

Career Launch Endorsement Review (CLER) Application



Tri Tech Skills Center Fire Fighting Program

June 2021

INSTITUTION: Tri Tech Skills Center

PROPOSED PROGRAM Fire Fighting

PROGRAM LEVEL (CHECK ALL THAT APPLY):

High school Diploma

College Certificate

College Associate Degree

College Bachelor Degree

Industry Recognized Certificate(s)

PROGRAM CIP 430203

PROGRAM NAICS CODE _____

COLLEGES ONLY: PROGRAM EPC (Legacy) _____ PLAN CODE (PeopleSoft) _____

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Applications reviewed monthly and are due the first business day of the month

Program Checklist

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

The Firefighting program trains students for a variety of jobs within the fire service and wildland firefighting service.

Structural Firefighting:

Students learn structural firefighting, which includes IFSAC Firefighter 1 criteria using the OSPI framework. Some of the areas included are safety, donning and doffing personal protective equipment, fire hose deployment, search, knots, tools, and water supply. Students can receive industry certification in structural firefighting that include Incident Command System (ICS 100, ICS 200, NIMS 700a-1st year students) and IFSAC Firefighter 1 (2nd year students), which includes Hazardous Materials Awareness and Hazardous Materials Operations.

Wildland:

First year students have the opportunity to earn the certificates needed for Wildland Firefighter 2. These include ICS 100, ICS 200, NIMS 700a, S-190 Wildland Fire Behavior, S-130 Basic Wildland Firefighter, and L-180 Human Factors on the Fire Line. Students in this program learn the fundamentals of wildland firefighting and can use the certificates earned to be wildland fire ready for an employer. Second year students continue their learning by taking S-290 Intermediate Wildland Fire Behavior and a preparation class for ICS 300.

First year student:

- 540 hours of classroom training and experience
- 12 hour ride along with a local Fire Department (Saturdays)
- 5 patient contacts at either a hospital or on a EMS call (Saturdays or evenings)
- 24 hours US Forest Service Wildland Fire and Fuel Camp (weekend) (optional - and if available)
- S-130 Field Test

Second year student: Structural Firefighting Pathway Program Conditional Volunteer Firefighter Program (min. 360 hours above classroom time during the school year)

- 540 hours of classroom training and experience
- 90 hours of Junior summer instruction and preparation for the Structural Firefighting Pathway Program Conditional Volunteer program
 - Application process (written tests)
 - Physical agility test
 - Medical evaluation, fit test for SCBA mask

- Background check
- Uniforms fitting and PPE fitting
- Ride time with the department
- Drill nights (paid)
- Structural Fire Academy (180 hours of paid training)
- Hazardous Materials Awareness and Operations Academy (40 hours paid training)
- Fire Department training and shift work
 - Wednesday drill nights (3 hours paid training per Wednesday)
 - Shift work experience at a fire station (12-24 hour shifts not paid)
- Senior Summer (optional): up to 90 hours of drill nights and ride time with their fire department (paid)

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

This is a two-year program. Each student is required to have 540 hours of classroom experience. First year students have approximately 50 hours of worksite learning. Second year students have 360 hours of worksite learning and up to 180 hours of summer learning. Each of the 2nd year pathways have paid and non-paid portions of work as described in **P1**.

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

According to a survey conducted in 2018, **firefighters** and paramedics cycle through their careers quite quickly, and the hiring process is repeated far too often. EMS and **firefighter turnover rates** hover around 25%, with most leaving voluntarily.

The US Bureau of Labor and statistics reports that employment of firefighters is projected to grow 6 percent from 2019 to 2029, faster than the average for all occupations. Applicants who have additional training or experience should have the best job prospects. Additionally, in Washington the expected growth in the need for firefighters is 10.9 percent from 2018 to 2028.

There are several markets that our students can pursue upon completion of a first year or second year completion. The following are entry level positions available in our region and across the state and nation.

Paid Volunteer Firefighter:

As vast percentage of fire departments in Washington State and the Nation are staffed by paid volunteers. These departments are critically short of personnel to maintain safe fire and EMS responses. Paid volunteers receive paid training, paid on call work, a host of benefits including a pension.

