



**GED** *plus* <sup>+</sup>

**Implementation  
Program Manual**



**JULY 2013**



# ACKNOWLEDGEMENTS

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# TABLE OF CONTENTS

Acknowledgements.....	
Forward.....	
GED <i>plus</i> Apprenticeship Preparation Program.....	3
Partners in GED <i>plus</i> Apprenticeship Preparation Program.....	5
Budget Narrative.....	12
Evaluation and Outcomes.....	13
Appendices	
Appendix A: Sample Forms	
A1 – Sample Request for Student ID Form.....	14
A2 – Sample Community College Enrollment Form.....	15
A3 – Sample Washington State Request/Release Form.....	17
A4 – Sample Program Flyers.....	18
A5 – Sample Student Manual for Course.....	20
A6 – Sample Blended Learning Lesson Plan.....	29
Appendix B: <i>GEDplus</i> Information	
B1 – GED <i>plus</i> Apprentice Preparation Program Checklist.....	30
B2 – 2014 Computerized GED Test Information.....	31
B3 – Assorted Testing Centers in the Seattle Area.....	34
Appendix C Manufacturing and Aerospace Industry Forecasts.....	35
Appendix D Benefits of Apprenticeship and Apprenticeship Preparation Programs.....	37
Appendix E: Funding and/or Special Population Considerations	
E1 – Selective Service Information.....	40
E2 – Barriers to Low-skilled Worker Employment.....	41
Appendix F: Best or Promising Practices to Consider	
F1 – Blended Learning Best Practices.....	44
F2 – Mentoring (Within Craft) Best Practices.....	45
F3 – Motivational Interviewing.....	46
Glossary.....	47

# FORWARD

*Pathway Through Apprenticeship* was a sixteen month pilot between South Seattle Community College, Pioneer Industries, Aerospace and the Puget Sound Educational Service District funded from DOL for the purpose of implementing the Department of Labor Workplace-Based Learning Initiative through the development, testing, delivery and expansion of education and training for low-wage, lower skilled workers at their place of employment. *Pathway Through Apprenticeship* supports the advance manufacturing and aerospace industries for potential workers 18 years and older.

This manual shares a specific *GEDplus* program design, Pathway Through Apprenticeship, as well as lessons learned by the partners involved. The manual is not intended to serve as a comprehensive guide for *GEDplus* implementation (*GEDplus* is an alternative pathway toward the end goal of a vocation and career. See glossary for full definition). The Appendices include sample forms, resources and possible considerations when applying this model to a different target population or community partners. *GEDplus* is not copyrighted. The sole purpose of sharing the *GEDplus* concept is to promote a common language across the nation in support of GED completion as a beginning, and critical entry point, for the re-engagement of disconnected individuals to a pathway leading to post-secondary degrees and/or career certifications. The end goal of *GEDplus* is a living wage job.

# THE PATHWAY TO APPRENTICESHIP PILOT

## THE *GEDplus* PREPARATION PROGRAM MODEL

Obtaining a high school diploma or GED is a requirement to be eligible for most apprenticeship programs. Many potential apprentices do not have their GED, thus will not be accepted, even if they have the competency to pass required assessments. Under this program, those without GEDs participate, with the goal of GED completion and eligibility for an apprenticeship program. Currently, if incumbent workers are interested in an apprenticeship but do not meet eligibility due to GED, they need to seek out their local community college or a service provider outside of work time and at another location. Plugging into the mainstream remedial system (that is not contextualized) may take much longer or may not be logistically sustainable for the employee, closing the door to a career ladder and higher wages in the career field they have chosen. This program, called *GEDplus*, eliminates these roadblocks.

The *GEDPlus* program is customized for the *Pathway to Apprenticeship* program and includes; (1) learning management and goal coaching for online *GEDplus* blended learning, (2) 1:1 tutoring time for areas of struggle/gaps, and (3) contextualized learning opportunities (utilizing learning from their own work experience) and apprenticeship curriculum alignment/skill development.

There are distinctions between the community college's traditional GED programming and this *GEDplus* program, primarily the systems change initiative called PathNet. The PathNet system promotes alternative networked pathways to educational/vocational engagement leading to an end goal of a living-wage job and career. This system is primarily for students who are low income, at-risk and disconnected from the educational and workforce systems and in need of a GED combined with immediate connections to workforce training and development. PathNet has been awarded the Bright Idea award by the Innovations in Government Program in 2012, Harvard Kennedy School.

Online learning competency will be a critical component to *Pathway to Apprenticeship*. The *GEDplus* program is delivered either partially or all online in an approach known as blending learning. Participants need the technical skills to access and navigate the online information. The program offers an online learning orientation for those who need it. Intake and screening of participants includes a basic computer literacy assessment to determine readiness for online learning. Those who lack basic computer navigation will be required to complete the online learning orientation.

Many of the current apprentices will have some computer proficiency due to the technology-related aspects of today's machining jobs, however, taking an online course, submitting assignments online, asking questions of teachers and fellow students virtually takes some introduction, if one does not have distance learning experience. The innovative hands-on orientation given in the workplace will assist workers in becoming comfortable with this mode of learning.

# PARTNERS IN THE GED*plus* APPRENTICESHIP PREPARATION PROGRAM MODEL

The GED*plus* program model brings a set of partners together to develop a dynamic learning environment for industrial workplaces and manufacturing employees. The part of the model discussed in this manual deals with those workers who do not have their GEDs, and therefore, are not presently eligible for apprenticeship programs. Whether the workers are in apprenticeship or in apprenticeship preparation programs, for either model to be successful and cost-effective, several partners are required (Figure2).

(NOTE: Not shown in Figure 2 is the funding agency. This could actually be a partnership, for example a public-private partnership (PPP), whereby private funds are matched with government monies from, for example, the Department of Labor (DOL). Traditional public grants from the DOL or state or county agencies are another source of funding as well as funding from partnerships between unions, private corporations, governmental agencies, educational agencies and even manufacturing organizations. However, the source and mix of funding for this model is beyond the purview of this manual.)

This GED apprenticeship preparation program model prepares these low-skilled, low-wage employees for their GEDs while they continue working, ensuring a time-effective way to gain apprentices for much-needed manufacturing crafts. The following partners needed for this effort each bring the different pieces to the program:

- Administrating Agency
- Online Provider
- Education Agency
- Testing Center
- Employer

Each partner's role is important to the success of the model: 1) The administrative agency may be a community college or technical school that oversees the entire program and communicates and coordinates between the different partners in the program. 2) The online provider is a company (usually private commercial) whose online product is utilized by the employee-students for preparing for their GED certificates. 3) An instructor who works with the students using a blended learning model is provided by the education agency, which may be a university, college or intermediate independent agency working with students on completing their GEDs. 4) An employer who wants a well-skilled, competent workforce will provide the employees for the model and give them the necessary resources for them to complete their GEDs in a time-effective manner. 5) GED subject tests themselves must be taken by the students at certified testing centers, namely local community colleges, technical colleges or private testing facilities. 6) The students in the apprenticeship preparation program are both its most important ingredient to the program's ultimate success, and the product of that success.

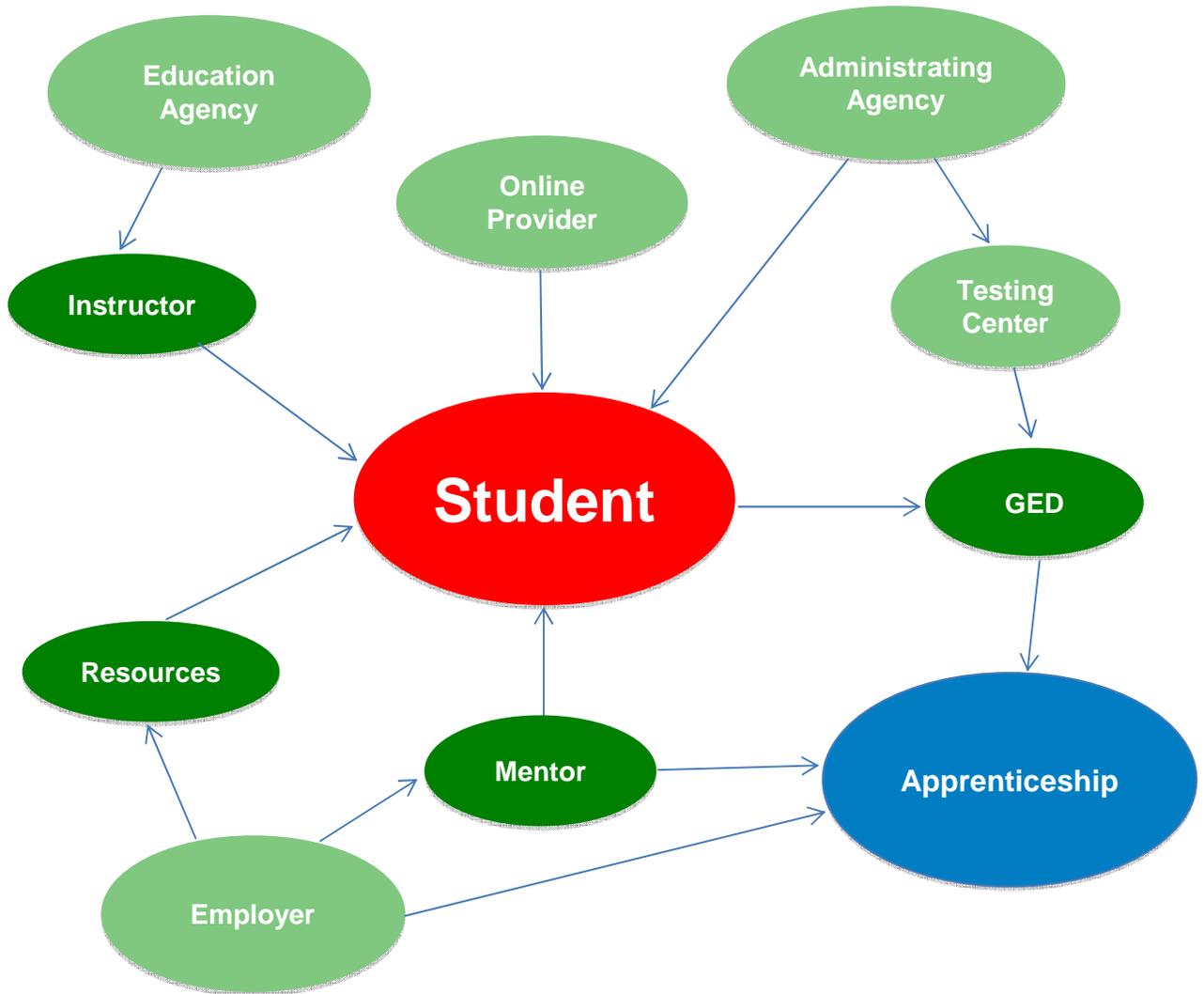


Fig. 2: GEDplus apprenticeship Preparation Model with Included Partners

## DESCRIPTION AND ROLE OF EACH PARTNER

### 1) Administrative Agency (i.e. South Seattle Community College)

- Screens and registers the candidates for the pre-apprentice GED program. The agency checks whether the employee meets federal eligibility requirements such as registration with the Selective Service (see Appendix E1), evaluates motivation, community college registration, and assignments of student identification numbers which enables the students to take the GED subject tests.
- Administers the funds for the program. If this program is grant-driven, the administrative agency will write the grant proposal, monitor the grant funds and meet all reporting requirements. Provides the logistics enabling students to test. Smooth coordination and communication between the testing centers and the students themselves is important. Responsibilities include ensuring timely student test registration, release of scores to the proper entities, and tracking the students' progress toward their GED certificates is key for the program's success.
- The administrative agency is responsible for the smooth flow of information between and among the students and the other program partners. Regular meetings of partner representatives should be coordinated to discuss problems, practices and progress, as well as to adapt the program to changing conditions within the program itself.
- Coordinates with the GED instructor and testing centers about testing times and the logistics of student subject tests. Using more than one testing center may complicate the administration of the GED tests due to inconsistent logistics and testing criteria, but it may also make it more convenient for the students to take the tests.
- Assessment and monitoring of the program's progress and viability. The agency tracks the progress of the students in order to confirm when they earn their GED certificates and communicates these results (either directly or through the instructor) to the employer, so they managers can plan the timing of apprenticeship slots accordingly. Communicating the program results to the granting agency(ies) is key to continued future program viability.

### 2) Online GED Provider (i.e. GED Academy)

- Provides a pre-assessment of a student's areas of strength and weaknesses to provide a customized study plan for each GED subject test and assignments. This ensures that each student is working on study materials that have been assessed as their areas of weakness. This usage of online learning should reduce the amount of time wasted by students studying subject areas they already are most comfortable with and, because they do not necessarily have to cover the entire subject matter, the student will be more likely to finish the study materials and test in a more expedient, efficient manner.
- Program needs to be user friendly for students who may be unfamiliar or uncomfortable with either computers or online learning itself. The GED tests as of January 1, 2014 will all be taken on computers, so student comfort with using

computers is key to the program's success (see Appendix B2). Practice tests from the online provider should be aligned with the newest GED standards and subject tests, and the inputting of answers by the students should be using the same presentation. Look "fors" include: actual words or numbers used on the actual test, different types of possible answering styles of the questions such as fill in the blank, multiple choice, short answer, and extended response.

