Training and Employment Notice	No. 1-08
	Date: July 11, 2008

TO: ALL STATE WORKFORCE AGENCIES
ALL STATE WORKFORCE LIAISONS
ALL STATE ONE-STOP CAREER CENTER SYSTEM LEADS
ALL STATE AND LOCAL WORKFORCE INVESTMENT BOARDS
ALL WIRED INITIATIVE PROJECT MANAGERS

FROM: GAY M. GILBERT /s/
Administrator
Office of Workforce Investment

CC: ETA NATIONAL AND REGIONAL OFFICES

SUBJECT: Availability of Workforce Solutions Developed by Grantees through the President's High Growth Job Training Initiative (HGJTI) and the President's Community-Based Job Training Grants (CBJTGs)

1. **Purpose.** Announcement of the latest round of workforce solutions from the HGJTI and CBJTGs on the Workforce³One.org Web site.

2. **References.**
   - High Growth Job Training Initiative Investment Center at: http://www.doleta.gov/BRG/HGJTIGrantees/
   - Community-Based Job Training Investment Center at: http://www.doleta.gov/BRG/CBJTGrants/
   - Workforce Solutions at: http://www.workforce3one.org/wfsolutions/
   - Career Voyages at: http://www.careervoyages.gov

3. **Background.** Since the passage of the Workforce Investment Act in 1998, the Workforce Investment System has experienced tremendous evolution as we adapt to changing economies and ever increasing need for talent development and quality services for job seekers and employers. Throughout the system, Workforce Investment Boards, One Stop Career Centers, Community Colleges, and other education and training providers, business and industry, community-based organizations, and other partners have collaborated to identify workforce challenges in their communities and pool resources to create solutions.

The Employment and Training Administration is pleased to share over 300 innovative, demand-driven workforce solutions in the enclosed catalogue. The solutions were developed under the President's High Growth and Community-Based Job Training Grants between 2003 and 2008. The grants were designed to engage business, education, and the workforce investment system to address the workforce challenges facing high growth, high-demand industries, and build the capacity of community colleges to train workers and help them develop the skills required to succeed in the 21st century economy. ETA designed the investment activities in an effort to introduce innovative ideas to the national conversation around workforce solutions; in particular, to invite business and industry take a leading role in identifying and addressing the need for skilled workers. ETA is announcing solutions to the public workforce system in an effort to further stimulate innovation and creative response to the nation's workforce challenges.

4. <u>Important Questions and Answers</u>.

What types of workforce solutions were developed by High Growth Job Training and Community-Based grantees?

The Workforce^{3}One.org Web site features 300 High Growth Job Training and Community-Based workforce solutions that can be utilized and customized to address the workforce challenges faced by industries ranging from healthcare and biotechnology to advanced manufacturing and energy.

The workforce solutions developed through the High Growth Job Training and Community-Based grants are divided into five categories and are identified by the following symbols:

Symbol	Category	Examples
🕮	Curriculum Materials and Course Materials	Instructor Materials, Student Materials, Curriculum Lists and Catalogues, and Course Materials
✎	Competency Models and Career Ladders	Career Ladders, Competency Models, Occupational Skills Assessments, and Apprenticeship Materials
☎	Outreach Materials	Industry Marketing, Partner Marketing, Employer Services, Career Awareness and Guidance, and Web sites
🗐	Reports and Databases	Labor Market Reports, and Impact Studies
🛠	Program Management and	Case Studies, Evaluation

	Implementation Tools	Process, and Tools, Guides, Partnership Models, Program Management Models, Replication Models, and Sustainability Plans

How do these workforce solutions add value to my work and my organization?

Workforce solutions facilitate the sharing of knowledge across industries and service systems, as well as within the workforce investment system and other organizations. They also serve as templates, provide new ideas, and help showcase how the workforce and education systems can add value to business.

For example:

- One-Stop Career Centers and Workforce Investment Boards can utilize relevant High Growth Job Training and Community-Based solutions to address the industry challenges that have been identified in their Workforce Investment Act State Plans;
- Community colleges can save their resources by utilizing and customizing curricula developed by High Growth Job Training and Community-Based grantees to address their degree program needs or provide training that is responsive to local businesses, instead of developing the curricula from scratch; and
- Workforce and educational organizations can showcase the type of solutions available to employers, and articulate how collaboration between business and the workforce system is a good return on investment.

Ultimately, your knowledge of the resources available on the Workforce³One.org Web site makes your organization part of a national exchange of ideas that can benefit your own strategies for developing talent in your regional economy.

How is ETA sharing this information?

In 2007, ETA disseminated 125 High Growth Job Training and Community-Based solutions to 3,000 workforce and educational professionals at its annual Workforce Innovations Conference in the form of a compilation CD set. In addition, ETA mailed this CD set to state and local workforce agencies, ETA regional offices, and community colleges nationwide. In July 2008, ETA will disseminate a comprehensive catalogue at Workforce Innovations that contains 300 solutions, and 180 are new! The catalogue and solutions are available on Workforce^{3}One.org, ETA's dynamic web space designed for sharing innovative resources, tools, and learning events.

How can I share this information?

We encourage you to share the information in this TEN and the workforce solutions available online with your colleagues and all of your partners involved in workforce development. Other key stakeholders may include One-Stop Career center staff including case managers and front-line workers; workforce investment board members; organizations serving disadvantaged, adjudicated, or at-risk youth, older workers, persons with disabilities, veterans, and military spouses; community-based organizations; faith-based organizations; community colleges; universities; business and industry, and others.

How can I access ETA's workforce solutions?

Workforce Solutions can be downloaded online from the Workforce^{3}One.org Web site. The descriptions for each solution can also be reviewed in the *Workforce Solutions Catalogue*. The electronic version of the catalogue can be found here: http://www.workforce3one.org/wfsolutions/catalog.pdf

Workforce3One.org Web site Instructions

Step	Action
1	Log onto www.workforce3one.org Registration is free and only takes a minute to complete.
2	Click on the "Workforce Solutions" icon on the right hand side of the home page.
3	Upon entering the Workforce Solutions Page, you will be able to search for workforce solutions by industry, category, grantee, state, and key word. *Note: Appropriate workforce solution results will appear with short descriptions for you to browse.*
4	When you find a workforce solution that meets your interests, click on the workforce solution title and the workforce solution's documents will appear for you to download.
5	If you have any difficulty accessing these solutions, or have questions about specific solutions, please contact the Business Relations Group at: businessrelations@dol.gov or 202.693.3949.

How are workforce solutions being adapted to meet the needs of other regions?

Several regions across the country have adapted solutions developed by Calhoun Community College, a Community-Based Job Training grantee. Calhoun Community College is using its Alternate Health Education Asynchronous Delivery (AHEAD) program to offer students training for new career opportunities in nursing, surgical technology, radiography, and clinical laboratory technology. The project was designed to increase the community college partners' capacity by offering an extended consortium of healthcare programs through shared resources and web-based instruction. Below are two examples of workforce solutions that were adapted by other community colleges in the state of Alabama.

- Delayed Progression Nursing Program: This redesigned nursing program, spread over seven semesters rather than the traditional five semesters, provides an alternative learning format using video-streaming technology that allows the student to view lecture content on the internet or by podcast. Convening one evening per week the class focuses on group discussion, and skill practice, as well as evaluation and testing. The clinical portion of the program occurs in the evenings and on weekends. Central Alabama and Southern Union Community Colleges adopted Calhoun's pioneering program in its entirety to create this program, modifying the education schedule to meet the needs of working adults. In addition, the expanded enrollment at Calhoun Community College has led to an increased number of healthcare professionals ready for employment.
- MICRO Camps (Medicine is Creating Real Opportunities): These summer camps target junior and senior high school health occupations students. Students spend two days on the college campus where they experience hands-on activities in the areas of nursing, clinical lab technology, radiography, and emergency medical technology. Based upon the early success of the MICRO Camp, Southern Union Community College will be implementing the program in the summer of 2008. In the summer of 2009, Columbia State Community College and Motlow Community College (two community colleges in the Tennessee Valley WIRED Region) will also be launching the program.

Are there any restrictions to the use of the workforce solutions?

Workforce solutions developed by the High Growth Job Training and Community-Based grantees and the information in the *Workforce Solutions Catalogue*, are copyrighted by the institution that created them and are intended for individual organizational, non-commercial use only[1].