Resident Firefighter:

Similar in nature to the Paid Volunteer as Resident Firefighter is hired and works a regular paid shift. They receive paid training, paid while on shift, paid on-call, and can receive a host of benefits, such as college reimbursement, living quarters/utilities at the station, and industry certification.

Private Ambulance:

EMRs, EMTs, and paramedics can work for a private ambulance company and or for a hospital based ambulance service. They may also work for an air ambulance company. There are also in hospital positions that are available.

Communications:

Students learn about 911 dispatchers and their importance to first response. This is a career option that is in demand.

Wildland Firefighting:

Recent devastating fire has shown us the importance of having trained and ready wildland firefighters. Students can earn their Wildland Firefighter 2 training and be prepared to enter into jobs with the US Forest Service, Department of Natural Resources (DNR), and private wildland fire contractors.

Municipal, County, State, Federal, Private, Airport Firefighter/EMT:

Paid career fire and EMS personnel have a wide variety of job locations and opportunities. From Private companies like Boeing Fire, to SeaTac airport, Hanford, and cities/counties across the state. These agencies have a list of eligible candidates they hire from every year.

Instructors, Fire Investigation, Lifeguards, Ski Patrols, Rescue (search, dive), Fire Protection

There are many jobs that associated with our fire training. There are companies that hire EMS personnel to train people, sprinkler installers, fire protection engineers, insurance fire investigators, and specialty positions like lifeguard. These can be career type positions and or employment to sustain college and living expenses.

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

There are about 30-40 first year students enrolled in the Fire and EMS program. There is about a 95% completion rate for the program. Not all certifications are mandatory to earn, but all students participate in the basic instruction and hands-on training required for these certifications. They are not required to take all of the required testing (written and practical). Those students who do choose to pursue certification have a very high rate of success. Over 80% of those who take the certification tests earn that earn certifications.

Typically, 8-12 students apply to come back for the second year program. Students consistently follow the formalized process that has been developed and enter into a post-secondary market as described in P3.

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

This two-year program began in 2006 when Kennewick School District and the City of Kennewick Fire Department entered into an agreement. This agreement included a contracted Firefighter 1 and associated equipment. The Firefighter was tasked with developing, leading, and instructing a Firefighting and EMS Program. The program started as a first year program and then developed into a 2nd year program. It officially started a worksite-learning program in conjunction with several area fire departments, a hospital, forest service, and private businesses during the 2015-16 school year. These programs have continued to be successful and grow.

The advisory committee is composed of local Fire department training officers, chief officers, hospital representatives, private business owners (Columbia Safety LLC.), CBC Fire Science program, CBC Paramedic program, and Kennewick Fire Explorer program. The advisory committee ensures that the instructor is current in fire service changes, that the curriculum is relevant to the industry and the students come out of the program well prepared for work. They are also heavily involved with the worksite-learning program and hiring of students who complete the Tri-Tech Fire and EMS program.

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

See appendix B

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

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

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

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

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

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

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

The placement of students in the internship portion of the career launch program varies to some extent from year to year. The following address list of internship locations represent a main station or business address, but students work in many locations as directed by their supervisor. Tri-Tech Fire is continually working to grow these opportunities for the students with new business, fire departments, and hospitals.

Kennewick Fire Department	600 S. Auburn St. Kennewick WA, 99336	
Benton County Fire District #1	144610 E Law Ln, Kennewick, WA 99337	
Benton County Fire District #4	2604 Bombing Range Rd, West Richland, WA 99353	
Richland Fire Department	1000 George Washington Way, Richland, WA 99352	
Fire Training Center	1811 S Ely St, Kennewick, WA 99336	

I-R2. Hourly wage for Career Launch participants.

This internship is for a paid volunteer firefighter. Pay includes free training, free equipment, free training materials (book, online platforms), free testing for industry certification. A state, private, or college academy would cost a student several thousands of dollars. The Washington State Fire Academy fees range from \$3,333 to \$7,350 (<http://www.wsp.wa.gov/wp-content/uploads/2019/10/Firefighter-Recruit-Academy-Catalog-2020-Final.pdf>).