- Provide courses that address a variety of learning styles. An online course with animated characters contextualizing the content that combines both audio and visual information will keep the students' interest, allowing them to better learn the necessary information. Combining these features with the ability to continuously replay each video to better understand the information is a powerful plus of online learning.
- Access to online student work by the instructor. The instructor should be able to determine the progress of each student by going online, logging in as an administrator, and viewing each student's assignments and practice test results, as well as how much time each student is actually studying the program online. This ensures the instructor will be better able to determine areas to emphasize on the next face-to-face tutoring sessions, as well as find any problems the student may be having with the online learning course itself. The instructor can also determine from the practice test score results whether a student is ready for a subject test or not. E-mail and chat features of the online course will also keep the student interest, knowing that they are not alone in their pursuit of their GED certificate.
- Provide White Board® or similar features for tutoring remotely after regular learning hours. This technology enables students and instructors to both simultaneously and remotely view an interactive board, whereby an instructor or student is writing or drawing text or diagrams viewable instantly on the computer screens of anyone with the technology. Virtual classroom, where the students' classroom and instructor are both visible to each other on a computer or television monitor is another way to remotely teach lessons, but this technology is more expensive, and the "whiteboard" is more difficult to view because it is part of the classroom surroundings. With WhiteBoard®, the diagrams appear as if someone is drawing directly on the computer screen.
- Provides cloud-based courses for convenience of access.. Downloaded software requires a computer compatible with internet access, data storage and speed. Students may be precluded from using the program due to older incompatible, lower data storage computers, but visiting a GED website and logging in to their program of study highlights the benefits of using data stored in the "cloud". Ease of access anywhere at virtually any time breaks down another possible barrier to the students learning experience.

### **3) Education Agency** (i.e. Puget Sound Educational Service District)

- In this program, the education agency's primary role is twofold: a) ensure an effective, competent and reliable blended learning model used in the apprenticeship

preparation GED*plus* program, and b) communicate with and support the administrative agency and employer in the program. The agency determines an online provider with a product that is both suitable and effective in affording the students a solid opportunity to obtain their GED certificates in an efficient and timely manner. They contract with the provider to obtain the necessary licenses enabling the students to access the applicable online resources. Maintaining good lines of communications with the other agencies involved in the program makes the learning experience more efficient and productive for the employers who have the immediate need for apprentices.

- As part of the blended learning model, the Educational Agency provides the Instructor for the GED*plus* apprenticeship preparation program with specialized training in courses students are deficit in. In this pilot, a vast majority of students studying for the GED were lacking math skills and were very uncomfortable thinking about math.
- Provides the Instructor with any resources he/she may need to make the course more effective including, at a minimum, binders with diagrams depicting each step of the online course (log in instructions, instructions to navigate the website and determine how to answer problems or questions online), paper, laptop, internet access and graphic effects are provided by the education agency. Other resources required may be other study booklets and guides and, most importantly, feedback on effective teaching methods and best practices.
- Monitoring and reporting of student progress in completing the GED online coursework and tests. This enables the instructor to provide additional support, track the effectiveness of the online learning model and advise the student when they are ready to test.
- Other responsibilities of the instructor may also include, but are not limited to:
  1. Coordinating with the administrative agency on the timing of students' tests.
  2. Develops plan and advises student on course of study to stay on track to obtain GED certificate in a timely manner.
  3. Acts as study coach assisting in developing students' study habits, basic computer and online skills.
  4. Communicates with students via phone, texting, e-mail during off learning hours.
  5. Needs ability to be available off hours to assist students with their learning needs.

#### **4) Testing Centers** (i.e. community colleges)

- Each center being utilized by the program will provide computerized GED testing after January 1, 2014. Testing days should be regularly scheduled throughout the week allowing for maximum opportunities for students to take tests and maintain their progress toward their GED certificates.
- Coordinates test score reporting with the administrative agency. Computerized testing only will be new, and, with the exception of writing, the students will receive their scores immediately upon completion of each subject test. However, these scores need to be sent to the administrative agency for recording and confirmation of the results.

Each testing center presently achieves this differently. Some centers e-mail the scores to the GED program centers; others require that a designated individual pick up the test results when they are available the next day; others mail the results to the administrative agency. Newly computerized results should provide for more uniform reporting of student test scores. In all cases, release forms need to be signed by the students allowing the test scores to be reported to the appropriate agencies or individuals.

- Provide convenient locations for students to take tests. Being unskilled, low-wage workers, many of these students have multiple barriers to moving ahead in their careers. Providing more than one testing center for these students will make it easier and more convenient for them to not only take each subject test, but more centers will also remove one of the barriers to achieving their GED certificate. Coordination of the paying for and registering students for tests at multiple locations may be complicated, but it may also increase their incentive to take tests more often.
- Documents student test scores. These are then reported to the administrative agency for the tracking of the students' progress.

## 5) Employer

- “Marketing” of the program is key to management’s success in finding and referring interested employees.
  - Flyers or pamphlets: include pertinent reasons or benefits of the program (i.e. earning a GED, earning a living wage income, and gaining a career in a manufacturing field in which they are interested) as well as eligibility and key contact information (assure the key contact is aware of the program) (see Appendix A5).
  - Social Media: Notices on the company website, Facebook or possible text or twitter messages.
  - Word of Mouth: supervisors should be educated about the value that management places in the program, knowledge of program design including eligibility requirements and key contact information. Offers paid time to study GED during regular business hours. This is important, as the students may not have time available for face-to-face learning otherwise. Also, it provides an incentive for the employees to complete their GED program.
- Access to technology: onsite computers for each pre-apprentice employee to use individually with both internet access and a quiet space to work.
- Provision of Mentors: Although this manual only covers the GED apprenticeship preparation program, it is important for management to provide mentoring for these employees as well, to show the company’s interest in wanting to have a better educated, more highly-skilled workforce that includes these lower-skilled employees as well.
- Provides a Manager or designee to coordinate the apprenticeship preparation program with the GED instructor to track the progress of the students and aid in planning for apprenticeship slots, both the scheduling of and number of slots available.

- Set up apprenticeships with realistic timetables for students to enroll in once they qualify upon their GED completions. If the students' succeeding steps are ambiguous, their motivation will be adversely affected. Having an apprenticeship slot available three months in the future, when a student has taken only one subject test, may be too complicated and inefficient for the company planning needs, but if the company tracks and continuously communicates symmetrically with each student, both the company and the student employee will be on the same page, and a more motivated employee will result.
- Provide a positive working environment that values learning and a well-educated and knowledgeable workforce. Communicates high expectations around the *GEDplus* program's importance to both supervisors and students to assure student success and commitment to the employer.
- Maintain a symmetrical communication chain between employees and supervisors and upper management. Management's goal of developing a well-educated, highly skilled workforce should be communicated as a major priority, with concurrent buy in from all supervisors and employees. Anything short of this will harm motivation and adversely affect the program.
- Provide on-the-job training for employees to maintain this well-educated workforce.
- Utilize company performance evaluations to set realistic goals for the GED program and follow on apprenticeships. The GED program, if run properly, should allow no more than six months for completion by each student.

## 6) Students

- Professional job ethics must be maintained while in the GED apprenticeship preparation program. Having employees abuse the paid time to study the GED preparatory program will lessen the effects of the program and provide a disincentive for management's continuance of the program.
- Maintain sufficient progress finishing their assignments, practice tests, taking their subject tests and studying to complete the GED apprenticeship preparation program in a timely manner (recommended six months).
- Ensure proper attendance when scheduled to take subject tests and responsibly having the test receipt and proper identification prior to taking each test.
- Take responsibility for meeting eligibility requirements of the program. (i.e. they should have previously registered for Selective Service, stay drug-free and crime-free).
- Cooperate with supervisors, instructors, management, mentors/coaches and testing center proctors.
- Communicate any problems, either personal or professional (or program-wise) in a timely manner, enabling prompt remediation of the problems and avoid needless delays in completing the program.
- Be motivated to learn and maintain a positive attitude. Students are responsible for their own success.

# BUDGET NARRATIVE

## Salaries and Benefits

- Program administrator to focus on planning, development and implementation of the project's workplace based learning initiatives.
- Clerical support
- Instructional Coordination to coordinate on-line GED programming and GED testing

## Travel

Funds will be used for local ground travel and travel and accommodation for eastern Washington business support. Travel is reimbursed at GSA rates.

## Goods and Services

Site license for on-line GED preparation programs

## Subcontracts

Three subcontracts were awarded for this project to AJAC, PSESD and CAEL.

- AJAC provided a 0.5 staff person to focus on planning, development and implementation of the project's workplace based learning including coordination of the OJL template, instruction and the Mobile Training Unit.
- The PSESD provided GED*plus* programming including: 8 -10 hours of instructor time per week that has the following program elements: 1) Learning management and coal coaching, 2) 1:1 tutoring for skill gaps and 3) Contextualized learning opportunities with site visits and apprenticeship curriculum alignment.
- CAEL provided funding scholarships for student to gain credit for prior learning through a prior learning assessment portfolio. CAEL also trained AJAC and SSCC instructors on how to assess and instruct prior learning.

## Equipment

No funds were requested in this line item for the pilot project.

## Tuition and fees

GED and community college testing fees

## Administration

No funds were requested in this category for the pilot project.

## EVALUATION AND OUTCOMES

The GED*plus* component of Pathways to Apprenticeship was a small pilot within a larger effort. This pilot had two main outcomes, to increase the number of enrollees prepared for and accepted into apprenticeships and to pilot a partnership between community college, basic education, workforce development programs and business. Outcomes for student growth during this pilot are unable to be shared for confidentiality reasons (N=5).

Recommendations for individual outcomes include: GED test completion, attendance, future employee self report on self efficacy and enrollment in apprenticeship programs. Outcomes for the collaborative effort are positive and include: co-participation on advisories, co-grant writing and reporting and the co-development of this manual.

# APPENDIX A1

## SAMPLE REQUEST FOR STUDENT ID NUMBER FORM

### SOUTH SEATTLE COMMUNITY COLLEGE STUDENT IDENTIFICATION NUMBER (SID) AND PIN REQUEST

#### REQUIRED INFORMATION:

Last Name: \_\_\_\_\_ First Name: \_\_\_\_\_  
Previous Name (if applicable): \_\_\_\_\_  
Birth Date (MMDDYY): \_\_\_\_\_ Email Address: \_\_\_\_\_

#### COMPLETE QUESTIONNAIRE:

Answer as many of the following questions as possible. **Sign and date** the form and return by one of the methods listed below.

1. Approximate dates of attendance: \_\_\_\_\_  
*Exception: Please call 206-934-7938 if requesting SID for transcripts prior to 1980.*
2. List any class(es) taken. At least one required.  
(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_
3. List degree received from South Seattle Community College: \_\_\_\_\_

#### RETURN THIS FORM:

1. By email to [ssccregistration@seattlecolleges.edu](mailto:ssccregistration@seattlecolleges.edu). Scan and attach the form to your email.
2. In person to the Registration and Records Office in the Robert Smith Building
3. By fax to (206) 934-7947
4. By mail to: South Seattle Community College  
Attention: Registration and Records  
6000 16<sup>th</sup> Avenue SW  
Seattle, WA 98106

#### NOTE:

SID's will be emailed to the email address listed on this form. Your PIN will be reset to your birth date in six digit format (MMDDYY). Please allow up to **48 hours** to process your request.