[1] These workforce solutions were funded by grants awarded under the President's High Growth Job Training Initiative and the President's Community-Based Job Training Grants, as implemented by the U.S. Department of Labor's Employment and Training Administration. The information contained in this catalogue was created by grantee organizations and do not necessarily reflect the official position of the U.S. Department of Labor. All references to non-governmental companies or organizations, their services, solutions, or resources are offered for informational purposes and should not be construed as an endorsement by the Department of Labor. The solutions in this catalogue are copyrighted by the institutions that created them and are intended for individual organizational, non-commercial use only.

5. **Actions Required.** Review the workforce solutions in the attached catalogue and on the Workforce3one.org Web site and identify specific solutions that may be helpful to your organization. Share these workforce solutions, ideas, and this Training and Employment Notice with your key stakeholders and partners. We also invite you to share your own best practices and solutions by adding them to Workforce^{3}One.

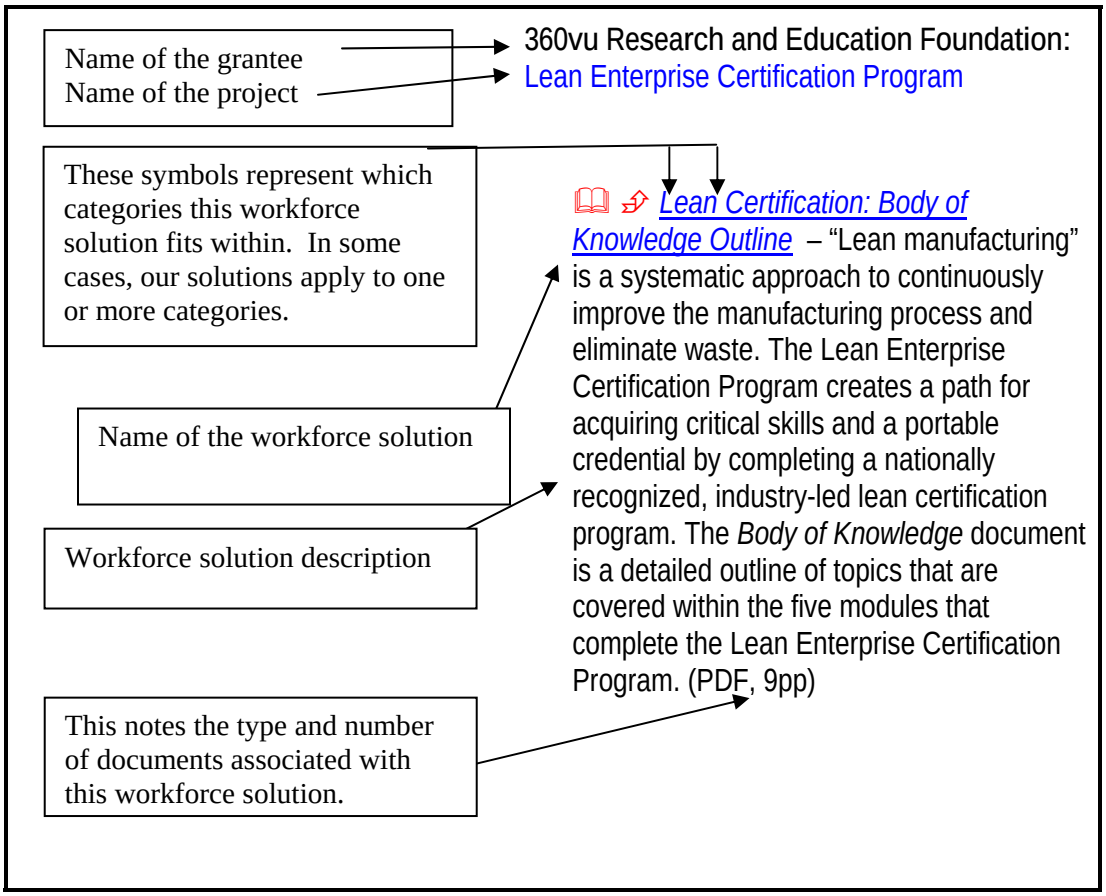
6. **Inquiries.** Questions regarding this TEN should be directed to the Business Relations Group at BusinessRelations@dol.gov or 202-693-3949.

7. **Attachment.** *Workforce Solutions Catalogue*

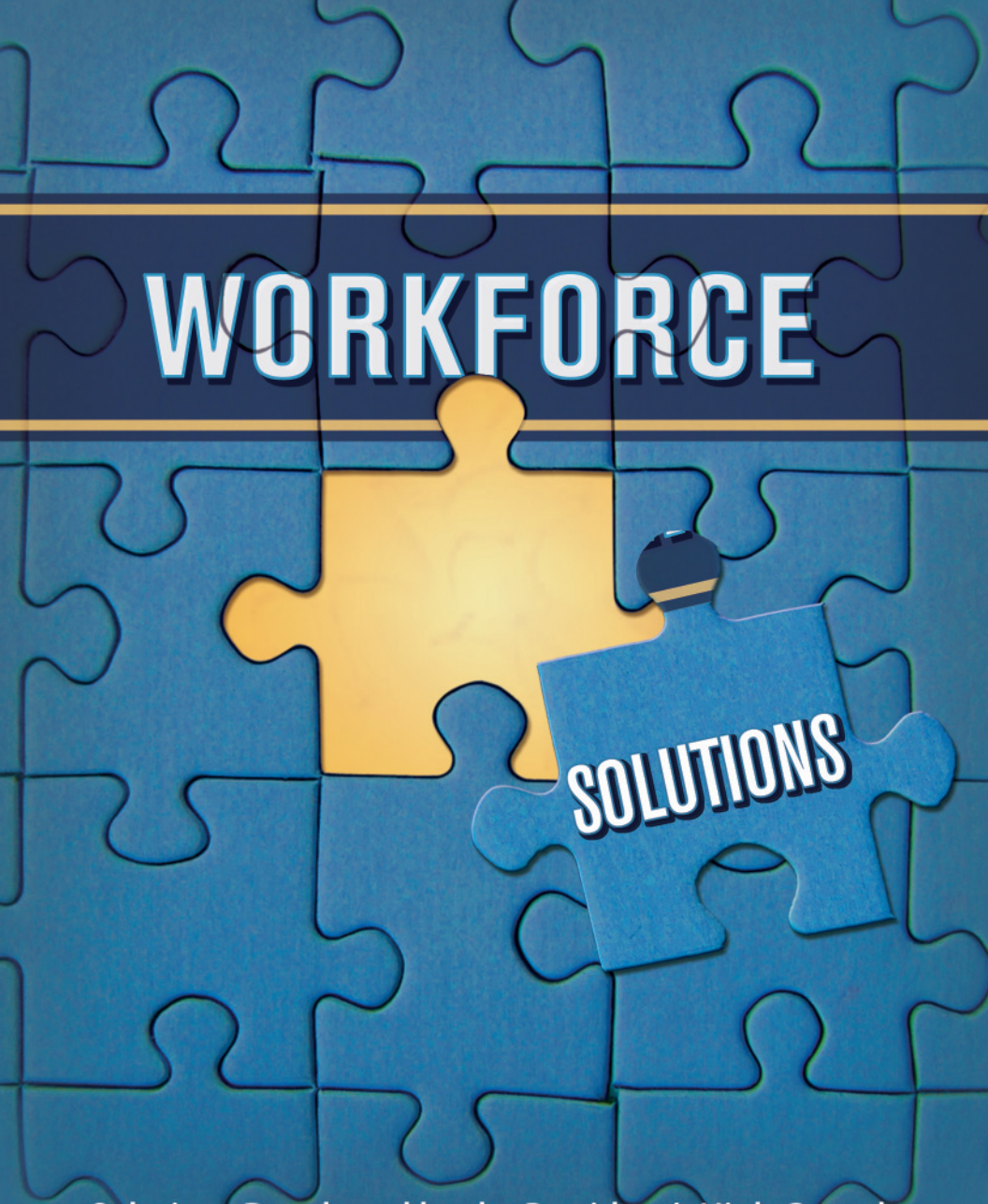
Navigating the Workforce Solutions Catalogue

Available online at:
http://www.workforce3one.org/wfsolutions/catalog.pdf

This following excerpt from the catalogue showcases the layout and format of each workforce solution:



WORKFORCE



Solutions Developed by the President's High Growth and Community-Based Job Training Grantees

RELEASED SUMMER, 2008

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WorkforceOne

Collaborate. Innovate. Transform.