Normally, a student/volunteer must be eighteen years old and have either graduated or have a GED prior to applying for to the fire department. Students who successfully participate in the Tri Tech Firefighting Program may be accepted as a volunteer before they turn 18 or graduate which allows them to participate in the local fire academy.

In addition to the free training there is a reimbursement program to help pay for transportation, civilian clothing replacement, laundry, uniform care, meals, care of issued equipment, home/utility costs. A trainee rate is \$8.88/unit (as described in Policy 0600 in the

Fire Fighter Recruitment Academy Catalog- web address included). Student are reimbursed at the same rate as every other trainee (adults, student).

Depending on their success and progression employees can move to the higher rate, can be promoted to higher level of leadership, and or continue to a higher paid full time position (see Policy 0600).

Senior Summer (optional): up to 90 hours of drill nights and ride time with their fire department (paid)

Students also have the opportunity to work with a local safety company (Columbia Safety LLC) to assist with first aid booths and CPR classes at a rate of \$15.00/hour.

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

Career Opportunities

- Structural Firefighter
- Wildland Firefighter
- Public or private ambulance
- Instructor
- Fire Investigation/Prevention
- Communications

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

See I-R2

The chart below lists examples of a job description for a structural firefighter and corresponding course competencies are listed in the right hand column. Course competencies were developed and approved by the advisory committee and OSPI. This is not a complete list of course competencies. The purpose of this list is to give reader feel for the level of training students are provided in the courses.

Job Description: Firefighter EMT	Course Competencies
<ul style="list-style-type: none"> • <i>Examples of work performed: City of Kennewick Fire Fighter EMT</i> 	SP3.01 Minimum education requirements established by authority having jurisdiction, AHJ, (the organization, office or individual

<p>EXAMPLES OF WORK PERFORMED: <i>(Illustrative Only)</i></p> <p><i>Participates in classes, training programs and drills in all aspects of fire fighting, equipment operations and the delivery of emergency medical services.</i></p>	<p>responsible for approving equipment, materials, an installation or a procedure). SP3.02 Age requirements established by AHJ SP3.03 Medical requirements of NFPA 1582, Standard on Medication Requirements for Fire Fighters and information for Fire Department Physicians SP3.04 Fitness Requirements: Physical fitness requirements for entry-level personnel shall be developed and validated by AHJ. SP3.05 Emergency medical care performance capabilities for entry level personnel shall be developed and validated by the AHJ to include infection control, CPR, bleeding control and shock management. Standard 4: General Knowledge Requirements (2000 NFPA 1001 5.1.1.1;1997 NFPA1001 3.1.1.2) SP4.01 Organization of fire department SP4.02 Role of Fire Fighter I in organization SP4.03 Mission of fire service SP4.04 Fire department’s standard operating procedures and rules and regulations as they apply to Fire Fighter I SP4.05 Role of other agencies as they relate to fire department</p>
<p>Responds to basic life support medical calls</p>	<p><i>SP3.03 Medical requirements of NFPA 1582, Standard on Medication Requirements for Fire Fighters and information for Fire Department Physicians</i></p>
<p>Performs general maintenance and housekeeping work in the upkeep of the Fire Department facilities and equipment; cleans and washes walls and floors and cares for station grounds; repairs facilities and equipment which have minor problems; washes, hangs and dries fire hose; cleans, polishes and tests apparatus and equipment; tests and flows hydrants; operates radio and communications equipment when assigned;</p>	<p><i>SP4.07 Critical aspects of WISHA as they apply to the Fire Fighter I OR Critical aspects of NFPA 1500, Standard on Fire Department Occupational Safety and Health Program</i></p>