By providing the above information, I verify that I am \_\_\_\_\_  
Signature  
Date \_\_\_\_\_

#### OFFICE USE ONLY

SID: \_\_\_\_\_  
Date Rec'd: \_\_\_\_\_ Date Sent: \_\_\_\_\_ Staff Initials: \_\_\_\_\_

# APPENDIX A2

# SAMPLE COMMUNITY COLLEGE DISTRICT VI ENROLLMENT FORM

SEATTLE COMMUNITY COLLEGE DISTRICT VI

ENROLLMENT FORM

SECTION 1: TO BE COMPLETED BY ALL STUDENTS (COMPLETION DOES NOT AFFECT STUDENT CONSIDERATION FOR ADMISSION)																					
SOCIAL SECURITY NUMBER				* PLEASE SEE BACK FOR SOCIAL SECURITY NUMBER REQUIREMENT INFORMATION.				STUDENT I.D. #		THIS NUMBER WILL BE ASSIGNED TO YOU FOR ALL FUTURE TRANSACTIONS. YOU WILL USE THIS NUMBER TO ACCESS GRADES, VIEW YOUR SCHEDULES, REGISTER, PAY TUITION, AND FOR OTHER ADMINISTRATIVE SERVICES.											
NORTH SEATTLE		SEATTLE CENTRAL		SOUTH SEATTLE		SEATTLE VOC INSTITUTE		LAST NAME (PRINT)				FIRST NAME		M.I.		NEW ADDRESS SINCE LAST REGISTRATION? <input type="checkbox"/> YES <input type="checkbox"/> NO		BIRTH DATE		MONTH DAY YEAR	
SUM		FALL		WTR		SPR		DAY PHONE NO.:				EVENING PHONE NO.:				E-MAIL ADDRESS:					
20																					
STREET ADDRESS						APT. NO.		CITY		STATE		ZIP		YOUR INTENDED PROGRAM OF STUDY		ARE YOU A NEW STUDENT AT THIS COLLEGE? <input type="checkbox"/> YES <input type="checkbox"/> NO		SEX <input type="checkbox"/> MALE <input type="checkbox"/> FEMALE			
ARE YOU A U.S. CITIZEN? <input type="checkbox"/> YES <input type="checkbox"/> NO				IF YOU ARE NOT A U.S. CITIZEN, WHAT IS YOUR IMMIGRATION STATUS?				VETERAN'S STATUS				VETERANS AND/OR THEIR DEPENDENTS MAY QUALIFY FOR EDUCATIONAL BENEFITS. PLEASE CHECK WITH OUR VETERAN COORDINATOR AT (206) 934-5811.									
IF NO, PLEASE SPECIFY COUNTRY OF CITIZENSHIP: _____				<input type="checkbox"/> STUDENT VISA (F OR M) <input type="checkbox"/> VISITOR VISA <input type="checkbox"/> PERMANENT RESIDENT <input type="checkbox"/> REFUGEE <input type="checkbox"/> OTHER OF YOUR GREEN CARD, OR IMMIGRATION FORM I-94.				<input type="checkbox"/> YES <input type="checkbox"/> NO DATE ACTIVE DUTY BEGAN _____ SEPARATION DATE _____				<input type="checkbox"/> YES <input type="checkbox"/> NO DATE ACTIVE DUTY BEGAN _____ SEPARATION DATE _____									
HOW LONG HAVE YOU LIVED CONTINUOUSLY IN WASHINGTON STATE? YRS. _____ MOS. _____				WERE YOU FINANCIALLY INDEPENDENT FROM YOUR PARENT OR LEGAL GUARDIAN FOR THE PREVIOUS CALENDAR YEAR? <input type="checkbox"/> YES <input type="checkbox"/> NO				IF NO, HOW LONG HAS YOUR PARENT OR LEGAL GUARDIAN RESIDED IN WASH. STATE? YRS. _____ MOS. _____				ARE YOU A U.S. MILITARY VETERAN? <input type="checkbox"/> YES <input type="checkbox"/> NO									
WHAT IS YOUR MAIN LONG TERM GOAL FOR ATTENDING THIS COMMUNITY COLLEGE?				<input type="checkbox"/> 11 TAKING COURSES RELATED TO CURRENT OR FUTURE WORK <input type="checkbox"/> 12 TRANSFER TO A 4-YEAR COLLEGE <input type="checkbox"/> 13 HIGH SCHOOL OR GED				<input type="checkbox"/> 14 EXPLORE CAREER DIRECTION <input type="checkbox"/> 15 PERSONAL ENRICHMENT <input type="checkbox"/> 90 OTHER				ARE YOU ACTIVE DUTY MILITARY OR SPOUSE/DEPENDENT OF SAME STATIONED IN WA? <input type="checkbox"/> YES <input type="checkbox"/> NO									
												ARE YOU WA NATIONAL GUARD OR SPOUSE/DEPENDENT OF SAME LIVING IN WA? <input type="checkbox"/> YES <input type="checkbox"/> NO									
SECTION 2: TO BE COMPLETED BY ALL STUDENTS												FOR OVERLOAD OR PERMISSION									
✓ CHECK ALL THAT APPLY			ITEM NUMBER			SECTION NUMBER	COURSE ABBREV.	& COURSE NUMBER	CREDITS	WAIVER	INSTRUCTOR SIGNATURE REQUIRED			EXPIRATION DATE REQUIRED							
REGISTER/ADD	DROP	AUDIT	0	0	0	0	.01	Eng	101	5	✓										
INSTRUCTOR USE ONLY.																					

OFFICE USE ONLY	RESIDENT	FEE PAYING	INTENT	PROGRAM	TYPE	BIOGRAPHIC	STAFF INTL.	DATE
-----------------	----------	------------	--------	---------	------	------------	-------------	------

Certification: I hereby certify that to the best of my knowledge, all statements on this form are true and correct.

STUDENT SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_ ADVISOR SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

# APPENDIX A2 - CONTINUED

## SAMPLE COMMUNITY COLLEGE DISTRICT VI ENROLLMENT FORM

SECTION 3 (TO BE COMPLETED BY NEW STUDENTS)				
DO YOU HAVE A PHYSICAL, SENSORY OR MENTAL IMPAIRMENT THAT SUBSTANTIALLY LIMITS ONE OR MORE OF YOUR MAJOR LIFE FUNCTIONS, SUCH AS SEEING, HEARING, SPEAKING, WALKING, BREATHING, WORKING WITH YOUR HANDS, LEARNING, CARING FOR YOURSELF OR WORKING?		(OPTIONAL)	<input type="checkbox"/> YES <input type="checkbox"/> NO	IF YOU NEED ACCOMMODATIONS, PLEASE CONTACT DISABILITY SUPPORT SERVICES FOR INFORMATION, RESOURCES, AND SERVICES AT (206) 934-5137.
EDUCATIONAL BACKGROUND LAST HIGH SCHOOL ATTENDED	CITY	STATE	YEAR	GRADUATED? <input type="checkbox"/> YES <input type="checkbox"/> NO
LAST COLLEGE ATTENDED	CITY	STATE	YEAR	GRADUATED? <input type="checkbox"/> YES <input type="checkbox"/> NO
PLEASE CHECK UP TO TWO BOXES TO INDICATE WHAT RACE YOU CONSIDER YOURSELF TO BE: (Providing this information is optional.)	<input type="checkbox"/> AFRICAN AMERICAN (872) <input type="checkbox"/> ALASKA NATIVE (015) <input type="checkbox"/> AMERICAN INDIAN (597) <input type="checkbox"/> CHINESE (605) <input type="checkbox"/> FILIPINO (608)	<input type="checkbox"/> JAPANESE (611) <input type="checkbox"/> KOREAN (612) <input type="checkbox"/> NATIVE HAWAIIAN (653) <input type="checkbox"/> VIETNAMESE (619) <input type="checkbox"/> WHITE (800)	<input type="checkbox"/> OTHER ASIAN (621) INDICATE OTHER: _____ <input type="checkbox"/> OTHER PACIFIC ISLANDER (681) INDICATE OTHER: _____ <input type="checkbox"/> OTHER RACE (799) INDICATE OTHER: _____	ARE YOU OF SPANISH/HISPANIC/LATINO ETHNICITY? <input type="checkbox"/> YES <input type="checkbox"/> NO IF YES, PLEASE INDICATE: _____
HOW LONG DO YOU PLAN TO ATTEND THIS COLLEGE? (Select one)	<input type="checkbox"/> 11 ONE QUARTER <input type="checkbox"/> 12 TWO QUARTERS	<input type="checkbox"/> 13 ONE YEAR <input type="checkbox"/> 14 UP TO TWO YEARS, NO DEGREE PLANNED	<input type="checkbox"/> 15 LONG ENOUGH TO COMPLETE A DEGREE <input type="checkbox"/> 16 DONT KNOW	<input type="checkbox"/> 90 OTHER (Indicate): _____
WHAT IS YOUR WORK STATUS WHILE ATTENDING COLLEGE? (Select one)	<input type="checkbox"/> 11 FULL-TIME HOMEMAKER <input type="checkbox"/> 12 FULL-TIME EMPLOYMENT (Including self-employed and military)	<input type="checkbox"/> 13 PART-TIME OFF-CAMPUS <input type="checkbox"/> 14 PART-TIME ON-CAMPUS <input type="checkbox"/> 15 NOT EMPLOYED, SEEKING EMPLOYMENT	<input type="checkbox"/> 16 NOT EMPLOYED, NOT SEEKING EMPLOYMENT <input type="checkbox"/> 90 OTHER (Indicate): _____	<input type="checkbox"/> PLEASE CHECK THIS BOX IF YOU HAVE BEEN IN WASHINGTON STATE FOSTER CARE FOR AT LEAST ONE YEAR SINCE YOUR 16th BIRTHDAY.
WHAT IS YOUR PRIOR LEVEL OF EDUCATION AT TIME OF ENTRY TO THIS COLLEGE? (Select one)	<input type="checkbox"/> 11 LESS THAN HIGH SCHOOL GRADUATE <input type="checkbox"/> 12 G.E.D. <input type="checkbox"/> 13 HIGH SCHOOL GRADUATE	<input type="checkbox"/> 14 SOME POST HIGH SCHOOL BUT NO DEGREE OR CERTIFICATE <input type="checkbox"/> 15 CERTIFICATE (Less than two years) <input type="checkbox"/> 16 ASSOCIATE DEGREE	<input type="checkbox"/> 17 BACHELOR'S DEGREE OR ABOVE <input type="checkbox"/> 90 OTHER (Indicate): _____	HOW DID YOU HEAR ABOUT OUR COLLEGE? (For new students only. Check all that apply.) <input type="checkbox"/> WEBSITE <input type="checkbox"/> TV <input type="checkbox"/> CLASS SCHEDULE <input type="checkbox"/> MOBILE <input type="checkbox"/> FRIENDS <input type="checkbox"/> OTHER <input type="checkbox"/> RADIO <input type="checkbox"/> PRINT AD
WHAT WAS YOUR FAMILY STATUS WHEN YOU STARTED AT THE COMMUNITY COLLEGE? WERE YOU... (Select one)	<input type="checkbox"/> 11 A SINGLE PARENT WITH CHILDREN OR OTHER DEPENDENTS IN YOUR CARE <input type="checkbox"/> 12 A COUPLE WITH CHILDREN OR OTHER DEPENDENTS IN YOUR CARE	<input type="checkbox"/> 13 WITHOUT CHILDREN OR OTHER DEPENDENTS IN YOUR CARE <input type="checkbox"/> 90 OTHER (Indicate)		

\* To comply with federal laws, we are required to ask for your Social Security Number (SSN) or Individual Taxpayer Identification Number (ITIN). We will use your SSN/ITIN to report Hope Scholarship/Life Time tax credit, to administer state/federal financial aid, to verify enrollment, degree and academic transcript records, and to conduct institutional research. If you do not submit your SSN/ITIN, you will not be denied access to the college; however, you may be subject to civil penalties (refer to Internal Revenue Service Treasury Regulation 1.6050S-1(e)(4) for more information). Pursuant to state law (RCW 28B.10.042) and federal law (Family Educational Rights and Privacy Act), the college will protect your SSN from unauthorized use and/or disclosure.

I authorize this college to use my Social Security Number to obtain employment and wage information held by the Employment Security Department for the purposes of state and federal educational reporting, evaluation and research.  
 Yes, I give my consent.  
 No, I do not consent to the use of my SSN for the above stated purpose.

Seattle Community Colleges do not discriminate on the basis of race, color, religion, national origin, gender, sexual orientation, age, marital status or disability. For more information including accommodations for people with disabilities, call 206-934-5137.

THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT PROVIDES STUDENTS THE OPPORTUNITY TO VIEW THEIR EDUCATIONAL RECORDS UPON REQUEST. IN ADDITION, NO STUDENT INFORMATION WILL BE RELEASED WITHOUT PRIOR WRITTEN CONSENT OF THE STUDENT CONCERNED. THIS DOES NOT INCLUDE DIRECTORY INFORMATION RELATING TO THE ACT OF ENROLLMENT IN TO COLLEGE.

# APPENDIX A3

## SAMPLE WASHINGTON STATE REQUEUST/RELEASE FORM

<b>REQUEST FOR GED TRANSCRIPT/SCORE REPORT</b>
--

Name at Time of Testing \_\_\_\_\_

Other Names Possibly Used \_\_\_\_\_

Social Security # \_\_\_\_\_ Date of Birth \_\_\_\_\_

Current Name and Address \_\_\_\_\_ Current Phone # \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Approx. Year Tested \_\_\_\_\_ Where Tested \_\_\_\_\_

Received Certificate Yes  No  Tested While in Military Yes  No

Request Transcript be Mailed to (complete name and address)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I give the State Board for Community and Technical Colleges permission to release my GED records to the person/institution I named on this form. I understand that score reports will not be faxed but only sent by regular mail. There is currently no charge for this service.

Signature of GED Test Taker (required) \_\_\_\_\_ Date Signed (required) \_\_\_\_\_

► PLEASE PRINT NEATLY ◀

<p>Washington State Board for Community and Technical Colleges</p> <p>Northwest GED Service Center</p> <p>P.O. Box 42495 Olympia, WA 98504-2495</p> <p>Phone: 360-704-4372 Fax: 360-704-4414</p>
--

## APPENDIX A4

### SAMPLE PROGRAM FLYERS

Interested in becoming an  
Apprentice, but don't have your  
**GED?**

Do you want to earn more  
**MONEY?**



Do you want a **career**, or just a  
job?