Dear Workforce Colleagues and Partners,

I am very excited to introduce over 300 exciting new workforce products, tools, and solutions to help you address workforce challenges in the industry sectors driving your state and regional economies. Since the passage of the Workforce Investment Act in 1998, the Workforce Investment System has experienced tremendous evolution as we adapt to changing economies and ever increasing need for talent development and quality services for job seekers and employers. Throughout the system, Workforce Investment Boards, One Stop Career Centers, Community Colleges and other education and training providers, business and industry, community-based organizations, and other partners have collaborated to identify workforce challenges in their communities and pool resources to create solutions.

These workforce solutions were developed under the High Growth Job Training Initiative and the Community-Based Job Training Grants between 2003 and 2008. These grants were designed to engage business, education, and the workforce investment system to address the workforce challenges facing high growth, high-demand industries and to build the capacity of community colleges to train and educate workers with the skills needed to succeed in the 21st century economy. The workforce solutions described here include: curriculum, competency models, distance learning tools, career awareness and outreach materials, research findings, case studies, career lattices, industry skills centers, and websites. ETA is announcing these products to enable their replication or adaptation and to further stimulate innovation and creative response to the nation's workforce challenges.

Additional information on these workforce solutions is available at www.workforce3one.org. This Web site includes tools to help you search for workforce solutions in your state by high growth industry, or by solution or resource type. ETA will continuously post new workforce solutions in high growth industry sectors on this Web site as additional High Growth and Community-Based grantees complete their work. Workforce3 One also contains over 6,000 additional resources that you may find valuable in developing workforce strategies and solutions. We invite you to share your own best practices by adding them to Workforce3 One.

If you have any comments or questions, or are interested in learning more about these products and solutions, please contact the Business Relations Group at: 202.693.3949 or businessrelations@dol.gov. Information about the President's High Growth and Community-Based Job Training Grants can be found at www.doleta.gov/business.

Sincerely,

Brent R. Orrell
Acting Assistant Secretary
Employment and Training Administration
U.S. Department of Labor

Welcome to the 2008 Workforce Solutions Catalogue!

Welcome to the 2008 Workforce Solutions Catalogue featuring 300 solutions developed under the President's High Growth Job Training Initiative and the President's Community-Based Job Training Grants. These solutions include curriculum, competency models, distance learning tools, career awareness and outreach materials, research findings, case studies, career lattices, Web sites and more! The Employment and Training Administration is now disseminating these solutions to the public workforce system, education system, business and industry, and other partners, in hopes of further stimulating regional economic development strategies and partnerships.

A synopsis of each solution is included in this catalogue. You can also search and download all of the solutions for free on Workforce3One (www.workforce3One.org), the Employment and Training Administration's dynamic Web space designed for sharing innovative resources, tools, and learning events with workforce and education professionals. These workforce solutions are offered for informational purposes and are intended for individual organizational, non-commercial use[1].

Additional information about High Growth grantees is available through the High Growth Investment Center at http://www.doleta.gov/BRG/HGJTIGrantees/. Information about the Community-Based grantees is available through the Community-Based Investment Center at http://www.doleta.gov/BRG/CBJTGrants/. Please contact the Business Relations Group at: businessrelations@dol.gov or 202.693.3949 if you experience any difficulty accessing our workforce solutions or if you have questions about a specific solution featured in this catalogue.

[1] These workforce solutions were funded by grants awarded under the President's High Growth Job Training Initiative and the President's Community-Based Job Training Grants, as implemented by the U.S. Department of Labor's Employment and Training Administration. The information contained in this catalogue was created by grantee organizations and do not necessarily reflect the official position of the U.S. Department of Labor. All references to non-governmental companies or organizations, their services, solutions, or resources are offered for informational purposes and should not be construed as an endorsement by the Department of Labor. The solutions in this catalogue are copyrighted by the institutions that created them and are intended for individual organizational, non-commercial use only.

Navigating the Workforce Solutions Catalogue

A number of symbols appear throughout the catalog to help the reader identify categories and likely uses of the products. The symbols denote the following:

Symbol	Category	Examples
	Curriculum, Instructional, and Course Materials	Instructor materials, student materials, curriculum lists and catalogs, distance learning tools, etc.
	Competency Models, Skill Assessments, Career Ladders, & Apprenticeship Resources	Career ladders, competency models, occupational skills assessments, apprenticeship materials, etc.
	Outreach Materials	Industry marketing, partner marketing, employer services, career awareness and guidance, websites, etc.
	Reports and Databases	Labor market reports, impact studies, etc.
	Program Management, Implementation, and Sustainability Tools	Case studies, evaluation process and tools, guides, partnership models, program management models, replication models, sustainability plans, etc.

Each project description includes the information shown in the following example. The projects are grouped according to high growth, high demand industries.

Grantee

360vu Research and Education Foundation:

Project Name

Lean Enterprise Certification Program (HG002)

Product Name

Lean Certification: Body of Knowledge Outline (HG002-1) – "Lean manufacturing" is a systematic approach to continuously improve the manufacturing process and eliminate waste. The Lean Enterprise Certification Program creates a path for acquiring critical skills and a portable credential by completing a nationally recognized, industry-led lean certification program. The Body of Knowledge document is a detailed outline of topics that are covered within the five modules that complete the Lean Enterprise Certification Program. (PDF, 9pp)

Category Symbols

Project & Products Description

Resource Format

CONTENTS

6 ADVANCED MANUFACTURING

22 AEROSPACE

23 AUTOMOTIVE

28 BIOTECHNOLOGY

42 CONSTRUCTION

45 ENERGY

50 FINANCIAL SERVICES

51 FORESTRY

52 GEOSPATIAL TECHNOLOGY

57 HEALTHCARE

80 HOSPITALITY

82 INFORMATION TECHNOLOGY

83 RETAIL

85 TRANSPORTATION

87 CROSS-INDUSTRY

ADVANCED MANUFACTURING

COMPETENCY MODEL: Advanced Manufacturing Industry

Advanced Manufacturing Industry Competency Model – This competency model provides a comprehensive set of foundational and technical skills that are necessary for workers to enter and progress in careers within the industry. This model contains a graphic representation of the model, together with a detailed listing of the personal, academic, workplace, and technical competencies that apply throughout the industry. www.careeronestop.org/CompetencyModel/ (PDF, 18 pp)

360vu Research and Education Foundation:

Lean Enterprise Certification Program (HG002)

Lean Certification: Body of Knowledge Outline (HG002-1) – "Lean manufacturing" is a systematic approach to continuously improve the manufacturing process and eliminate waste. The Lean Enterprise Certification Program creates a path for acquiring critical skills and a portable credential by completing a nationally recognized, industry-led lean certification program. The Body of Knowledge document is a detailed outline of topics that are covered within the five modules that complete the Lean Enterprise Certification Program. (PDF, 9pp)

Lean Certification Marketing and Outreach Materials (HG002-2) – A Request for Proposals document and a PowerPoint presentation were created by 360vu to solicit proposals from Manufacturing Extension Partnership Centers to work with manufacturing clients in providing workers with training and certification in Lean Manufacturing. The products describe the background and purpose of the training, time and cost parameters, deliverables, and evaluation criteria for proposals. (PDF, 7pp; PowerPoint, 17 slides)

Body of Knowledge Training Presentation Materials (HG002-3) – These three PowerPoint presentations illustrate the classroom training materials used to meet the requirements of the Body of Knowledge for High Performance Teams, Kaizen Leadership, Kaizen Event, Standardized Work, Problem Solving and Mistake Proofing, and other core areas of Lean. The training itself is comprised of multiple modules delivered over several days of classroom training, followed by the more "hands on" approach of Kaizen event facilitation. Manufacturing Extension Partnership Centers are free to develop their own training materials as long as those materials demonstrate that all areas within the Body of Knowledge are addressed. (3 PowerPoint, 35-68 slides each)

Lean Enterprise Exam Process Fact Sheet (HG002-4) – This description of the Lean Enterprise Certification Program (LECP) examination process provides background on the industry partnership that created the program and the benefits of Lean Certification for individuals and companies. It also describes the levels of certification and outlines the process for obtaining Lean Bronze Certification and the overall contents of the exam. More information can be found at www.sme.org. (Word, 4pp)

Lean Enterprise Certification Program (LECP) Fact Sheet and Strategic Report (HG002-5) – This Fact Sheet and Strategic Marketing document gives a succinct introduction to the LECP program and its purpose, partners, and methods. It also provides hard data on outcomes, for both individuals and client companies, through August 2007. At the strategic level, it demonstrates the effectiveness of incorporating partners from research and education, industry groups, businesses in different industries, and government. (PDF, 3pp)

Arkansas Department of Workforce Services:
Eastern Arkansas 9 Technology Regional Training Initiative (HG009)