and performs related work and overtime as required	
Responds to fire alarms with a company; lays and connects hose, holds nozzles and directs water streams; raises and climbs ladders; uses chemical extinguishers, bars, hooks, lines and other related equipment to control and extinguish fires	<p>SP4.04 Fire department’s standard operating procedures and rules and regulations as they apply to Fire Fighter I</p> <p>Standard 12: Set Up Ground Ladders (NFPA 1001 5.3.6—B)</p> <p>SP14.05 Operate hose lines and other water application devices</p> <p>SP4.12 Hoisting methods for tools and equipment</p> <p>SP4.13 Using rope to support response activities</p> <p>Standard 14: Extinguish Fires in Exterior Class A Materials (NFPA 1001 5.3.8)</p>
Drives Fire Department apparatus, operates pump and auxiliary fire apparatus	Standard 8: Respond on an Apparatus to an Emergency Scene (2000 NFPA 1001 5.3.2—B; 1997 NFPA 1001 3-1.1 & 3-3.2A)
Completes related records and reports	<p>Standard 5: Fire Department Communications (NFPA 1001—5.21B and 5.22B)</p> <p>This duty involves initiating responses, receiving telephone calls, and using fire department communications equipment to correctly relay verbal or written information, according to the following job performance requirements.</p> <p>SP5.02 Operate fire department communications equipment, relay information and record information</p>
Ventilates burning buildings by opening windows or cutting holes in roofs, walls and floors; evacuates people from fires or other dangerous situations	<p>Standard 10: Force Entry into Structure (NFPA 1001 5.3.4—B)</p> <p>Standard 15: Conduct a Search and Rescue in a Structure (NFPA 1001—5.3.9—B)</p>

<p>Frees people entrapped in autos or buildings; operates rescue tools; performs emergency medical and life saving procedures</p>	<p>Standard 13: Passenger Vehicle Fire (NFPA 1001 5.3.7—B) Standard 10: Force Entry into Structure (NFPA1001 5.3.4—B) <i>SP10.01 Ability to transport and operate hand and power tools, if approved by school district, to force entry through doors, windows and walls using associated methods or tools.</i> Standard 15: Conduct a Search and Rescue in a Structure (NFPA 1001—5.3.9—B)</p>
<p>Performs salvage operations; inspects buildings and properties for compliance with the Uniform Fire Code and other fire prevention ordinances; advises property owners of problems, noncompliance and hazards</p>	<p>Standard 27: Presentation of Fire Safety information (NFPA 1001 5.5.2—B) <i>SP11.04 Evaluate areas for hazards</i> <i>SP11.05 Identify a safe haven</i></p>
<p>Performs pre-fire planning operations of high hazard or special occupancies including inspection and drawing of block and floor plans of buildings</p>	<p><i>SP11.05 Identify a safe haven</i> <i>SP14.01 Ability to recognize inherent hazards related to the material’s configuration</i></p>

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

Please see the Tri Tech Skills Firefighting and EMS Packet attached especially, Evaluation of Prospective Worksite, Worksite Learning Plan, Work-Based Learning Program Liability Agreement, Worksite Learning Agreement. These forms are designed to assure the program is in compliance with federal state and local regulations.

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

Please see the Tri Tech Skills Firefighting and EMS packet attached especially, Evaluation of Prospective Worksite, Worksite Learning Plan, Work-Based Learning Program Liability Agreement. These forms provide specific expectations for the employer and the student.

Appendix A

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

Students who have successfully completed the Tri-Tech Fire and EMS program have several options. They can move directly into the workforce, where they receive additional training paid by the employer, or they can apply the up to 28 credits (Dual credit and experiential for industry certifications) toward an Applied Science Degree in Fire Science at Columbia Basin Community College.

Students then move them through a career path, which typically includes paid volunteer, resident firefighter, different levels of certifications such as EMT, AEMT, Paramedic, Wildland Red Card, and IFSAC certifications through one of the local fire districts, colleges, private businesses. Work experience, training, and education for certificates and or degrees can be a combination of one the job training and post-secondary training and or both.

Salaries are little difficult to quantify because a paid volunteer may earn just above minimum wage, while a resident firefighter may make substantially more that minimum wage when college reimbursement, free room, and utilities are factored into the compensation. While full time career firefighters EMT's can make upwards of \$90,000 dollars annually.