**If so,**

Contact Joe Smith @ 206-555-4444

for information about the GED

# Want help passing the GED?

---

Offered by Title 1D Neglected and Delinquent Youth funds,  
Puget Sound ESD and OSPI



## GEDplus<sup>+</sup> services include

- ❖ Tutoring to help you pass the GED
- ❖ Help planning for GED testing, school and work once you leave the jail
- ❖ Career planning and job skills

Send a kite to classifications  
requesting:  
GEDplus

## Who can enroll:

- ✓ You must be 18 or 19 years old
- ✓ Security Level 3

Priority will be given to:

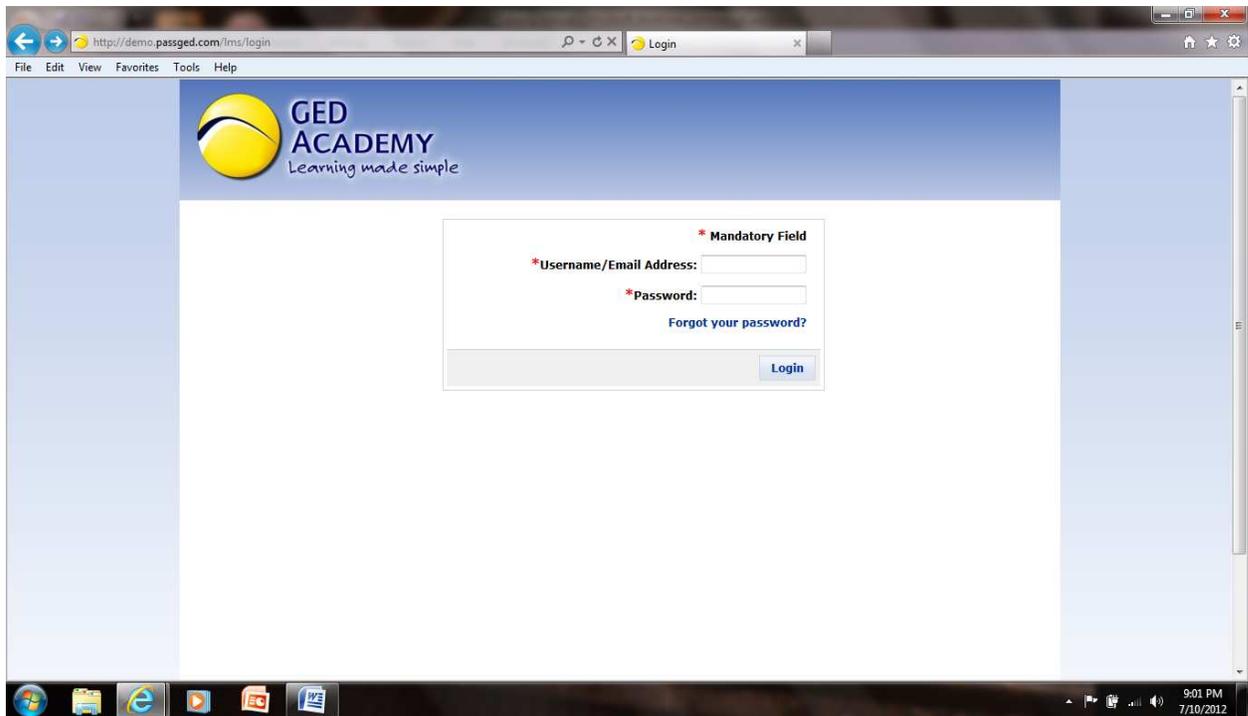
1. Inmates who were enrolled in the Pierce County Jail/Tacoma Public School Program
2. Inmates who are close to passing their GED
3. Inmates with release dates to the community between \_\_\_\_\_

# APPENDIX A5

## SAMPLE STUDENT MANUAL FOR COURSE STUDENT MANUAL

### [How to log in as a student to the GED Academy ®](#)

- A.) Go to your school website using Internet Explorer.
- 1.) Type “pla.passged.com” in the search bar at the top of your page.
  - 2.) Click “Enter”.
  - 3.) Now you should be at the login page. It should look something like this:

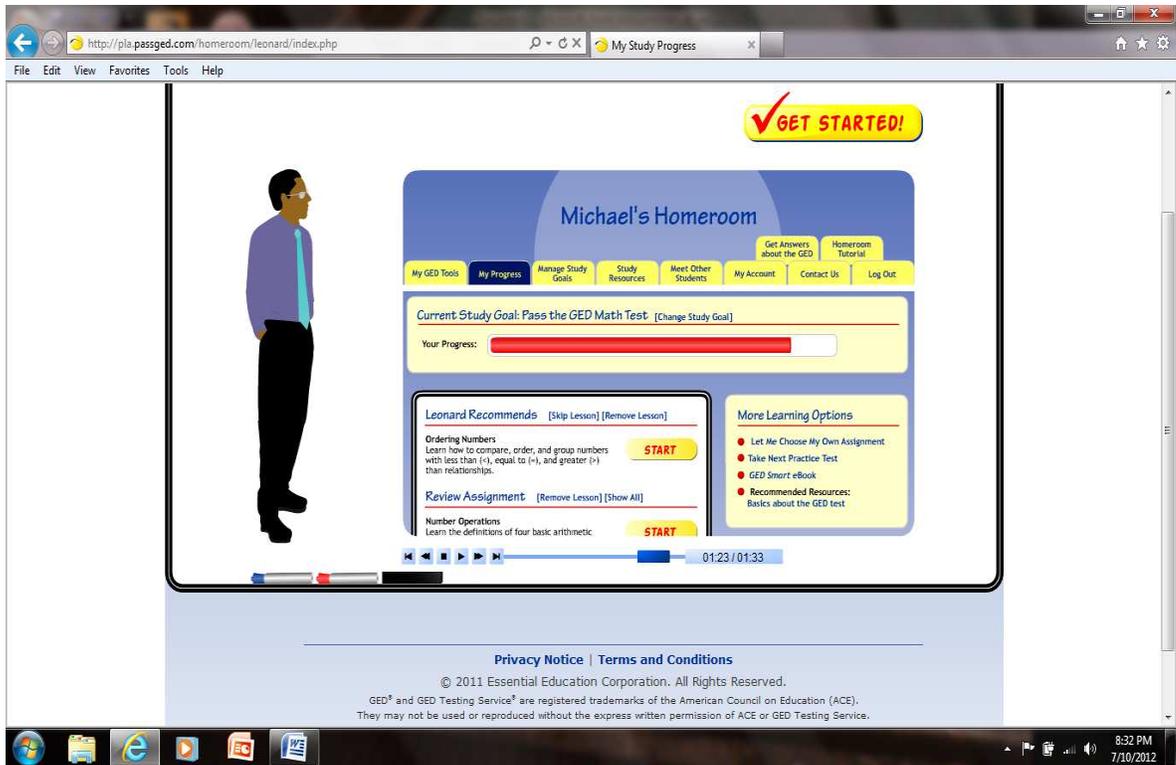


- B.) Type in the Username and Password your teacher assigned to you.  
*(NOTE: Do NOT change the Username or Password you have been assigned. It is important that you remember your Username and Password, so keep this document in a safe place.)*

Username: \_\_\_\_\_ Assigned \_\_\_\_\_

Password: \_\_\_\_\_ Assigned \_\_\_\_\_

- C.) Click the “Login” button.
- D.) Now you should be at your HomeRoom page. It should look something like this:

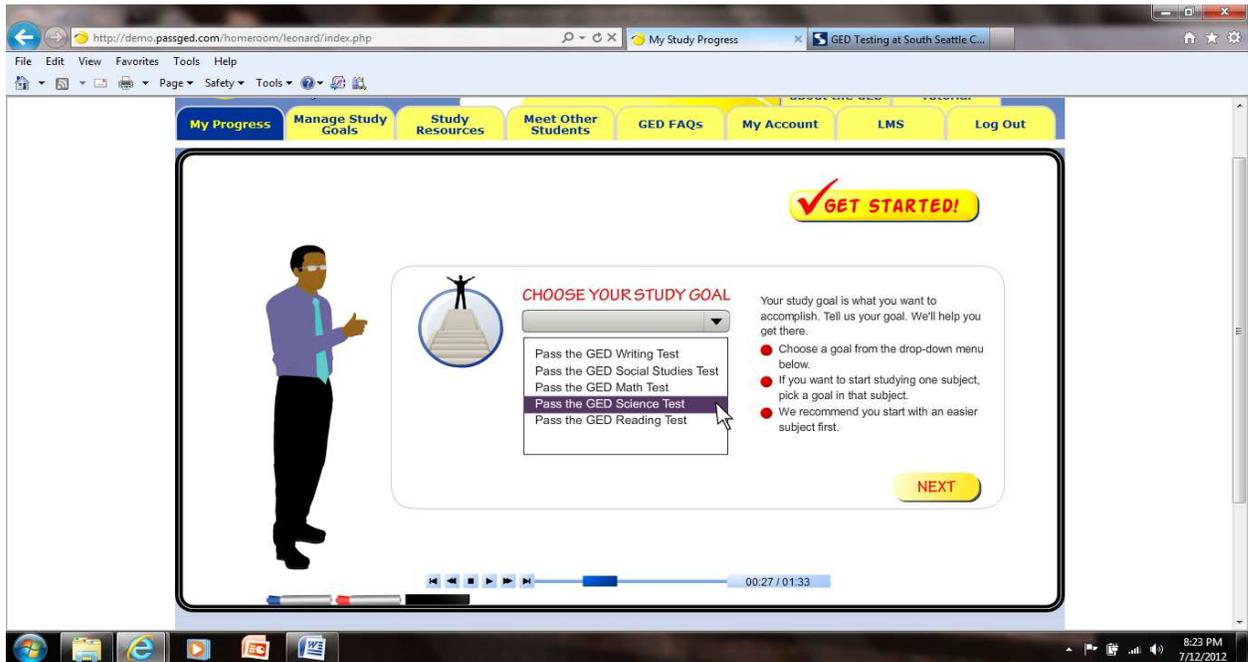


(NOTE: The figure in the diagram is an avatar assistant named Leonard. He's there to help you navigate the GED Academy system.)

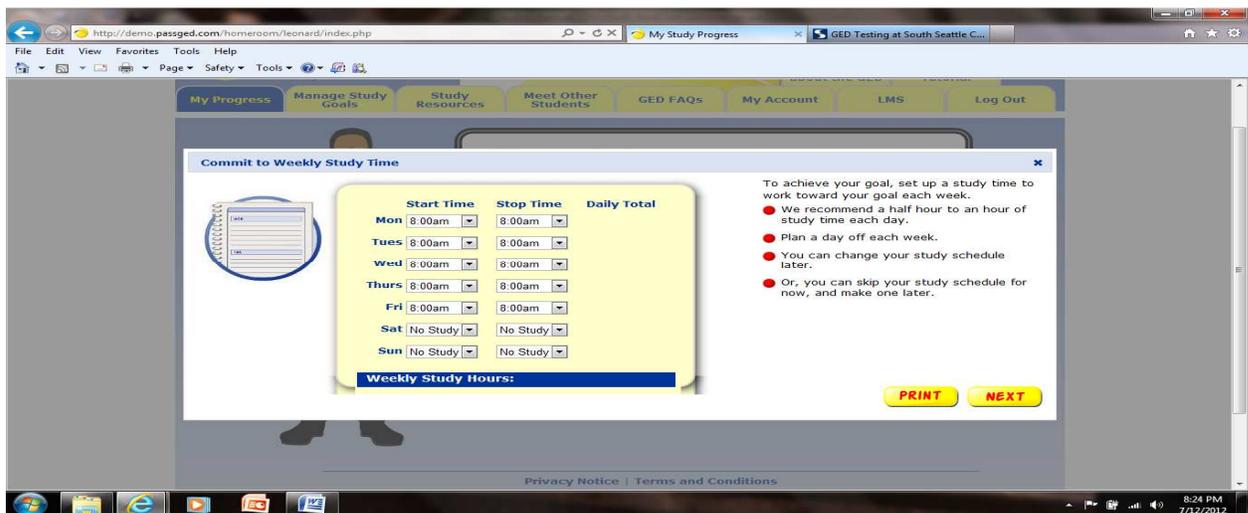
### How to study in your HomeRoom.

- A.) Click on the yellow “HomeRoom Tutorial” tab in the top right corner of your page and watch the video. (It lasts less than two minutes, but you may skip the video tutorial by clicking on the yellow “Get Started” button in the upper right corner of the screen. but you may need to view this video once or twice to familiarize yourself with the online learning provided by the GED Academy HomeRoom.).
- B.) Once you have finished the video, follow the directions and click on the yellow “Start” button in the middle of the screen.