Advanced Manufacturing Technology Curriculum (HG009-1) – This curriculum includes detailed materials for a modularized 24-credit hour Advanced Manufacturing Technology curriculum leading to a community college certification. The core curriculum can also be incorporated into associate's and bachelor's degree programs or used at the high school level. Curriculum materials include course descriptions and syllabi, lab equipment lists, course materials, lesson plans, competencies, and assessment strategies. The course has been submitted to the Arkansas Department of Workforce Education and is pending approval. (7 Word, 6-162pp; 8 Excel; 1 Notepad)

Delaware Valley Industrial Resource Center (DVIRC):
Greater Philadelphia Manufacturing Technologies Program (HG029)

Evaluation of the Applied Engineering Technology (AET) & Advanced Manufacturing Education Program (HG029-1) – The DVIRC's Applied Engineering and Advanced Manufacturing Education Program addresses the need for innovative, responsive workforce education models to address key skill shortages faced by advanced manufacturing industries. This document presents an independent evaluation of the project, examining the program's performance, processes, and products. The report addresses outcomes such as enrollment and placement, project implementation, facilities expansion, partnership building, and many other areas. Apart from information on the AET project itself, the report may be a useful source of ideas about evaluation methodology, outcome measures, and research questions. (Word, 57pp)

Short Outreach Videos on Applied Engineering Technology (AET) Designed for Young People (HG029-2) – These three short films (3-5 minutes) convey the excitement of working with AET and highlight local events and programs that middle school and high school students can become involved in. The BEST Robotics video showcases the robotics competition and related activities put on by Philadelphia's Boosting Engineering Science and Technology Hub. The First Lego video shows

excerpts from a Lego robotics competition hosted by the Philadelphia Alliance for middle school students. The Careers in AET video features interviews with young technologists in their workplaces and asks two questions: "What does an applied engineering technologist do?" and "What's it like being an AET student?" (3 MOV videos; 3 Word, 1-3pp)

Greater Peninsula Workforce Investment Board:

The Southeast Virginia Advanced Manufacturing Collaborative (HG039)

Shipbuilding Industry Careers (HG039-1) – This series of videos details careers within the shipbuilding industry, including the professions of electricians, machinists, pipe fitters, ship fitters, and welders. (5 MPG files)
http://manufacturingtraining.tncc.edu/jobseekers.html

Illinois State University/Integrated Systems Technology:

Expanding Illinois State University's Advanced Manufacturing/Integrated Systems Technology (AM/IST) Program (HG070)

Curriculum for Advanced Manufacturing/Integrated Systems Technology (HG070-1) – These documents outline a 200-hour series of community college-level modules and is divided into Electrical, Electronic and Mechanical curricula. The curriculum is designed primarily for dislocated workers. The program cross-trains in these advanced skills, giving graduates updated knowledge of high-tech production equipment. (Word, 55pp; PDF, 1p)

Outreach Materials for Advanced Manufacturing/Integrated Systems Technology (HG070-2) – This collection of brochures, newsletters, articles, success stories, company reports, and other local and national marketing materials explain AM/IST and its training opportunities to prospective trainees and employers. These materials are also available online at www.ncist.ilstu.edu. (17 PDF, 1-3pp; 2 Word, 4-45pp)

A Career Path System for Integrated Systems Technology (HG070-3) – The purpose of this document is to report on potential career paths within manufacturing environments that depend upon integrated systems technology. It represents the first comprehensive attempt to "map back" the skills embedded in the Advanced Manufacturing/Integrated Systems Technology Program (AM/IST) to potential career ladders and lattices involving integrated systems in the high-performance manufacturing workplace. (Word, 31pp)

AM/IST Incumbent Worker Training Curriculum (HG070-4) – These thirty, short-term training modules were designed by advanced manufacturing industry representatives for upgrading the skills that are critical for incumbent workers to remain competitive in today's high-tech manufacturing environment. The courses cover electrical, mechanical, hydraulic and pneumatic systems, programmable logic controllers, and Mechatronics. The courses are broken into a series of modules, each with a set of specific objectives and targeted skills. (Word, 124pp)

Advanced Manufacturing/Integrated Systems Technology (AM/IST) Video (HG070-5) – This 10-minute video was developed to provide an overview of the IST training program. Its purpose is to introduce participants, workforce personnel, community college personnel, and others to Integrated Systems Technology training and the IST High Growth Job Training Initiative project. The PDF file provides the script entitled Overview IST Training Program. The video can be viewed or downloaded from the National Center for Integrated Systems Technology's Web site at http://www.exu.ilstu.edu/ncist/video/. (PDF, 3pp)

Industry-Based Certifications in Manufacturing (HG070-6) – Based on a review of documents related to certification activities within the manufacturing sector, this paper explores the feasibility of a manufacturing certification in Integrated Systems Technology. The report provides background on the increased interest in and need for industry-based certifications; outlines the types and applicability of the various certification systems that currently exist; reviews the characteristics of current industry-based certifications in manufacturing; and discusses prospects for a manufacturing certification in Integrated Systems Technology. It also includes an attachment that provides an extensive listing of industry-based certifications in manufacturing. (Word, 11pp)

Integrated Systems Technology (IST) Advanced Manufacturing Certification - Conceptual Framework (HG070-7) – Developed as a follow-up to the Industry-Based Certifications in Manufacturing product, this document discusses how an industry-based certification in IST would complement, not compete with, existing manufacturing-related certifications. An IST Certification would cut across occupational skill sets; provide the opportunity for multiple levels of certification; focus on production support, maintenance and repair; fill a current void; and provide a common language among employers, employees and training providers. (Word, 4pp)

Short-Term Incumbent Worker Training Module Course Outlines (HG070-8) – These short-term, incumbent worker curriculum outlines for AM/IST modules include course descriptions, goals and objectives, and were developed as a collaborative effort between NCIST, Lake Land College and Owens Community College. The outlines are broken out into sessions with information that includes lecture topics, demonstrations, activities, and instructor remarks. Each module concludes with information on module instructional resources, course evaluation, assessment, and grading. The outlines can also be accessed on-line at http://www.exu.ilstu.edu/ncist/modules.phtml. (10 Word files, 1-12pp)

Advanced Integrated Manufacturing Systems Technology AAS Degree Curriculum (HG070-9) – The AIMST AAS Degree, developed by Owens Community College, addresses both the current and emerging needs of industry by providing the technology base manufacturers demand, coupled with flexible technical options to accommodate several different industries. Included in this product are 35 course outlines and two introductory documents. The course outlines offer course and student outcomes, textbook references, a weekly schedule of topics, and a catalogue description. (37 Word files, 3-5pp)

Process Guide for the Advanced Manufacturing/Integrated Systems Technology Program (HG070-10) – The Process Guide for the Advanced Manufacturing/Integrated Systems Technology Program was developed to assist other community colleges and local workforce areas in replicating and implementing the various training programs developed under the National Center for Integrated Systems Technology grant. The Guide covers a wide range of implementation topics, from business plans and scope of work

agreements to facilities layout, marketing materials and assessment tools, and is illustrated with many practical examples. http://www.exu.ilstu.edu/ncist/process_guide.phtml (PDF file, 288pp)

Outreach Materials for Advanced Manufacturing/Integrated Systems Technology (AM/IST) (HG070-11) – These outreach materials contain a collection of brochures and success stories that highlight AM/IST, training opportunities, and how the training positively effects companies and individual's careers. The materials are targeted to prospective trainees and employers. (6 Word files; PDF, 2pp)

The Junior College District of Kansas City:
Making It In Kansas City (CB127)

Making It In Kansas City (MIIKC) Outreach Materials (CB127-1) – These materials provide examples of graphics-intensive brochures, press releases, letters to high school counselors, and other materials to recruit candidates for the MIIKC Information Sessions. There is an emphasis on youth aged 18-23. (2 PDF files, 10-12pp)

Making It In Kansas City (MIIKC) Information Sessions (CB127-2) – This presentation provides materials for a one-hour briefing to explain the MIIKC program to potential candidates. It includes a 14-slide presentation and application forms. (PDF, 18pp)

Making It In Kansas City (MIIKC) Pre-Training Assessment Process (CB127-3) – This document includes a detailed description of the candidate assessment process, which includes vocational interest and aptitude tests, computer literacy, a physical demands test, and other elements. The product also includes assessment scripts, tracking forms, and some testing materials. (Word, 19pp)

Manufacturing Career Training Program (CB127-4) – This product includes an overview of the six courses included in the 16-week community college training program that prepares students for entry-level manufacturing positions. It includes information about scheduling, textbooks, grading, classroom policies, assignments, and student projects. (Word, 10pp)