A “real life” example of a graduate of the Tri Tech program and his career path would be a students who after Tri Tech started as a paid volunteer or resident firefighter, attended post secondary schooling supported by the paid position. After gaining work experience and continued industry, training a student could become more marketable for a career firefighter position. Other students will work in the wildland setting using certifications and training learned at Tri-Tech while earning a living and or saving money during the summer to continue their college education while pursuing a career in the wildlands or municipal fire departments. Others still will obtain employment in related fields such as an EMS instructor, medical aid, more recently as COVID testing site employees and focus on EMS earning their EMT, AEMT, and or Paramedic and work in a private ambulance or hospital setting and or applying to career fire/EMS positions.

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

See I-R4 with list of competencies from Tri-Tech and EMS Training Program

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

See appendix B letters of endorsement

Academic-Related Checklist

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

Tri Tech Skills Center

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

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

CBC Dual Credit: Fire Science (FS 100 Introduction to Fire Science-1 credit, FS 193 Fire Science Independent Study- 7 credits year 1, FS 293 Fire Science Independent Study- 7 credits year 2)

CBC additional credits: Students who earn their IFSAC FF1 Certificate earn 10 credits, Students who earn their Hazardous Materials IFSAC Operations earn 3 credits.

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

See I-R4 with list of competencies for this course is available in the OSPI Framework for Firefighting. Due to the length of that document it is not include in this application.

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

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

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

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

Students can earn up to 15 college credits from Columbia Basin College through the Dual Credit Program. The credits lead toward an Associates of Applied Science Degree in Applied Science Degree in Fire Science. Students may also use IFSAC certifications to earn credit at CBC and other institutions as per their policy. For example, a student who earns their IFSAC Firefighter 1 can earn 10 credits experiential and 3 credits for a Hazardous Material class.

Some of the courses from Columbia Basin College that are eligible for articulation include FS 100 Introduction to Fire Science (1 credit), FS 193 Fire Science Independent Study (7 Credits), and FS 293 Fire Science Independent Study (7 Credits).

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

See I-R4 with list of competencies for this course is available in the OSPI Framework for Firefighting. Due to the length of that document it is not include in this application.

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

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

1. We will consistently follow the formalized process that has been develop for student placement which could lead to an increase in the number of 2nd year students that can participate in the Career Launch program with current agencies.
2. Additional agencies can elect to participate in the current Career Launch pathways further increasing the amount of 2nd year student who could participate in a Career Launch program.
3. Tri-Tech Fire and EMS currently participate in a work-site learning opportunity with another agency, but this work-site learning is completely unpaid. Tri-Tech will continue to work with this agency to develop a paid internship so we can enter into a Career Launch opportunity in the future.
4. Although all first year students begin the Career Launch program, no first year students reaches the paid internship. This is mainly due to gaining the necessary certifications to participate in the paid part of the internship. In the future, we will work with our participating agencies to develop a paid first year program.

End of Application:

Appendix A

The following items are form and agreements designed bring the program into compliance with federal state and local rules and ensure students have the best experience possible.

The forms are:

Evaluation of Prospective Worksite

Student Orientation to Worksite

Work-based Learning Program Liability Agreement

Work-based Learning Agreement

Tri Tech Skills Center
 Internship Program
Evaluation of Prospective Worksite



Date of Visit _____

Worksite Name _____

Physical Address _____ City _____ State _____ Zip _____

Point of Contact _____ Title _____

Phone _____ Email _____

Type of Business _____ No. of Employees _____

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

Final Evaluation Poor =1 Fair = 2 Good = 3

Additional Comments:

Tri Tech Skills Center
 Internship Program
Student Orientation to Worksite



Student Name _____

Work Site _____

Please sign to confirm orientation:

Student Signature _____ Date _____

Supervisor Signature _____ Date _____

WSL Coordinator Signature _____ Date _____

Use the following checklist as a guide:

<p>Company Orientation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explain worksite history <input type="checkbox"/> Explain worksite products and/or projects <input type="checkbox"/> Discuss worksite policies and procedures <ul style="list-style-type: none"> Hours of operation Overtime policies Pay periods Vacation policies Holiday policy Appropriate dress and grooming *Safety rules and regulations *Emergency procedures Absent procedures Parking Arrival procedures Departure procedures <input type="checkbox"/> Show facility layout <ul style="list-style-type: none"> Work areas Restrooms Break room/Kitchen/Lounge Employee parking <input type="checkbox"/> Describe benefits (if any) <ul style="list-style-type: none"> Discounts Educational assistance 	<p>Department Orientation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explain relationship of department to company <input type="checkbox"/> Discuss department specific rules <ul style="list-style-type: none"> Lunch periods and breaks Food and beverage at workstation Days off Other <input type="checkbox"/> Introduce co-workers <input type="checkbox"/> Explain Job responsibilities of co-workers <p>Job Orientation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Show student workstation <input type="checkbox"/> Provide responsibilities, tasks, and performance evaluations <input type="checkbox"/> Explain how to acquire supplies/tools/etc. <input type="checkbox"/> Explain safety procedures <input type="checkbox"/> Explain the importance of the student's responsibilities to the organization <input type="checkbox"/> <u>Explain communication procedures</u>
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Notes:

WORK-BASED LEARNING PROGRAM/LIABILITY AGREEMENT

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

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

Now, therefore, it is mutually agreed as follows:

1. The Learning Site will provide occupational and training experience. The School District will provide coordination and support for the students in the program. School District staff will meet or confer with Learning Site personnel, during hours as arranged, to respond to requests from the Learning Site personnel who work with School District students and to perform such other services as may be necessary or advisable to the Program, including but not limited to, evaluation, observation, and counseling for participating students.
2. The Learning Site will advise the School District of the skills that students will be expected to have prior to participation in the Program. Promptly upon commencement of the Program, the Learning Site will instruct students with respect to safety precautions and regulations of the Learning Site in connection with their activities thereunder, including conduct and general appearance rules. The Learning Site reserves the right to deny any student participation or continued participation thereunder.
3. The Learning Site will provide the clinical learning situation, instructional materials, and equipment necessary to provide an adequate learning experience.
4. Each party shall defend, indemnify and hold the other party, its officers, officials, and employees and volunteers harmless from any and all claims, injuries, damages, losses or suits including attorney fees, arising out of injuries and damages caused by each party's own negligence.
5. The parties agree to comply with all laws, ordinances, and regulations of governmental bodies applicable to the Program.
6. The parties agree to cooperate in evaluation of the Program. The School District, in consultation with the learning Site program supervisor, shall evaluate the students enrolled in the Program.
7. The Learning Site and the School District agree to instruct all students enrolled in the Program with respect to the confidential nature of all records and information. The Learning Site shall respect and comply with the Schools Districts confidentiality regarding student information.
8. In the event of injury or accident while at the learning site, the student will be taken to the Emergency Department for assessment, evaluation and treatment as needed. Appropriate school staff will be notified, and a copy of the hospital accident report will be sent to school no later than the next workday. The parent/guardian and/or student are responsible for any expenses incurred as a result of the Emergency Department visit.
9. The terms of this Agreement are effective from _____ through _____. Either party may cancel this Agreement at any time upon written notice to the other given at least three (3) days prior to the stated cancellation date. This Agreement may be amended by written mutual agreement of the parties.
10. Assure compliance with state and federal guidelines and regulations regarding non-discrimination against any employee/student trainee on the basis of race, religion, sexual orientation, including gender identity, national origin, gender, age or disability in recruitment, hiring, placement, assignment of tasks, hours of employment, levels of responsibility and pay. Harassment of any employee/student trainee with regard to race, color, national origin, gender, genetic information or disability is strictly prohibited.

Business Representative

Name: _____

Title: _____

Address: _____

Date: _____

Kennewick School District Representative

Name: _____

Title: _____

Address: _____

Date: _____

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

The Student/Trainee agrees to:

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

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

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

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

Perform all work place related duties:

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

The Parent/Guardian agrees to:

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

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

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

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

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

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

 Training Supervisor/Employer (print/signature)

 Company Name Program Orientation Completed

 Phone Email

 Date Completed

 Student Trainee (print/signature)

 Parent/Guardian (print/signature)

 Coordinator (print/signature)

 School 6/2015

Appendix B

Letters of endorsement

FOUNDATION BOARD

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Reel Time, LLC

Tom Yount, President
TLY Services

Kristi Nelson, Partner
Northwest CPA Group, PLLC

Robert Wilkinson, President
Hanford Mission Integration Solutions

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External Affairs, Pacific Northwest
National Laboratory

Valerie McCain, Principal VP
Bechtel National, Inc.