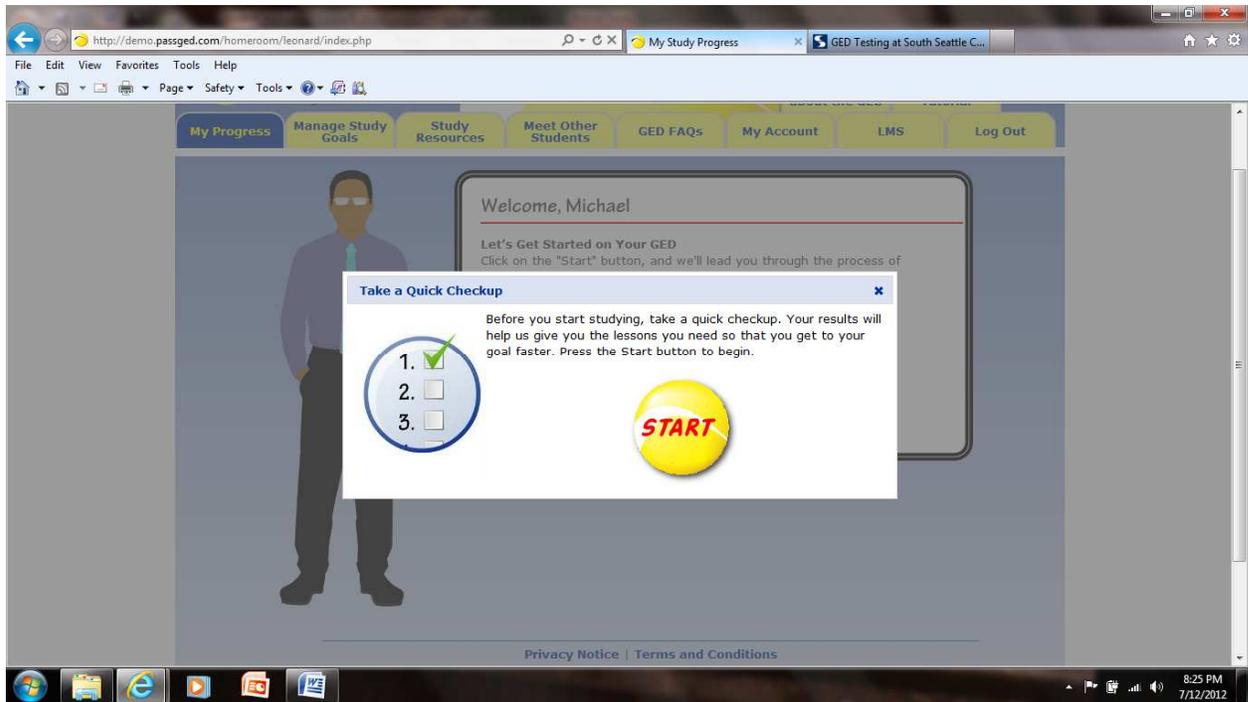
C.) The following screen shows you the choices of which GED subject you may want to study first. Under “Choose Your Study Goal”, click the arrow in the right side of the box. This will show you a drop down menu; drag the cursor arrow down to the subject you want to study and click your mouse on that subject. Then click the “NEXT” button.



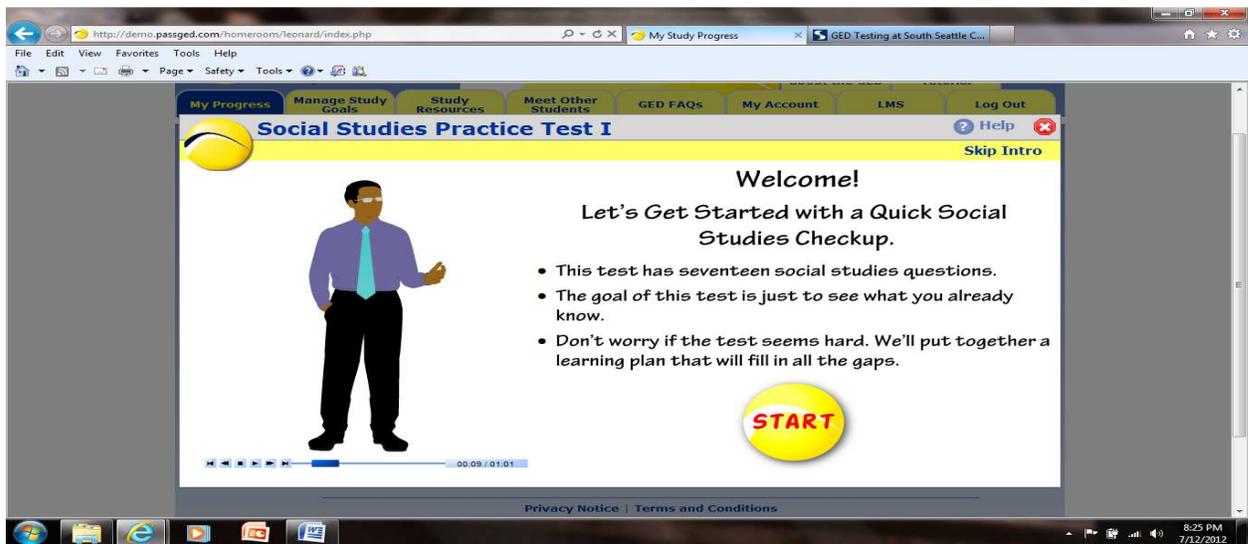
D.) This screen provides you with a way to schedule your times of schedule to help you stay on task. Click on the “NEXT” button to continue on to the next screen.



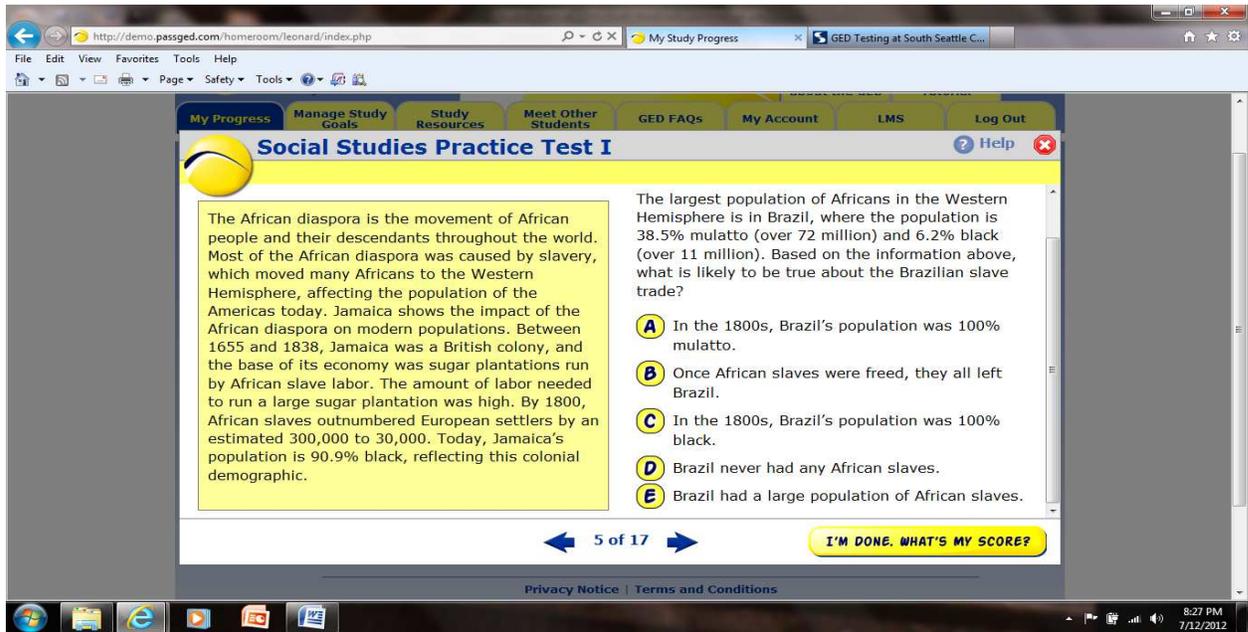
E.) Now that you have determined which subject you are going to study first, you will take a checkup assessment to determine which lessons you will study in your chosen subject. Click on the “START” button to go to the checkup screen.



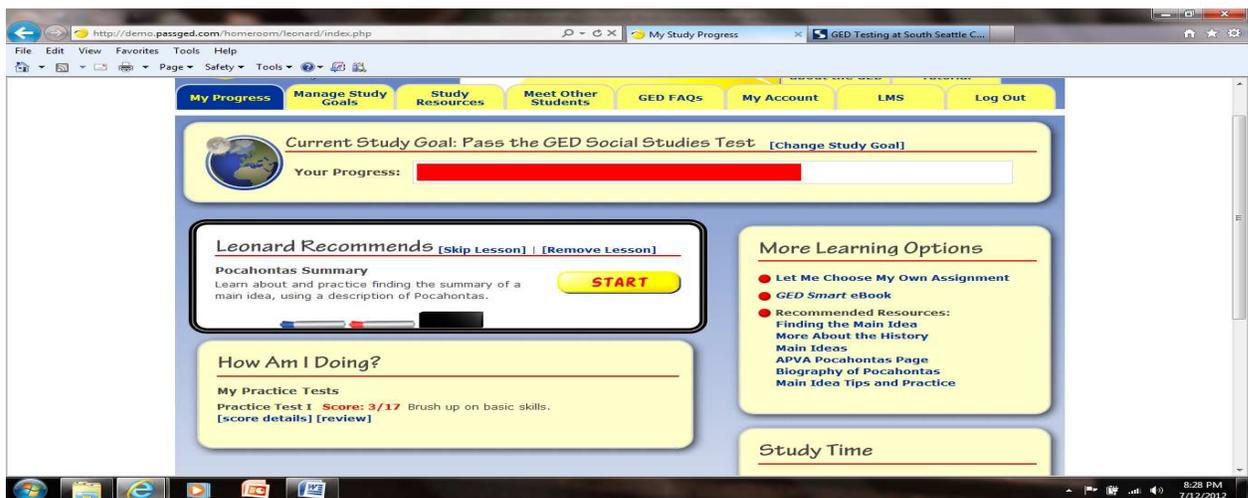
F.) Your checkup screen describes what how many questions will be on the assessment. To begin, just click on the “START” button.



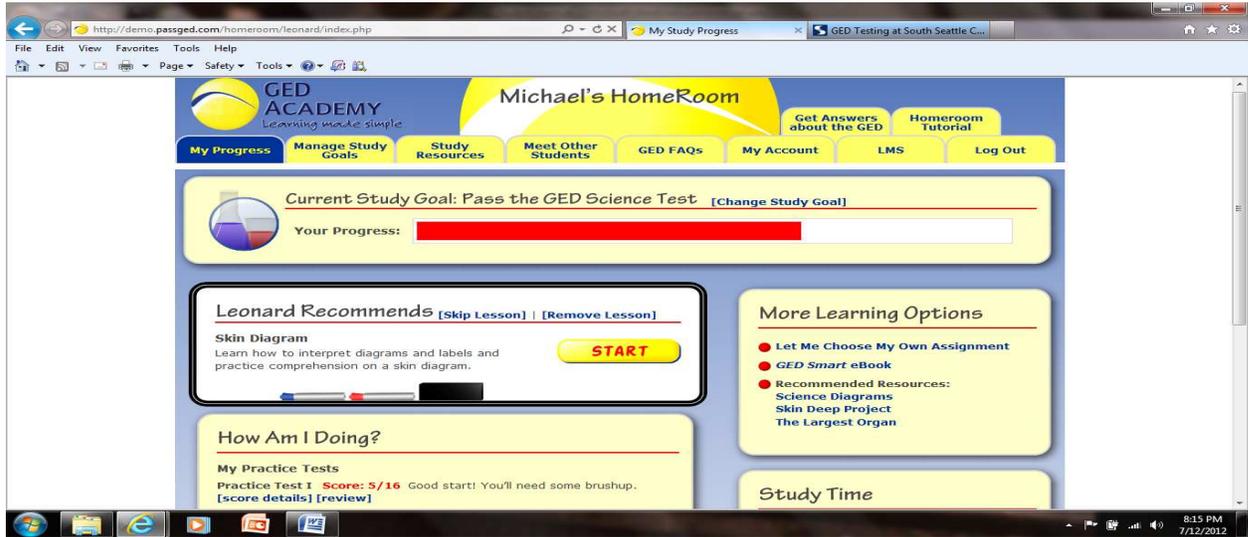
G.) Read the information on the left side of the screen for the first question. Click on the letter of the answer which you feel best answers the question then click on the right arrow in the middle bottom of the screen to go to the next question. When you have answered all the questions, click on the “I’m done. What’s my score?” button in the lower right of the screen.



H.) Follow the lessons under “Leonard Recommends” on the left side of the screen by clicking on the yellow “START” button. (NOTE: Once you complete a lesson, a new one will be given to you. Trust Leonard; he gives you a lesson plan customized to what you need, so stick with what he recommends.)



I.) To study a different subject, click on the “Manage Study Goals” tab at the top left of your HomeRoom page. Repeat steps C through H.



J.) Periodically, throughout your studying, you will be prompted to take another checkup. This is done to realign your lessons to better fit your progress toward your goals. Just follow the instructions provided by Leonard.

K.) After you have finished studying, click on the “Log Out” tab located in the bottom row of tabs to the far right. When you log in again later, you will begin at your previous stopping point.

L.) Make sure you listen to the instructions and always read directions.