The Lean Manufacturing Workshop (CB127-5) – This slide show presentation, for a 4-day introduction to lean manufacturing, was developed specifically for high school students and instructors as part of the Making It In KC program. (PDF, 164pp)

Manufacturing Training Center Renovation (CB127-6) – This document describes the design layout of dedicated space for basic Manufacturing Skills Training, including a manufacturing laboratory, multi-configuration classroom, computer laboratory, and administrative space. (Word, 7pp)

The Hypocycloid Time Machine and Manufacturing Career Training Curriculum Summary (HG127-7) – The Hypocycloid Time Machine is a hypothetical spinning device that students build as a team exercise. Teams are given raw materials and instructions to build the device – but there are errors in the instructions and bottlenecks in the production process. Students fix these problems and share their solutions with other teams. This document contains specifications for the exercise, including a bill of materials, equipment requirements, and manufacturing instructions. Also included is a curriculum summary for the 16-week Making It In KC Manufacturing Career Training Program, which prepares students for entry-level manufacturing positions. The curriculum summary provides a background and context for the Hypocycloid exercise. (2 Word files, 10-68pp)

Lancaster County Workforce Investment Board:
The Pennsylvania Advanced Manufacturing Collaborative (HG057)

Industrial Wood Finishing I Course Materials (HG057-1) – The Collaborative's Lumber and Wood Consortium has developed a curriculum for high-end custom cabinet manufacturing to support a career ladder for a Master Finisher. This product includes detailed course presentation materials. (PDF, 209pp)

Lower Rio Grande Valley Workforce Development Board:
South Texas Advanced Manufacturing Apprenticeship (HG062)

Curriculum Guides for Metalworking and Industrial Maintenance (HG062-1) – This product includes detailed curriculum outlines for a 300-hour, multi-course, adult pre-apprenticeship program; a Youth Career Pathway program of seven college-level courses; an 800-hour modularized Industrial Maintenance curriculum; and an 800-hour Tool and Die apprenticeship program. (4 PDF files, 21-194pp)

The Manufacturing Institute of the National Association of Manufacturers (NAM):
The Dream It. Do It Careers Campaign (HG064)

Dream It. Do It. Toolkit (HG064-1) – This includes a comprehensive set of materials created to help local organizations carry out a regional Dream It. Do It. manufacturing careers campaign. Products include research tools for conducting a skills gap study and benchmarking, campaign management tools, speaker's kit and media kit, and even a Style Branding Guide for adapting logos, images, and other creative materials to the local area. (10 sub-folders with multiple files in Word, Acrobat, PowerPoint and Excel)

Dream It. Do It. Web site (HG064-2) – This is the award-winning Web site for career exploration and recruitment created in conjunction with the Dream It. Do It. national campaign. The Career Toolkit section features vocational interests and values tests; career profiles of manufacturing-related occupations; and school, internship, and job search tools. It also links to the campaign, events, videos, and other resources. All materials are presented in a hip, breezy style to appeal to young people. http://www.dreamit-doit.com

Dream It. Do It. "How-To" Guide for Implementing Manufacturing Services at One-Stop Career Centers (HG064-3) – This product illustrates how the Dream It. Do It. and similar campaigns can be linked with One-Stop Career Centers. It includes sections on planning and implementing Dream It. Do It., benefits of the campaign for local One-Stops, and lessons learned from the campaign about how to deliver effective services for the manufacturing sector. (PDF, 27pp)

National Institute for Metalworking Skills (NIMS):
Competency-Based Apprenticeship System for Metalworking (HG072)

Structured On-the-Job Training Pilot Implementation Guide (HG072-1) – This concise but thorough guide explains how the NIMS structured on-the-job training system works, how it was developed, and how to implement it in a company context. (PDF, 43pp)

NIMS Structured On-the-Job Training System (HG072-2) – This structured on-the-job training system is designed to help metalworking companies implement systematic and rigorous on-the-job training programs. These materials are targeted to three key positions: Front-Line Trainers, Senior Trainers, and Training Coordinators. Each component contains practical tools for planning, carrying out, and assessing on-the-job training activities. (3 folders with 54 Word files)

National Institute for Metalworking Skills (NIMS):
Flexible Training Options for the Metalworking Industry (HG126)

Curriculum Guides for a Training and Apprenticeship Program (HG126-1) – These guides contain detailed curricula for six metalworking occupations: Computer Numerical Control Specialist-Milling; Machine Builder; Machine Maintenance, Repair, and Service; Machinist; Press Set-Up and Operation-Stamping; and Stamping Tool and Die Maker. Each curriculum is divided into modules that address one or more core competencies. The modules cover pre-requisites, performance objectives, training activities and resources, in-training assessments, and National Institute for Metalworking Skills credentialing (if any) that is obtained upon completion of the module. (6 PDF files, 69-247pp)

Standards and Implementation Tools for Competency-based Apprenticeship (HG126-2) – This package contains the National Institute for Metalworking Skills National Guidelines for Apprenticeship Standards, a sample of the Standards of Apprenticeship document that is used by sponsors and registration agencies, models or templates for apprenticeship agreements, Affirmative Action plans, apprentice selection procedures, an apprentice assessment process, and Certificates of Completion. (8 PDF files, 5-46pp)

Nebraska Central Community College:

Nebraska Mechatronics Education Center (HG073)

Technical Assistance Guide for Web-based Learning with the Mechatronics Education Center (HG073-1) – This technical assistance guide shows students how to access the college's WebCT online learning facilities and use advanced interactive simulation software such as FluidSim Pneumatics and Circuits Challenge in the context of a basic electronics class. (Word, 39pp)

Control Systems Course (HG073-2) – This course is an in-depth study focusing on the installation, maintenance, and repair principles of industrial motor controls, including troubleshooting and schematic interpretation. The course is designed for community college-level students pursuing careers in industrial maintenance. The product files include a syllabus, learning plans, a lab book, and examinations. (7 PDF files, 2-138pp)

Applications of Industrial Sensors Course (HG073-3) – The Applications of Industrial Sensors course is a detailed study of industrial sensors focusing on proximity, volume and displacement, and distance and measurement applications. This product contains the outline and syllabus, competencies, and learning objectives for the course. (10 PDF files, 2-6pp)

Concepts of Electronics 1 Course (HG073-4) – The first of two electrical courses intended for community college students, this is a study of electronics principles for students pursuing a career in an electrical trade who have no prior knowledge of electricity. The lab manual is designed for students to perform analysis, calculations and decisions relating to series and parallel circuits, along with analyzing and troubleshooting the circuits with common test equipment. The files contain folders with lab books, worksheets, handouts, exercises, quizzes, unit examinations, and a detailed outline with a focus on DC electrical and electronic theory. (29 PDF files, 1-82pp)

Concepts of Electronics 2 Course (HG073-5) – The second of two electrical courses created at Central Community College, this course is designed for students who have completed Concepts of Electronics 1. This curriculum covers the fundamentals of alternating current, oscilloscope training and practice, inductive and capacitive effects in series and parallel circuits, resonance and basic three phase configurations. The files contain folders with lab books, worksheets, handouts, exercises, quizzes, unit examinations, and a detailed outline focusing on AC electrical and electronic theory. (34 PDF files, 2-75pp)

Presentation on Mechatronics Education Center (MEC) Components (HG073-6) – This PowerPoint presentation illustrates the MEC's organization, successes and activities, and features five key components of the project: Awareness Programs, Professional Development, Return-to-Work, Web-Assisted Course Development & Delivery, and Short-term Workshops. (PowerPoint, 56 slides)

Mechatronics Education Center (MEC) Web site (HG073-7) – The MEC Web site features sections on Training Options, Resources, On-line Learning, News, Partners, and an About MEC page. Throughout the site Mechatronics activities are illustrated in a lively way with animations, graphics, photographs, videos, and descriptions. The Web site serves as both an access point for current participants and a source of information for those who wish to learn more about the project and/or about careers in manufacturing. www.mechatronics-mec.org

Mechatronics I Course (HG073-8) – Mechatronics is the computer integration of mechanical and electrical systems. In this course students become familiar with various mechatronics system components and their function in industrial machines, with an understanding of circuit design, installation, maintenance and repair principles including troubleshooting and schematic interpretation. Product files contain the syllabus, learning plans, worksheets, and lab manuals for the course. (5 PDF files, 7-48pp)

Programmable Automation Controls Course (HG073-9) – This community college-level course looks at the fundamentals of programmable automation controllers. The student will gain an understanding and interpretation of ladder logic, hardware installation, and maintenance and repair principles including troubleshooting. Product files include the syllabus, learning plans, and a lab manual for the course. (2 PDF files, 19-48pp)

