotel and Lodging	Lodging Management I	040502	
Human Services	Child Development Services	Child Care Assistant	Child Development Associate (CDA)	Early Childhood Education I	100661	
Information Technology	Computer Science	Computer Repair Helper	CompTIA	Computer Service Technology I	310820	
Law, Public Safety, Corrections, and Security						
Manufacturing	Welding	Welder's Helper	NCCER Welding	NCCER Welding-AG	010903	
				OR		
				NCCER Welding-TE	110743	
				OR		
				NCCER Welding-T&I	313700	
OR						
NCCER Welding Ag (2 credits)	010902					
OR						
NCCER Welding Technology I TE (2 credits)	313702					
OR						
NCCER Welding Technology I T&I (2credits)	110741					
Marketing, Sales, and Services	Marketing and Sales Management	Marketing Sales Management Assistant	Customer Service	Customer Service	041001	
Marketing, Sales, and Services	Marketing and Sales Management	Cashier	Customer Service	Customer Service	041001	
Marketing, Sales, and Services	Marketing and Sales Management	Retail Stock Assistant	Customer Service	Customer Service	041001	
Science, Technology, Engineering, and Mathematics						

Louisiana State Department of Education: Career and Technical Education

Transportation and Distribution	Automotive Technology	Engine Repair Helper	ASE Certification	Automotive Technician I	310300	
Transportation and Distribution	Automotive Technology	Automotive Maintenance Helper	ASE Certification	General Automotive Maintenance (2 credits)	310302	
				General Automotive Maintenance (3 credits)	310303	
Transportation and Distribution	Automotive Technology	Auto Detailing Assistant	ASE Certification	General Automotive Maintenance (2 credits)	310302	
				General Automotive Maintenance (3 credits)	310303	
Transportation and Distribution	Marine Operations	Outdoor Power Equipment Repair / Maintenance Helper	Four-Stroke Technician or Two-Stroke Technician	Agriscience III and Small Engines Application Or Agriscience Power equipment (1 credit) OR Outdoor Power Equipment Technician I (1 credit)	010303 and 010346 010446 312300	