**Instructor contact information:**

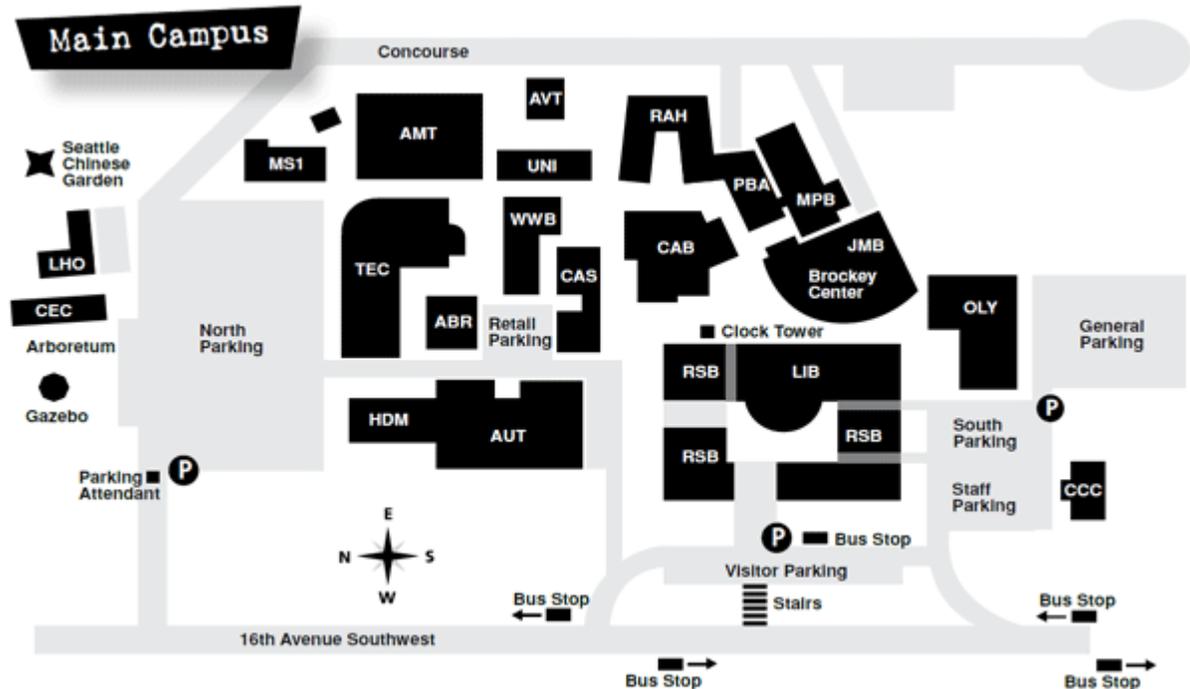
Name: Instructor's name

E-mail: Instructor's e-mail

Phone: Instructor's phone number

## GED Testing Information:

You will be taking your GED tests on the main campus for South Seattle Community College (not at the Georgetown campus) in Room 72 in the Robert Smith Building. A campus map is shown below:



**NOTE:** a.) The map is oriented with north to the left instead of the traditional top of the map. b.) The Robert Smith Building you will use for the GED testing is labeled RSB on the map.

If you wanted to use Google Maps or MapQuest to locate the campus, its address is:

6000 16th Ave. SW  
Seattle, WA 98106

To obtain more information, you may use the SSCC website at:

[www.southseattle.edu](http://www.southseattle.edu)

You may test for the GED at South Seattle Community College if:

- You are at least 16 years old.

- If you are under 19, you will need to have the “Request for Approval to Test” (PDF) form completed by your last high school or school district office. This releases you from the district to take your GED tests.
  - If you are under 19 and you were home schooled, you will need to complete and have notarized the “Notarized Statement/Letter for Home School Students” (PDF) .
- You have NOT received a high school diploma.
  - You are NOT currently enrolled in a regular high school.
  - You reside in the state of Washington.
  - You have current, government issued (WA drivers’ license, passport, WA state ID), photo Identification. You may use out-of-state government-issued identification only if you can supply paperwork showing that you now reside in Washington (utility bill, earnings statement, etc. with your current address).
  - You are able to test on Wednesdays, check-in starting at 11:00 am.

### Before GED Testing:

Complete ALL paperwork and bring to Student Assessment Services, Robert Smith Building Room 76, at least one week before you plan to start testing:

- Everyone must complete the **GED Application** form for Washington State. This form is not available online. Come to our office or call 206-934-6767 to have one mailed to you.
- If you are younger than 19: you must complete either the “Request for Approval to Test” form, or, if you have been home-schooled, the “Notarized Statement/Letter for Home School Students”.
- If you do not already have one, obtain an SSCC Student Identification Number from the Registration desk. You will need this for the Cashier to process your test fee payment.
- GED tests are taken at SSCC only at 12:00 noon (11:00 am check-in time) on most Wednesdays of the quarter. Seating is first come first serve. There is no GED testing at South in the month of September. Check the current Testing Schedule for dates.
- Pay the testing fee (\$30.00 per test or retest). You may pay \$150.00 for all tests or \$30.00 per test as you take them. At least one week after submitting your application, arrive by 11:00 am on test day at Robert Smith Building, Room 72, with your photo ID and receipt from the SSCC Cashier showing payment of the test fee.

To complete your GED, you will need to receive a minimum score of 410 on each of the five tests and achieve a total score of 2250.

### Your GED Checklist

27

- \_\_\_\_\_ Study the subject material.
- \_\_\_\_\_ Check test schedule to find available Wednesday to test.
- \_\_\_\_\_ Turn in Washington State GED Application Form at least one week prior to testing at Room 76 in the Robert Smith Building. Pay the testing fee of \$30.
- \_\_\_\_\_ Check to see if your application form paperwork is processed. (Call 206-934-6767.)
- \_\_\_\_\_ Show up at the testing center at 11:00 (Room 72 in the Robert Smith Building) with a valid identification AND your test fee receipt.
- \_\_\_\_\_ Take the test at 12:00 Wednesday. (Results will be ready at 12:00 the next business day (except for the writing test).
- \_\_\_\_\_ Go to the “Manage Study Goals” tab and select and study the next subject.

# APPENDIX A6

## SAMPLE BLENDED LEARNING LESSON PLAN

<b>LESSON PLAN TITLE</b> Word Problems in Math		
<b>SKILL AREA</b> Number Operations and Sense: Word Problems	<b>LEVEL</b> Easy	<b>TIME</b> Up to 50 minutes with discussion
<b>OBJECTIVE</b> Students will be able to apply a word problem strategy to successfully solve word problems.		
<b>REQUIRED MATERIALS</b> Interactive board, computer projector, or large monitor; computers; GED Academy prep program		
<b>ANTICIPATORY SET</b> Ask students for their experiences with word problems. Are they hard? What problems do they pose? Do students have existing strategies for solving word problems? Why do test-makers give word problems?		
<b>INSTRUCTION</b> Procedure for playing lessons: 1) Play the first instructional portion of the lesson for the class, and ask for questions or comments. 2) Play the first practice problem of the lesson, and have students attempt the problem. Ask students for their solutions and how they arrived at them. 3) Play Leonard’s solution to the problem and discuss any issues. Repeat through all the practice and instruction.  Play the following lesson: “Word Problems 1”   Approx. 15 minutes   1 instruction and 10 practices		
<b>GUIDED PRACTICE</b> Play the following lessons using the same procedure: “Number Operations V”   Approx. 4 minutes   1 practice “Number Operations II”   Approx. 4 minutes   1 practice		
<b>APPLICATION AND INDEPENDENT PRACTICE</b> Have the students complete “Money and Rate” (approx. 4 minutes), “Number Operations III” (approx. 4 minutes), and “Money” (approx. 4 minutes) independently. As students work, have them write down each step in the process of solving word problems, and how they applied these steps.		
<b>REFLECTION</b> Ask students: How does having a strategy help them solve word problems?		
<b>ASSESSMENT</b> Review student scores and records of their problem-solving process. Assign basic number operations lessons to students who need review.		

Source: GED Academy® *Blended Learning*

# APPENDIX B1

## GED APPRENTICESHIP PREPARATION PROGRAM CHECKLIST

- \_\_\_\_\_ How many GED subject tests have been passed?
- \_\_\_\_\_ Is the student otherwise qualified for program? (i.e., age, time at company, U.S. citizen,.....)
- \_\_\_\_\_ Has student signed up for Selective Service? This question usually only applies if federal monies are involved. (If not, is reason acceptable?)
- \_\_\_\_\_ Does the student know the basics of using a computer, or will they need training on the basics?
- \_\_\_\_\_ Does student have access to a computer with internet access?
- Is it their computer, or is it a friend's or relative's computer?
  - Does student have to use a computer at a library?
  - Does student know how to use the internet?
- \_\_\_\_\_ Would the student be able to commit extra time outside of work for the program (suggested minimum of 5-7 hours/week)?
- \_\_\_\_\_ Where does the student live? (If access to computers is only achieved at workplace, would the student be likely to drive long distances back to work on their day off to study, for example?)
- \_\_\_\_\_ Does the student understand the follow-on benefits for their career by getting their GED?
- \_\_\_\_\_ Why do he/she want to be in the program? (Standard question for sense of motivation when there is high interest in the program.)

## APPENDIX B2

# 2014 COMPUTERIZED GED TEST INFORMATION

### What does the 2014 GED® test look like?

Source: <http://www.gedtestingservice.com/educators/assessment-guide-for-educators>

- Standardized delivery on computer, in a secure testing center
- 7 Hours of testing time:
  - Reasoning through Language Arts: 150 minutes (including 10 minute break)
  - Mathematical Reasoning: 90 minutes
  - Science: 90 minutes
  - Social Studies: 90 minutes

### Reasoning through Language Arts

---

**Focus:** 75% informational texts, 25% literature

#### What's tested:

- A range of text complexity, including texts at the career-and-college readiness level
- Text length of 450 to 900 words
- Vocabulary, with emphasis on words that appear frequently in a wide variety of disciplines (e.g., relative, vary, formulate, specificity, accumulate, calibrate, itemize, periphery, misfortune, dignified, faltered, unabashedly) An integrated approach
- Reading closely
- Writing about what is being read
- Demonstrating command of English language conventions

#### What students will need to do:

<b>Reading</b>	<b>Writing</b>
<ul style="list-style-type: none"><li>• Draw specific comparisons between two texts</li><li>• Distinguish between valid arguments and faulty reasoning</li><li>• Distinguish between supported and unsupported claims</li><li>• Make inferences based on assumptions made by the author</li></ul>	<ul style="list-style-type: none"><li>• Draw relevant and sufficient evidence from the text(s)</li><li>• Produce a response that<ul style="list-style-type: none"><li>○ Includes specific evidence</li><li>○ Uses an effective organizational structure</li><li>○ Uses appropriate vocabulary</li><li>○ Applies standard conventions of English</li></ul></li></ul>

## Mathematical Reasoning

---

**Focus:** Quantitative problem solving (45%) and algebraic problem solving (55%)

**What's tested:**

- Some procedural skills and fluency as well as problem solving
- Use of an embedded calculator for most items (TI-30XS Multi-view on-screen scientific calculator)

## Science

---

**Focus:** Life science (40%), physical science (40%), and Earth and space science (20%)

- Applying scientific reasoning skills to content drawn from the three domains of Life Science, Physical Science, and Earth and Space Science.
- Understanding scientific content that pertains to two focusing themes: “health and the human body” and “energy.”

**What's tested:**

- Items will test textual analysis and understanding, data representation and inference skills, as well as problem solving with science content, 50% in scenarios
- Each item aligned to both one Science Practice and one Content Topic

**What students will need to do:**

<b>Mathematical Reasoning</b>	<b>Science</b>
<ul style="list-style-type: none"><li>• Calculate measures of central tendency.</li><li>• Distinguish between median and mode.</li><li>• Complete a line plot given<ul style="list-style-type: none"><li>○ summary statistics</li><li>○ a partial data set</li></ul></li><li>• Read and locate information within a table.</li><li>• Distinguish between x-axis and y-axis of a coordinate plane.</li><li>• Recognize order of coordinates, i.e., x-coordinate and y-coordinate (1, 2).</li><li>• Locate points in the coordinate plane.</li></ul>	<ul style="list-style-type: none"><li>• Read complex text.</li><li>• Identify precise details.</li><li>• Determine cause and effect.</li><li>• Identify evidence within the text that.<ul style="list-style-type: none"><li>○ Supports inferences.</li><li>○ Enables them to draw conclusions.</li></ul></li><li>• Understand science content.<ul style="list-style-type: none"><li>○ Disruption of ecosystems and extinction.</li></ul></li><li>• Produce a response that provides an explanation supported by evidence.</li></ul>

Short Answers in Science:

Science MC Test Items	Science SA Test Items
Identify which step (out of four listed) would produce a particular outcome in a scientific process?	Design an experiment to test the hypothesis (given in the stimulus). Be sure to include descriptions of your data collection process and data analysis in your response.

**Social Studies**

- Applying social studies reasoning skills to content drawn from the four domains of Civics and Government, United States History, Economics, and Geography and the World.
- Analyzing source documents and interpreting data represented in a variety of social-studies-relevant ways, including maps, graphs and tables.

**Focus:** Civics and government (50%); US history (20%); economics (15%); and geography and the world (15%)

**What's tested:** Textual analysis and understanding; data representation and inference skills; as well as problem solving with social studies content; 50% in scenarios.

**What students will need to do:**

<p><b>Social Studies</b></p> <ul style="list-style-type: none"><li>• Read complex text</li><li>• Use prior knowledge about the concept in the text, i.e., sustainability</li><li>• Interpret multiple graphs</li><li>• Understand how qualitative data in text related to quantitative data in chart</li><li>• Determine which graphs illustrate concepts from the text.</li></ul>
--

## APPENDIX B3

# ASSORTED TESTING CENTERS IN THE SEATTLE AREA

Contact individual colleges to determine enrollment criteria.