Mechatronics Education Center (MEC) Brochure (HG073-10) – This in-fold color brochure succinctly defines the MEC's objectives, promotes the sponsors of the program, and encourages the reader to contact the project coordinator for educational opportunities. (PDF, 2pp)

Fundamentals of Pneumatics Course (HG073-11) – The Fundamentals of Pneumatics course covers the fundamental principles of air-driven systems. It was created for community college students with no prior knowledge of pneumatics. The course provides an understanding of the structure, function, and application of cylinders, valves, and other flow control components. The student performs logic operational analysis, calculations, and decisions relating to pneumatics circuits. This material is designed to complement hands-on pneumatic laboratory activities. The files contain folders with the syllabus, learning plans, chapter review worksheets, and unit tests. (15 PDF files, 3-13pp)

Northwest-Shoals Community College:
Advanced Welding Technology Program (CB095)

Welding Course Syllabi (CB095-1) – These documents provide the syllabi for 17 introductory and advanced welding courses taught at the community college level. Each syllabus contains a course description and course objectives, a list of topics, and in some cases a list of specific tasks to be tested and mastered. The package also includes sample certificates of completion and a detailed listing of the duties of a Career Ladder Advisor, covering recruitment/outreach, enrollment and advising, tracking student performance, and liaison with the business community. (20 Word files, 1-7pp)

Oregon Manufacturing Extension Partnership (MEP):

Regional Lean Manufacturing Training in Food Processing (HG080)

Building the Collaborative Workplace (HG080-1) – This curriculum in cultural awareness and effective communication coaches native English speakers on how to be more effective in communicating with Limited English Proficient co-workers, with special emphasis on Hispanic culture. Materials include an instructor guide, a participant workbook, and a PowerPoint presentation. (2 PDF files, 32-64pp; PowerPoint, 31 slides)

Lean English Essentials (HG080-2) – This 12 to 16 hour vocational English as a second language course teaches limited English proficient workers the vocabulary and concepts of Lean so that they can participate, along with native speakers, in later training on the principles of Lean Manufacturing. The files include a course summary, participant workbook, and an instructor guide. (3 PDF files, 4-99pp)

Principles of Lean Manufacturing for Food Processing (HG080-3) – This interactive one-day course gives an overview of the principles of Lean Manufacturing for the food processing industry. The course combines lecture and a live simulation to give participants an immediate opportunity to apply the principles learned in the class. Four rounds of a food processing factory simulation provide settings for applying the continuous improvement techniques and tools of Lean. The course kit contains instructions for setting up the simulation, instructor script, and participant materials. (PDF, 34 pp; Excel; 5 Word files, 1-12pp)

Pennsylvania WIB Plastics Initiative:

The Pennsylvania Plastics Initiative (HG084)

The Imagine Plastics.com Web site (HG084-1) – This Web site provides a toolkit with a variety of career information on the plastics industry. It includes descriptions of plastics occupations, employment projections, study guides for teachers to use in schools, and profiles of various plastics occupations. Each major section of the site opens with a short video greeting and overview. www.imagineplastics.com

Pennsylvania Plastics Initiative Occupational Forecast Study (HG084-2) – This report forecasts three, five, and ten years in the future, examining the employment levels and changes in employment for different occupational groups in Pennsylvania's plastic industries. It also discusses some of the factors affecting future employment in the industry, including exports and competitiveness. (PDF, 35pp)

San Bernardino Community College District:

Skills Certification Project for Southern California (HG089)

MSSC High Performance Manufacturing Training (HG089-1) – This 54-hour, three credit units, college-level course prepares students for the Manufacturing Skills Standards Council (MSSC) certification exam program. MSSC is a nationwide, industry-driven system that certifies the knowledge of students and production workers from entry-level to first line supervision in all sectors of manufacturing. Sub-folders contain curriculum outlines from two colleges and full course materials from one college. (6 Word files, 1-12pp; 19 PowerPoint files, 6-32 slides)

Manufacturing Technology MSSC Assessment Preparation (HG089-2) – This 48-hour, three credit units, college-level course prepares students for the Manufacturing Skills Standards Council (MSSC) Manufacturing Processes assessment by featuring studying and test-taking tips, and sample MSSC test questions. (4 Word files, 2-15pp; 5 PowerPoint files, 12-101 slides)

Maintenance Mechanics Curriculum and Course Materials (HG089-3) – This 720-hour regional occupational program class for high school students provides a foundation in basic industrial machinery maintenance and repair. The course was created for California's Regional Occupational Program and includes a curriculum outline, instructor's guide, and sample lesson plans. (3 Word files, 4-7pp)

Southwestern Michigan College:
Precision Production Technology (CB120)

Precision Production Technology Certificate with Competencies (CB120-1) – This is a template for the Precision Production Technology basic skills certificate. The reverse side of the certificate provides a detailed inventory of the courses taken and the skills acquired by the graduate. (2 Word files, 1p each)

Precision Production Technology Curriculum (CB120-2) – This product includes a one-page curriculum overview, a curriculum ladder document, and syllabi for the 11 Precision Production Technology courses. (13 PDF files, 1-11pp)

Precision Production Technology Web site (CB120-3) – This Web site offers easy-to-read information about the college, the Precision Production Technology program, and the Summer Intensive program. It also includes the expected pay and benefits for graduates, an "Am I a good match?" section, and other features. www.swmich.edu/ppt

Marketing Materials for Precision Production Technology Summer Activities 2006 (CB120-4) – These marketing materials include a poster, postcard advertisement and registration form, and employer and participant certificates created for the 5-day "Tomorrow's Technology Today" program. (4 PDF files, 1-5pp)

Miscellaneous Outreach Materials (CB120-5) – These flyers target incumbent workers and high school students, scholarship applications, and recruitment folder materials. (4 PDF files, 1-5pp; 2 Word files, 2pp each)

Outreach Materials for the Precision Production Technology (PPT) 'Summer Camp' 2007 (CB120-6) – These brochures provide information on the 12-week summer intensive course on Precision Production Technology. The course is designed for recent high school graduates and displaced workers, and includes paid work experience. (2 PDF files, 5pp each)

AEROSPACE

Community Learning Center, Inc.:
Aerospace Industry Training Project (HG149)

Final Report with Learnings (HG149-1) – This report summarizes the results of 10 aspects of the Community Learning Center, Inc.'s Aerospace Industry Training Partnership project such as marketing and recruiting efforts; job development, placement, and follow-up; and project evaluation. Each aspect is discussed with an overview of the original plan, problems and resolutions, principal results, and lessons learned. (Word, 37pp)

Enterprise-Ozark Community College:
Aviation Maintenance and Avionics Training (CB049)

Web site and Advertising Flyers for Aviation Maintenance and Avionics Courses (CB049-1) – The Web site and flyers describe Aviation-related courses offered by the college and the skills that trainees will gain, along with concise information about aviation career opportunities and pay, certification and course costs. http://aviation.eocc.edu/ (2 PDF files; Word)

AUTOMOTIVE

Aims Community College:
Automotive Service Technology Training (CB001)

New Automotive Technology and Construction Programs in Fort Lupton (CB001-1) – This automotive marketing and outreach document includes a registration sheet with information for the Fall semester; Fort Lupton press article; a publicity sheet; and a copy of "Alive," the Aims Community College news that informs about the grand opening celebration for the college's new home for Construction and Automotive Technology in Fort Lupton. (PDF, 17pp)

Automotive Retailing Today (ART):
Building America's Auto Dealership Workforce (HG118)

Franchise Automobile Dealership Organization Chart (HG118-1) – This flow chart outlines employment positions throughout a dealership, such as leadership administration, sales/lease, finance and insurance, collision repair, and parts. (PDF, 1p)

Job Descriptions (HG118-2) – These documents provide job descriptions for four careers in Body Shop Repair, four careers in Collision Repair, career paths in Leadership Administration, six careers in Sales and Leasing, and twelve careers in Service. Each job description provides position's name, definition, functions, requirements, benefits, physical condition, and training with Web sites as references. (11 Word files, 1-32pp)

Salary Figures by Position (HG118-3) – This salary chart provides data on the salaries of occupations and automotive dealerships by region. It includes positions in the following regions: Mid-Atlantic, East North Central, West North Central, South Atlantic, East South Central, West South Central, Mountain, and Pacific. (PDF, 1p)

Automotive Youth Educational Systems (AYES):

Automotive Youth Educational Systems (HG011)