Ken Robertson, Tri-City Herald
(Retired)

Scott Sax, President & Project Manager
Central Plateau Cleanup Company

Rebekah Woods, President
Columbia Basin College

Ex-Officio

Traci Pierce, Superintendent
Kennewick School District

Shelley Redinger, Superintendent
Richland School District

Michelle Whitney, Superintendent
Pasco School District

Executive Director

Deb Bowen

June 15, 2021



Washington State Board for Community and Technical Colleges
1300 Quince Street SE
Olympia, WA 98504-2495

Re: Letter of Endorsement to Designate the Tri Tech Fire Science Program
as a Career Launch Program in the State of Washington

To Whom It May Concern:

In my work in STEM education in our area, I have the privilege of serving on the Career and Technical Education General Advisory Council for our region and working closely with the Tri Tech staff to support educational programs for students. The Tri Tech leadership team and staff are second to none. They are highly skilled and deeply committed to student success. I have often witnessed their tireless efforts to create innovative programing and engage even those students furthest from opportunity.

The Fire Science program has a long history of successfully preparing students for a broad range of related high-demand careers. Students are also encouraged to pursue additional credentials through pathways offered through Columbia Basin College. What's more, as with many of the programs at Tri-Tech, this program has fostered long-term, mutually beneficial partnerships with industry experts, including local fire department training officers, chief officers, and hospital representatives, to name just a few.

I have been kept up-to-date on the progress of the Career Launch application for the Fire Science program for Career Launch recognition and fully support that designation.

Sincerely,

A handwritten signature in black ink that reads "Deb Bowen".

Deb Bowen
Executive Director



Benton County Fire Protection District No. 4

Date: June 22, 2021

To: The Washington State Board for Technical and Community Colleges

Regarding: Letter of Endorsement for the Tri-Tech Fire Science Program as a Career Launch Program

The Benton County Fire District #4 has successfully hosted for job shadows and internships. We have found that the curriculum and training students receive at Tri Tech prepares them for a career in fire science. Those careers can be as diverse as a municipal fire fighter, a fire investigator, a wildland fire fighter or an Emergency medical technician among other careers. Our intention is to continue to work with the Tri Tech Fire Science program to provide continued internships for students.

We have found the Fire Science Program at Tri- Tech to be an excellent training program to prepare students for a career in Fire Science.

Sincerely,

A handwritten signature in cursive script that reads 'Bonnie Rogers'.

Bonnie Rogers
Captain, Training Officer
brogers@bcfd4.org
Benton County Fire District No. 4
2604 Bombing Range Road
West Richland WA 99353
(509)967-2945 *phone*
(509)713-9107 *cell*
(509)967-5222 *fax*

2604 Bombing Range Road / West Richland, Washington 99353
(509) 967-2945 Business Phone / (509) 967-5222 Fax / Emergency Phone 911
www.bcfd4.org



Benton County Fire District #1

Dedicated to Providing the Highest Level of Public Safety Services to our Community

FIRE CHIEF
Lonnie E. Click

COMMISSIONERS
John E. Christenson
Gregg A. Couch
David M. Jenkins

March 16, 2021

To: The Washington State Board for Technical and Community Colleges

Regarding: Letter of Endorsement for the Tri-Tech Fire Science Program as a Career Launch Program

Benton County Fire District #1 has successfully hosted four job shadows and internships. We have found that the curriculum and training students receive at Tri Tech prepares them for a career in fire service. Those careers can be as diverse as a municipal fire fighter, a fire investigator, a wildland fire fighter, or an Emergency Medical Technician among others.

Our intention is to continue to work with the Tri Tech Fire Science program to provide continued internships for students.

We have found the Fire Science Program at Tri Tech to be an excellent training program to prepare students for a career in Fire Service.

Sincerely,

A handwritten signature in blue ink, appearing to read "Lonnie Click".

Lonnie Click, Fire Chief
Benton County Fire District #1