Name                South Seattle Community College  
Address            6000 16th Ave SW, RSB 76  
                         Seattle, WA 98106  
Phone               206-934-6729

Name                Bellevue College  
Address            14673 NE 29th Place  
                         Bellevue, WA 98007  
Phone               425-564-4006

Name                UIATF Adult & Career Education Program.  
Address            3712 South Ferdinand Street  
                         Seattle, WA 98118  
Phone               206-723-6288

Name                Seattle Central Community College  
Address            1701 Broadway  
                         Seattle, WA 98122  
Phone               206-934-6915

Name                North Seattle Community College  
Address            9600 College Way, North  
                         Seattle, WA 98103  
Phone               206-934-3674

Name                Renton Technical College  
Address            3000 Northeast 4th Street  
                         Renton, WA 98056-4195  
Phone               425-235-2352

# APPENDIX C

## MANUFACTURING AND AEROSPACE INDUSTRY FORECASTS

### Manufacturing

Nationally, manufacturing respondents report, on median, that 5% of their jobs remain unfilled simply because they can't find people with the right skills. Translated to raw numbers, this means that as many as 600,000 jobs are going unfilled. Specifically, respondents don't have the skilled production personnel and supporting team members they need to maintain high production and quality levels, with 51% of respondents indicating this as the most challenging issue resulting from the skills gap. Not surprisingly, it is most acute among small- to mid-sized manufacturers, with 60% of companies in the 500 to 1000 employee range singling it out as their most difficult issue.

Nowhere is the need greater than among skilled production workers. More than 80% of U.S. manufacturers report a moderate to serious shortage:

Availability of qualified skilled production workers (machinists, operators, craft workers, distributors, technicians):

- No shortage -- 5%
- Low shortage --12%
- Moderate shortage -- 38%
- Serious shortage – 45%

*Source: Deloitte and The Manufacturing Institute, "Boiling point? The skills gap in U.S. manufacturing", November, 2011*

In Washington State, the manufacturing industry represents 7.3% of all. Aerospace product and parts manufacturing is by far the largest occupational category and garners the highest average wage within the manufacturing industry (*Pathway Through Apprenticeship*, South Seattle Community College). Washington's aerospace industry accounts for 84,000 jobs, representing more than one-sixth of all aerospace workers in the nation. More skilled workers are needed in Washington due to increased demand, impending retirements and new technology. According to the Washington Council on Aerospace, nearly 21,000 new workers will be needed in the next decade.

Figure 1 Wage Rates for Apprentice Machinists

Step	Number of Hours	Average Months	Percentage of Journey Level Rate	Wage Progression
1	0000-1000	6	60%	\$14.08
2	1001-2000	12	65%	\$15.25
3	2001-3000	18	70%	\$16.42
4	3001-4000	24	75%	\$17.60
5	4001-5000	30	80%	\$18.77
6	5001-6000	36	85%	\$19.94
7	6001-7000	42	90%	\$21.11
8	7001-8000	48	95%	\$22.29

Retrieved from:

<http://www.workforceexplorer.com/cgi/databrowsing/occExplorerQSDetails.asp?menuchoice=localAreaPro&soccode=514041&geogArea=530100000>

## Aerospace

The aerospace cluster stands to see significant increases in employment capacity over the next few years. In addition, baby boom era workers, a majority of the industry cluster's current workforce, are nearing retirement. As a result, education and training programs that provide Washington's aerospace industry with skilled workers are an imminent priority. Manufacturing employers are enthusiastic about innovative training solutions and are eager to bring advancement training and education options to their place of business.

## APPENDIX D

# BENEFITS OF APPRENTICESHIP AND APPRENTICESHIP PREPARATION PROGRAMS

Currently, 59% of Washington’s working age population (over 25 years of age) is without a two- or four-year college credential. With two-thirds of the future jobs in the nation’s economy anticipated to require some postsecondary education, we must expand opportunities that facilitate on-going skill-building. Developing apprenticeships is one way to bridge the skills gap. Upward mobility is built in to the apprenticeship model and provides those who get accepted a structured path to follow.

### Apprenticeships

An apprentice is a full-time employee who is ‘learning while earning’. The beginning salary is about half the salary of a fully trained worker and increases as the apprentice learns and performs more complex tasks proficiently. The employer supervises the apprentice's progress in both related classroom instruction and on-the-job training before recommending advancement to the next pay level. Many entry level workers served under this project, such as helpers and production workers, start at \$9.04 (minimum wage beginning January 2012), while first and second year apprentices earn between \$14.08 and \$17.60 per hour.

The benefits to employers participating in apprenticeships are many. The below examples demonstrate ways that apprenticeship contributes to efficient and cost effective systems that help businesses become and stay more productive.

Apprenticeship Promotes Sound Business Practices
<ul style="list-style-type: none"><li>• Sound return on business investment. A recent study showed that, on average for each \$1 invested, private employers received a benefit of \$1.38—a net return of \$ 0.38. <i>Source: "Return on Apprenticeship Training Investment", Canadian Apprenticeship Forum, June 2006</i></li></ul>
<ul style="list-style-type: none"><li>• Is a low-cost training program. Community colleges, the state and apprentices all “chip in” to cover the cost of the classroom training.</li></ul>
<ul style="list-style-type: none"><li>• Pays lower wages when apprentices begin and increase as they become more productive.</li></ul>
<ul style="list-style-type: none"><li>• Increases productivity. “Homegrown” employees are more productive. Motivated and highly trained workers produce better products, have better work habits and are absent less often.</li></ul>
Apprenticeship Assists Recruitment and Employee Development
<ul style="list-style-type: none"><li>• Easier recruiting as apprentices are drawn to the many benefits of apprenticeship programs.</li></ul>
<ul style="list-style-type: none"><li>• Provides an effective way to screen new employees, both during and after the program.</li></ul>
<ul style="list-style-type: none"><li>• Establishes probationary periods to ensure the employee fits the employer’s needs.</li></ul>

<ul style="list-style-type: none"> <li>• Captures expertise of experienced employees who pass knowledge on to new, less skilled apprentices.</li> </ul>
<ul style="list-style-type: none"> <li>• Reduces labor turnover. Apprentices see the time and energy spent in the classroom as a long-term investment in their careers. Apprenticeships foster loyalty.</li> </ul>
<b>Apprenticeship Improves Working and Learning Environments</b>
<ul style="list-style-type: none"> <li>• Provides a method to formally train employees, at employer's facility, on the company's equipment, to fit their needs.</li> </ul>
<ul style="list-style-type: none"> <li>• Increases worker safety. Classroom study, coupled with on-the-job training, helps workers better understand their jobs and their accompanying risks, and helps them avoid job-related injuries, saving employers time and money.</li> </ul>

### Apprenticeship Preparation Programs

Apprenticeship preparation services and programs are designed to prepare individuals to enter and succeed in apprenticeship programs. These programs expand the participant's career pathway opportunities with industry-based training coupled with classroom instruction. Quality apprenticeship preparation programs contribute to the development of a diverse and skilled workforce by preparing participants to meet the basic qualifications for entry into one or more apprenticeship programs. Through a variety of unique designs and approaches, apprenticeship preparation programs can be adapted to meet the needs of differing populations being trained, the various employers and sponsors they serve, and specific opportunities within the local labor market.

<b>Apprenticeship Preparation Training Benefits Participants</b>
<ul style="list-style-type: none"> <li>• Explore and learn about exciting careers;</li> </ul>
<ul style="list-style-type: none"> <li>• Qualify to meet the minimum standards for selection to an apprenticeship program;</li> </ul>
<ul style="list-style-type: none"> <li>• Experience with classroom and technology-based training;</li> </ul>
<ul style="list-style-type: none"> <li>• Initial career-specific training with viable career pathway opportunities;</li> </ul>
<ul style="list-style-type: none"> <li>• Build literacy, math, English, and work-readiness skills employers desire;</li> </ul>
<ul style="list-style-type: none"> <li>• Attainment of advanced skills required by apprenticeship program.</li> </ul>
<b>Benefits to Apprenticeship Program Sponsors</b>
<ul style="list-style-type: none"> <li>• Focuses the recruitment process</li> </ul>
<ul style="list-style-type: none"> <li>• Pre-screen a qualified, job-ready apprentice pool;</li> </ul>
<ul style="list-style-type: none"> <li>• Diverse pool of prepared candidates;</li> </ul>

<ul style="list-style-type: none"> <li>• Align training with apprenticeship standards;</li> </ul>
<ul style="list-style-type: none"> <li>• Increase retention rates for registered apprenticeship participants;</li> </ul>
<ul style="list-style-type: none"> <li>• Quality control over preparatory training.</li> </ul>
<p>Key Concepts for Ensuring Strong Partnerships Between Apprenticeship and Apprenticeship Preparation Programs</p>
<ul style="list-style-type: none"> <li>• Articulation of eligibility requirements, qualifications for both programs as well as “fast track” apprenticeship for successful completion of apprenticeship planning programs</li> </ul>
<ul style="list-style-type: none"> <li>• Joint participation on advisory committees</li> </ul>
<ul style="list-style-type: none"> <li>• Offering guidance and expertise on GED<i>plus</i> and job specific curriculum as well as training, program design and outcomes</li> </ul>
<ul style="list-style-type: none"> <li>• Outlining industry standards</li> </ul>
<ul style="list-style-type: none"> <li>• Sharing state-of-the-art technology.</li> </ul>
<ul style="list-style-type: none"> <li>• Developing a memoranda of understanding and protocol for sharing of information</li> </ul>

# APPENDIX E1

## SELECTIVE SERVICE INFORMATION

*Source: 2011-12 Federal Student Aid Handbook, Volume 1, Chap. 5, Selective Service*

<http://www.tgslc.org/pdf/1112fsavol1.pdf>

### General Information

(NOTE: This information applies to all programs using federal grant funds.)

Federal funding, including financial aid, requires that all eligible participants be registered with the Selective Service. Men of ages 18 through 25 are required to register with the Selective Service System. This requirement covers both citizens of the United States and most other men residing in the United States, except that a man who is in the United States as a lawful nonimmigrant isn't required to register as long as he maintains that status. There are exceptions to the registration requirement, as discussed under "Exemptions." The student may also go directly to the Selective Service web- site at <http://www.sss.gov> and register online. Men exempted from the requirement to register include: males currently in the armed services and on active duty (this exception does not apply to members of the Reserve and National Guard who are not on active duty).

For general information and frequently asked questions, go to <http://www.sss.gov>

## APPENDIX E2

# BARRIERS TO LOW-SKILLED WORKER EMPLOYMENT

Barrier	Potential Actions for Remediation
<ul style="list-style-type: none"> <li>Lack of transportation</li> </ul> <p><i>Source: National Fund for Workforce Solutions, July 2010 http://www.jff.org/sites/default/files/NFWS</i></p>	<ul style="list-style-type: none"> <li>Helping secure transportation to job sites:               <ul style="list-style-type: none"> <li>Provide a shuttle bus from the nearest bus or subway stop.</li> <li>Facilitate and encourage employee carpool opportunities.</li> <li>Connect new or potential employees with existing employees willing to carpool.</li> </ul> </li> <li>Working with local service providers to secure grant funding through the Job Access and Reverse Commute program of the Federal Transportation Administration. The JARC provides funding for local programs that offer job access and reverse-commute services to provide transportation for low-income individuals who may live in the city and work in suburban locations.</li> <li>Maintaining and providing employees with information about local providers of low-interest loans and used cars.</li> <li>Informing employees or potential employees about state requirements for driver training and licensing procedures.</li> <li>Providing referrals to driver training organizations for new employees without a driver's license.</li> </ul>
<ul style="list-style-type: none"> <li>Child care</li> </ul>	<ul style="list-style-type: none"> <li>Subsidies for unemployed mothers to pay for daycare.</li> <li>Child care benefits paid to employees on a pre-tax basis.</li> <li>On-site child care facility managed by employer's child care workers.</li> <li>Job sharing/child care sharing with other employees.</li> <li>Utilizing other family members like grandparents, if available.</li> </ul>
<ul style="list-style-type: none"> <li>Education</li> </ul>	<ul style="list-style-type: none"> <li>Look for certification programs to make one a qualified candidate.</li> <li>Enroll in programs that offer training to one who would like to pursue a career in manufacturing but lacks the skills or education.</li> <li>Business Partnerships. The company members share existing training resources, jointly fund the purchase of additional training programs, collaborate on the development of new training curricula, and sponsor Internet-based training and computer conferencing.</li> <li>Sectoral Approaches by Community-Based Organizations. In this model, community-based organizations committed</li> </ul>