Automotive Technician Apprenticeship Standards (HG011-1) – The Michigan Automobile Dealer Association uses the Automotive Youth Educational Systems model to establish the standards for a registered apprenticeship as an Automotive Technician Specialist. Standards regarding qualifications, selection process, term of apprenticeship, granting of certificate of completion, etc. are outlined in the document. A sample applicant evaluation/interview form is also included. (PDF, 21pp)

Broward Community College:

Automotive Technology Center of Excellence (CB015)

Broward Community College Web site (CB015-1) – The training model for the Automotive Technology Program and the General Motors ASEP program is available at the Broward Community College Web site. http://www.broward.edu/auto

Gateway Technical College:

Upgrading the Nation's Automotive Programs to Industry Standards (HG036)

Preparing for NATEF/ASE Evaluation (HG036-1) – Automotive instructors who are seeking the Automotive Service Excellence certification or the National Automotive Technicians Education Foundation certification as well as certified instructors seeking online continuing education credits can use this Web-based tutorial to further their knowledge. http://www1.snapon.com/display/router.asp?docid=3797

Upgrade to Certification Web site (HG036-2) – This Web site provides tools and guidance for automotive training centers looking to achieve or maintain National Automotive Technicians Education Foundation (NATEF) certification. A comprehensive NATEF and Automotive Service Excellence (ASE) Certification Tutorial guides the user through the certification process. The

Web site also directs automotive instructors seeking the required 20 hours of continuing education to maintain their ASE certification to Melior's Web site, where training can be completed online. Links to online courses in automotive technology and to grant partners sites are featured. http://www.upgrade2cert.org

ASE Certification Instructor Tutorial (HG036-3) – This is a Web-based tutorial for automotive instructors seeking Automotive Service Excellence (ASE) certification, schools seeking National Automotive Technicians Education Foundation (NATEF) certification, and certified instructors seeking online continuing education. The introduction explains what NATEF and ASE are and why programs should certify. The Certification Process section goes through the process step-by-step. Additional in-depth details can be accessed by clicking on the respective topics. The Preparation section guides the user through all of the steps needed prior to applying for certification. The 10 NATEF standards are included allowing programs to perform a self-evaluation prior to applying. The site also includes a Resource section, where all help files and sample documents are located. http://www.upgrade-2cert.org/tutorial/index.html

National Institute for Automotive Service Excellence (ASE):

ASE Bilingual Outreach Program (HG071)

Glossary of Automotive Terminology (HG071-1) – The translations contained in this glossary, developed by the National Institute for Automotive Service Excellence (ASE), represent most, if not all, of the terms an automotive technician may encounter on the associated bilingual certification exams. The "Preferred Spanish" translation for each English term or phrase is intended to represent a translation that should be correctly understood by any knowledgeable Spanish-speaking automobile technician, regardless of where their Spanish originates. (PDF, 64pp; MS Access)

Pennsylvania Automotive Association / Harrisburg Career & Technology Academy:

Automotive Services Partnerships for Urban Communities (HG082)

Introduction to Automotive Technology (HG082-1) – The Introduction to Automotive Technology course materials include a syllabus. table of contents, student workbook, and student workbook tracking sheets for modules on careers in automotive technology, brakes, steering and suspension systems, electrical systems, emission control systems, fuel and exhaust systems, and ignition systems. (PDF, 39pp)

Shoreline Community College:

Auto Sales and Service Training Pathways (HG091)

General Services Technician Automotive Curriculum (HG091-1) – This 45-credit hour course for high school and community college students includes seven different modules named Auto Shop and Personal Safety, Curriculum Materials and Course Materials, Electrical Systems, Steering and Suspension Systems, Brakes, Drive Train, and HVAC Systems. The complete curriculum includes lectures, student materials, student tests, and instructor guides. For a password to access the Instructor Guides, contact Gary Main at Shoreline Community College at gmain@shoreline.edu or 206-533-6780. (7 folders with 840 Word, PowerPoint and PDF files)

Crosswalk – NATEF Standards (HG091-2) – This product includes descriptions and curriculum location of tasks required for meeting National Automotive Technicians Education Foundation (NATEF) Standards (e.g., identifying general shop safety rules and procedures, identifying and using proper placement of floor jacks and jack stands, etc.) (Word, 3pp)

Shoreline Community College Report (HG091-3) – This report provides a summary of key outcomes of Shoreline's High Growth Job Training Initiative Grant. It includes the number of employers involved, number of incumbent workers trained as a result of developing the first comprehensive and current "career pathway" chart developed for the automotive sales and service industry, number of General Service Technician students, the project's replication and dissemination strategies, and five trainee success stories. (Word, 3pp; 5 PDF files, 3pp each)

Shoreline Community College GST Program Web site (HG091-4) – The Home Page of the General Service Technician Program Web site provides a brief description of the program and its mission, as well as links to the following: Web Resources (relating to major manufacturers that produce automotive tools and equipment; automobile manufacturers; and automotive courses, training programs, and information); Instructional-Based Services (interactive, PDF, image, video, PowerPoint, and job sheet libraries); and Curriculum. A username and password are required for links; contact Shoreline Community College for more information. http://generalservicetech.shoreline.edu

BIOTECHNOLOGY

Alameda County Workforce Investment Board:

Bay-Area Biotech Consortium Career Pathway Project (HG006)

Ahead of the Curve, Responding to the Dynamic Biotech Sector Booklet (HG006-1) – A richly-illustrated report that tells the story of the Biotech Workforce Network – a public-private partnership that began with a response to the airline industry's crisis after 9-11, and expanded its mission to provide comprehensive regional education and training solutions to keep San Francisco Bay Area biotech businesses ahead of the curve. The major sections of the report include: Know the Market, Build the Partnerships, Engage the Businesses, Meet the Demands, Get the Results, and Prepare for the Future. (PDF, 24pp)

Claflin University:

Orange-Calhoun Area Biotechnology Consortium Project (HG019)

Biotechnology Development and Advisement Program for High School Students (HG019-1) – This product includes a guide that introduces the curriculum framework which facilitates a smooth transition from high school to post-secondary education; and two sample curriculum templates (for majors in Biomedical Science and Biotechnical Engineering) that list the various courses a student should take throughout high school if they have an interest in a given major, and potential occupations upon completion of the major. (3 PDF files, 3-14pp)

Curricula for Orangeburg-Calhoun Technical College and Clemson University Entry-Level Certificates and Degree Programs (HG019-2) – This product includes a brief description, followed by an outline, of the required courses for various certificate and degree programs. The entry-level certificates and degree programs outlined include: Biomanufacturing, Biotechnology, Forensics, Mammography, and Agriculture Biotech. (PDF, 2pp; 4 Word files, 1p)

Course Outlines Orangeburg-Calhoun Technical College and Clemson University Advanced Certificates and Degree Programs (HG019-3) – This product includes a brief description, followed by the required courses, for various certificate and degree programs. The advanced certificates outlined include: Computed Tomography and Magnetic Resonance Imaging. (2 Word files, 1p)

Forsyth Technical Community College:

National Center for the Biotech Workforce (HG035)

Career Pathways in Biotechnology Video and Script Outline: Capturing Best Practices and Program Processes (HG035-1) - The purpose of this 30-minute video is to give students and workforce professionals a sense of the innovative biotechnology apprenticeship and internship programs offered by the five partner institutions of the National Center for the Biotechnology Workforce grant, with the intent of promoting best practices nationwide. The film uses interview footage with staff and students to explain how the programs operate, what students learn, and their backgrounds and motivations. The film ends with a review of key learning points. A script outline is included. (MPG video; Word, 16pp)

Biotech Resource Line Newsletters: A Newsletter Tracking Trends in Biotechnology (HG035-2) – A series of four-page newsletters were sent out to interested parties in business, education and the workforce development system. The first six volumes included profiles of the National Center for the Biotechnology Workforce, its partner organizations, and the North Carolina Regional Consortium. The additional six newsletters described and reported on the trends in the world of Biotechnology. (12 PDF files, 4pp each)

Curriculum and Outreach Materials from Indian Hills Community College and the Iowa Bioprocess Training Center (HG035-3) – These products contain a variety of materials for agriculture-related Biotechnology training, including curriculum materials, an industry training needs assessment for the Ethanol Technician program, and presentations on Chromatography methods. There is also a five-minute 'virtual tour' video show-

casing the college's pilot laboratory equipment, a summary of a working lunch held with bio-based industries to assess their training needs, and a helpful index document giving background information on the various products and their relationship to activities within the grant. (4 Word files, 2-4pp; 3 PDF files, 76-216pp; 2 PowerPoint files, 26-40 slides; WMV video)