Barrier	Potential Actions for Remediation
<p><i>Source: Robert I. Lerman and Felicity Skidmore, "Helping Low-Wage Workers: Policies for the Future", U.S. Department of Labor, August 1999</i>  <a href="http://www.dol.gov/oasam/programs/history/herman/reports/futurework/conference/low-wage.htm">http://www.dol.gov/oasam/programs/history/herman/reports/futurework/conference/low-wage.htm</a></p>	<p>to long-term improvements in the lot of marginal workers have focused on particular industry sectors and developed their own expertise about the structure of the jobs in those sectors.</p> <ul style="list-style-type: none"> <li>• Career transcript is an emerging way to tackle this problem head on. It is a certified resume of life-long learning, including not only information about a worker's education and experience but also a summary portfolio of his or her work. In this way, it provides workers with a vehicle to document capabilities to perform high-level tasks. The career transcript may also prompt supervisors not only to relay what skills are needed to get ahead but also to provide the opportunities for workers to demonstrate such skills. Information on standardized tests and structured assessments of workplace and classroom performance is entered in a timely and easy-to-understand fashion.</li> <li>• A vast majority of students studying for the GED are lacking math skills and are uncomfortable thinking about math. This barrier can be overcome if the Instructor is both very knowledgeable in math and comfortable teaching the subject. He/she can exude this math "comfort" to the students by teaching "themes" or ideas common throughout math. An example of this is using equivalent fractions when teaching ratios, proportions and percentages. Blending this face-to-face tutoring with the online training course can be quite effective.</li> </ul>
<ul style="list-style-type: none"> <li>• Poor social skills</li> </ul>	<ul style="list-style-type: none"> <li>• Employer can provide soft skills classes, where new employees learn, for example, to make eye contact when talking, conflict resolution techniques, smile, wear appropriate clothing, ask questions</li> <li>• Employee learns role-playing techniques.</li> <li>• The first step to improving one's social skills is to break away from the familiar. Talking with one of your current friends won't give one an opportunity to boost his/her social skills.</li> </ul>
<ul style="list-style-type: none"> <li>• Criminal records</li> </ul>	<ul style="list-style-type: none"> <li>• Seek legal council: "See an attorney to explore if you are eligible to get your conviction sealed, expunged, or legally minimized and to make sure you understand your rights".</li> <li>• Use personal networks: Make use of personal networks when looking for a job</li> <li>• Someone who knows you personally is more likely to understand or overlook a criminal record and give you a chance.</li> <li>• Ask everyone that likes you if they know someone who might be willing to hire you.</li> <li>• Seek professional assistance: Make use of community organizations and/or probation officers when looking for a job.</li> </ul>

Barrier	Potential Actions for Remediation
<p><i>Source: National Fund for Workforce Solutions, July 2010</i>  <a href="http://www.jff.org/sites/default/files/NFWS">http://www.jff.org/sites/default/files/NFWS</a></p>	<ul style="list-style-type: none"> <li>• In many urban areas, community-based organizations or other nonprofits aid the reentry of ex-offenders into society through job training, advising, and referral services.</li> <li>• Be honest: “If an employer discovers that you weren’t honest about your criminal record on your job application, then the employer likely has the right to refuse to hire you or later, fire you”</li> <li>• Take the long-term view: “Start to rebuild your job history one step at a time, even if it is not the ‘perfect’ job</li> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>• Driver’s license suspended (lack of ID)</li> </ul> <p><i>Source: National Fund for Workforce Solutions, July 2010</i>  <a href="http://www.jff.org/sites/default/files/NFWS">http://www.jff.org/sites/default/files/NFWS</a></p>	<ul style="list-style-type: none"> <li>• Providing direct services (e.g., case management, legal representation) to employees or potential employees with suspended licenses to help them to navigate the complex reinstatement process.</li> <li>• Informing employees about state laws and the impact of non-driving suspensions:</li> <li>• Sharing information with drivers about state policies on license suspension and reinstatement.</li> <li>• Developing the public’s understanding of and support for the reduction of economic license suspensions.</li> <li>• Providing legal forms requesting reinstatement that use an appeal of license suspensions.</li> <li>• Advocating for state-level policy changes that are critical to reducing the impact of economic license suspensions</li> </ul>
<ul style="list-style-type: none"> <li>• Garnishing of wages for child support</li> </ul> <p><i>Source: National Fund for Workforce Solutions, July 2010</i>  <a href="http://www.jff.org/sites/default/files/NFWS">http://www.jff.org/sites/default/files/NFWS</a></p>	<ul style="list-style-type: none"> <li>• Counseling employees about child support and financial planning:</li> <li>• Provide employees with information and training in household budgeting.</li> <li>• Provide referrals for employees to manage household finances (e.g., rent, transportation) to minimize burdens other than child support.</li> <li>• Working with local governments or outside agencies to provide employee training and opportunities for advancement in order to minimize the burden of child support payments.</li> <li>• Providing resources for non-custodial parents to request a modification of the Child Support Order, if appropriate.</li> <li>• Be familiar with the state’s guidelines for calculating child support (available through local CSE offices).</li> <li>• Providing referrals to outside agencies that offer affordable legal services to employees who face accumulated debt from unpaid child support.</li> </ul>

Barrier	Potential Actions for Remediation
WS	

# APPENDIX F1

## BLENDED LEARNING BEST PRACTICES

What works well in one circumstance might not work in another. Keep innovating to serve students, and do what works best for your specific circumstance. (Michael Horn and Heather, Staker, “Forget about blended learning best practices”, *thejournal.com*, March 1, 2012)

<b>Blended Learning Best Practices</b>
<ul style="list-style-type: none"><li>• Ensure the student understands what is involved at the outset of the program. An orientation to familiarize students with computer basics, as well as the process of using the internet and logging in to the learning website, before the starting the course would allay fears of some students and build their “comfort zone”. For those, especially older students, unfamiliar with computer basics, more time should be provided.</li></ul>
<ul style="list-style-type: none"><li>• Recognize that online and blended learning isn’t for everybody. Blended learning involves classroom instruction as well, and this might be the major learning environment for some students.</li></ul>
<ul style="list-style-type: none"><li>• Go slow to go fast. The blended program may need to be phased in over time. For example, instructor may use the traditional classroom to explain an idea, and then the students may work on problems online. Again be mindful of those students with poor computer basics. This may actually include many, if not most, of the students.</li></ul>
<ul style="list-style-type: none"><li>• Communications between the students and instructor needs to be regular and constant, to help ensure students stay on task. Constant online monitoring of student progress combined with face-to-face contact and instruction will help to keep the students on task and on target for their goals. The best online classes involve a large degree of face-to-face contact.</li></ul>
<ul style="list-style-type: none"><li>• Students in “virtual classrooms” need to set specific daily or weekly times when they will do their work. Because the internet is 24/7, students may work irregular hours or tend to delay their studies because they are not being held accountable. Constant tracking of student progress enables the instructor to note when the student doesn’t log in as scheduled. The instructor may then contact them to keep them on track.</li></ul>
<ul style="list-style-type: none"><li>• Staff development needs to be emphasized. Knowledge of the latest processes in the e-learning world is key. Some programs rely on chat; others have Whiteboard capability; e-mail is also utilized; some students only communicate via texting. Being aware of the available technologies in the blended learning environment, as well as being creative, will help the instructor design a better experience for the students.</li></ul>
<ul style="list-style-type: none"><li>• Instructors need to build relationships with students and create an emotional connection, which can be difficult in an online environment. Working online can be very lonely for students, as there is little human interaction. Timely e-mails, without using “canned” messages, using technologies such as Skype, and training teachers how to effectively communicate emotional cues will ensure a more effective online experience.</li></ul>

Source: “The Blended & Virtual Learning Frontier Special Report”, *The Center for Digital Education*, 2013

## APPENDIX F2

# MENTORING (WITHIN CRAFT) BEST PRACTICES

Best Practice	Deliverable/Action Item
<p>Mentor Selection:</p> <ul style="list-style-type: none"> <li>• Mentors must have top level skills and trade knowledge/ethics. They are more than just teachers—they are role models.</li> <li>• Mentors don't need to be journeymen (although it is desirable); they are often highly skilled in one particular area (lathes, mills, etc.). The most effective employers who do OJL apprenticeships have a “senior” person. The journey person: master machinist, master mechanic – the “go to” people have basic competencies in all of the areas required. They are the “trouble shooters” and have the capability, based on their training/knowledge, to figure out problems that arise.</li> <li>• Mentors must have the ability to relate to apprentices and their varying levels of “teachability”. (They must adapt, like any teacher, to their student.)</li> <li>• All businesses should be supportive of mentor training.</li> <li>• Share Best Mentor Models (based on interviews) – Provide options to mentors to incorporate at their business sites.</li> </ul> <p><i>Source: Aerospace Joint Apprentice Committee (AJAC) paper.</i></p>	<ul style="list-style-type: none"> <li>• Workplace Mentor Assessment Form: Ascertain their existing mentorship capacity.</li> <li>• Track special skills of mentors – may be need for a “specialized” journeyman in some shops and/or have a lack of mentor capability that needs attention.</li> <li>• Train the Trainer onsite workshop.</li> </ul> <p>Share Mentor Models</p> <ul style="list-style-type: none"> <li>• One-on-One – Mentor and apprentice work at the same machine until the apprentice is ready to try it on his own. Mentor then moves nearby but stays in close proximity, while the apprentice solos until they operate the machine (mentor evaluation) and moves on. Requires budget planning and upper management commitment with future vision. Most expensive, but highly recommended.</li> <li>• Mentor Cell Model – Production takes a bigger role. The mentor is responsible for more than one machine and may/may not have more than one employee within the cell. Less costly program of instruction, but also less effective than one-on-one model. Model recognizes the economies of the company.</li> <li>• Mentor Nearby – This model depends on having one or two kinds of work available for training new employees. (Observed this model being used for apprentice mentoring as well.) The apprentice is put on offload support work. The ownership for learning falls more heavily on the apprentice to ask questions and observe others.</li> </ul>

## APPENDIX F3

# MOTIVATIONAL INTERVIEWING

Motivational Interviewing is an evidence-based practice. It is a person-centered communication method of fostering change by helping a person explore and resolve ambivalence. Rather than using external pressure, MI looks for ways to access internal motivation for change. It borrows from client-centered counseling in its emphasis on empathy, optimism, and respect for client choice. MI also draws from self-perception theory, which says that a person becomes more or less committed to an action based on the verbal stance he or she takes. Thus, an offender who talks about the benefits of change is more likely to make that change, whereas an offender who argues and defends the status quo is more likely to continue his or her present behavior.

Source: retrieved from <http://nicic.gov/MotivationalInterviewing> on July 8, 2013

# GLOSSARY

## **ADMINISTRATIVE AGENCY –**

An agency, such as a community college, that administers the funding and logistics in setting up the apprenticeship preparation program.

## **APPRENTICESHIP –**

Practice whereby a worker with basic skills in a craft is being trained by either a journeyman or a master craftsman to further their knowledge and gain experience in the craft.

## **BLENDED LEARNING –**

Blended learning combines the online delivery of educational content with the best practices of classroom instruction to provide an enhanced learning experience for a diverse group of students. This may include traditional lecture-style instruction, person-to-person tutoring via computer, or other face-to-face interactions combined with the students' self-paced learning via online assignments.

## **CLOUD-BASED –**

Data that is stored on massive servers and remotely accessed by anyone with an internet connection and proper login information. Though this data is accessed from the individual's computer, it differs from the computer-based model, where data is stored on an individual's computer hard drive and accessed from there.

## **CONTEXTUALIZED LEARNING –**

Students gain meaning from learning based on their own experiences. Examples of contextualized learning include both apprenticeships and internships.

## **GED –**

General Educational Development tests are a group of five subject tests which, when passed, certify that the taker has American-level academic skills.

## **GEDplus –**

*GEDplus* describes an important re-entry pathway for many young people to enter the world of work and higher education. It combines GED coursework/ with an immediate connection to the next educational/vocational step, such as community college, apprenticeship preparation, certificate programs, vocational training, etc.

## **MENTOR –**

An individual- usually within the apprentice's workspace- who provides knowledge, advice, and resources to guide the apprentice through his/her program and, possibly, through his/her career. Role modeling is a key part of mentoring.

### **ONLINE WHITEBOARD –**

Real-time whiteboard, whereby several students can view on their own computer monitors diagrams or words drawn by anyone else onto their own screen and transmitted simultaneously and remotely via the internet. Both student and instructors can draw onto their own screen and have their diagrams viewed in an interactive, two-way visual communications method.

### **PATHNET –**

The PathNet system, set up by the Puget Sound Educational Service District, promotes alternative networked pathways to educational/vocational engagement leading to an end goal of a living-wage job and career.

### **PATHWAY THROUGH APPRENTICESHIP –**

A community college program that pairs an apprenticeship instructor with a teacher to contextualize the general education.

### **APPRENTICESHIP PREPARATION –**

Program of learning, whereby the employee gains the necessary basic skills and knowledge (i.e. GED certificate) required for the employee to be eligible to enroll in an apprenticeship program.

### **SYMMETRIC COMMUNICATIONS –**

Communications that rely on honest and open two-way communication between employee and employer and mutual give-and-take rather than a one-way persuasion. Management styles historically have been asymmetric, in that management communicates in a one-way style, whereby employees simply follow dictates or orders with little to no input.

### **SELECTIVE SERVICE SYSTEM –**

System set up by the United States federal government. It provided for an independent agency that maintains information on those potentially subject to a potential future military draft. Most male U.S. citizens and male immigrant non-citizens between the ages of 18 and 25 are required by law to have registered within 30 days of their 18th birthdays and must notify Selective Service within ten days of any changes to any of the information they provided on their registration cards, like a change of address.

### **TEXTING (TEXT MESSAGES) –**

A common form of communication, whereby a message is sent in text form designed to be displayed on the viewing screen of the recipient's cell phone or pager.