Business and Regulatory Practices in Biotechnology Course Materials (HG035-4) – BTEC120 is a core course in MiraCosta Community College's Bioprocessing Program. These course materials include reference documents, exercises and case studies about pharmaceutical regulation, risk assessment, manufacturing quality control, and related topics. (14 PDF files, 1-33pp)

Bioprocessing Laboratory Course Materials (HG035-5) – BTEC220 is a core course in MiraCosta Community College's Bioprocessing Program. In a state-of-the-art laboratory, students learn to use devices and procedures that turn protein cells into a medicine called Activase, which is used for treatment of strokes and heart attacks. This collection of laboratory materials contains batch protection and data collection worksheets, and instructions for operating equipment. (17 Word files, 2-6pp)

Bioprocessing Program Course Outlines and Equipment (HG035-6) – These detailed outlines provide content for six courses that are a part of MiraCosta Community College's Bioprocessing program. Also included is a brochure describing the biotechnology program, context for the course outlines, enrollment and completion statistics, and an itemized list of equipment purchased with the DOL grant to replicate current industry practices in the classroom. (7 PDF files, 5-23pp; 3 Excel files)

National Center for the Biotechnology Workforce Web site (HG035-7) – The National Center's Web site features profiles of the consortium's partner colleges, short videos, back issues of the Biotech Resource Line newsletter and other articles, Web links, events, and a section on Education and Training. http://www.biotechworkforce.org

Core Production System Book for Biomanufacturing Apprenticeship (HG035-8) – This well-documented and self-contained curriculum was designed around appropriate skills standards and was part of the first Registered Apprenticeship in biomanufacturing. New Hampshire Community Technical College faculty used this curriculum and state-of-the-art facilities to train traditional students, incumbent workers and student apprentices. This document contains detailed lesson plans built around standard operating procedures for equipment and laboratory procedures, lab record templates, and competencies. (PDF, 92pp)

Aseptic Processing Awareness Course Materials (HG035-9) – The objectives of this two-day course are to increase awareness about the microbial contaminants found on the body and in the environment, discuss practices that help to minimize contamination, and perform lab exercises that reinforce the concepts learned in the class. Materials include a course outline, a comprehensive PowerPoint lecture with speaker's notes, and detailed instructions for some procedures. (2 Word files, 2-5pp; PowerPoint, 64 slides)

A Regional Model in the Piedmont of North Carolina (HG035-10) – The Forsyth Tech/Piedmont Triad Regional Biotechnology Consortium has established partnerships with local biotech companies, academic institutions, and eight regional community colleges in the Piedmont Triad area. This magazine-style summary profiles the eight community college partners and describes the new biotechnology training opportunities they have created under the regional consortium grant. (PDF, 9pp)

Life Science Informatics (HG035-11) – Informatics is the scientific field that focuses on the application of computer and statistical techniques to the handling and analysis of information in all forms, including text, images, numbers, and relationships. This product presents the country's first industry-validated skills standards for Informatics as applied to the life sciences. It presents skills standards and some supporting curriculum materials for three career clusters: Bioinformaticist; Clinical Trials Data Management; and Life Sciences Software Validation. The curriculum materials are innovative in content and pedagogical technique, and feature sophisticated graphics and layout. The skill standards materials are part of a larger plan to design curricula for college

and high school use nationwide, provide faculty development, and online as well as classroom training for community colleges. (10 PDF files, 3-74pp)

Biotech Apprenticeship Video Script Outline (HG035-12) – This short film outline describes the New Hampshire Biotechnology Education and Training Center operated by the New Hampshire Community Technical College. In a series of short interviews, students and staff talk about the biotechnology academic and internship programs offered through the Center. (Word, 3pp)

Forsyth Tech Demand-Driven Biotech Diary Video (HG035-13) – This nine-minute video explains how Forsyth Technical Community College responded to layoffs in North Carolina's Piedmont area by developing a biotechnology program that responds to employers' needs for highly trained Laboratory Technicians. It describes students' classroom and lab experience, the internship program, the biotech curriculum, employment outcomes, and the keys to success for demand-driven programs. Accompanying the video is a 'Shooting' script in PowerPoint. (MPG video; PowerPoint, 29 slides)

Experimental Laboratory Animals Certificate Course (HG035-14) – This certificate course was designed to give students a hands-on experience in the laboratory as well as background information on the physiology, development, and handling of items used during experiments. (PDF with 51 PowerPoint slides)

Creating the Demand-Driven Biotechnology Curriculum Video (HG035-15) – In a series of short interviews with staff from the National Center for the Biotechnology Workforce's five partner organizations, this 11-minute film explains how each institution determined its training needs, what the program does, its industry partnerships, and placement results. A student talks about how she came to the program, what (and how) she is learning, and an industry partner describes how the program has met the company's workforce needs. (MPG video)

Capturing Best Practices (HG035-16) – This concise magazine-style summary explains how the National Center for the Biotechnology Workforce has coordinated with its five partner

community colleges to create a comprehensive approach that solves multiple worker training challenges for the biotechnology industry. Each regional partner is a distinct Center of Expertise, specializing in a niche aspect of biotech workforce training. Follow-on sections discuss Administration, Grant Writing, Accounting, Dissemination, and present a Process Map of the overall coordination strategy. (PDF, 5pp)

Indian Hills Community College:

Iowa Biotechnology/Bioprocessing Workforce Development Project (HG044)

Job Guides for Ethanol Shift Maintenance and Plant Operator (HG044-1) – A job guide for an Ethanol Plant Operator, dated January 2005, and a job guide for an Ethanol Shift Maintenance position, dated February 2005, are both included in this product. Each chapter is dedicated to one general job task and then breaks down these tasks into various sub-tasks. Each sub-tasks documentation includes the necessary knowledge, equipment, and safety requirements to complete the sub-task. (2 PDF files, 157-176pp)

Ethanol Training Needs Assessment (HG044-2) – This needs assessment of 10 Iowa ethanol plants identifies the training needs of Iowa's ethanol industry. The plants identified possible training needs in the following areas: Safety, Basic Knowledge, Basic Skills, Process Control, Maintenance, Quality Assurance, and Training/Communication. (PDF, 216pp)

Indianapolis Private Industry Council (IPIC):

BioNet: Preparing Highly Skilled Workers for the Healthcare and Biotechnology Industries (HG045)

BioWorksU.com Interactive Web site (HG045-1) – Designed for audiences aged 10 to young adult, BioWorksU.com is an innovative Web site that uses games and activities to encourage young people to consider careers in life sciences. It is set in a virtual university, to emphasize that higher education is needed to achieve the skilled occupations featured on the site. Players are rewarded with a "degree" when they have accumulated

enough game credits. The site takes the student through a series of virtual buildings, laboratories and other places to learn about careers, the work that each occupation entails, and the education needed to obtain the occupations. The Library portion of the site has lesson plans and other resources for teachers and parents. http://www.BioWorksU.com

JobPath, Inc.:

Arizona Biotechnology Career Ladder (HG050)

Summer Program Evaluation Questions and Report (HG050-1) – A questionnaire was given to the students of the Summer 2006 course titled *Evaluation of Genetics, Biotechnology and Human Affairs*. The students were asked to rate themselves on each of the nine course objectives at the start of the course and at the end of the course. Seven additional questions were asked regarding student satisfaction of the course. The report states that the results found that the course significantly increased the students' self-reported knowledge, ability, and skills in biotechnology. (2 Word, 1-4pp)

Course Content Forms (HG050-2) – In this product course content summaries, descriptions, performance objectives, and outlines are provided for the following courses: Genetics, Biotechnology and Human Affairs, and Biotechnology Instrumentation I and II. (3 Word files, 1-2pp)

Biotechnology Instrumentation Course Outlines (HG050-3) – These two community college-level classes cover a variety of biotechnology principles. The first focuses on the concepts and methods of recombinant DNA technology, including preparation of solutions and growth, media in a laboratory setting, and genetic analyses. The second covers principles and methodologies of protein expression, isolation, identification and purification; including immunological and cell culture techniques. There is also a short description of the larger biotechnology curriculum. (3 Word files, 1-2pp)

Materials for Genetics, Biotechnology, and Human Affairs Course (HG050-4) – This product is an introduction to biotechnology, fundamentals of cell biology and genetics, applications

of biotechnology, bioethics, careers in biotechnology, and laboratory techniques. Among the materials are a syllabus, quizzes, lab exercises, and discussion questions. This product can be used in a college course or a five-week summer biotech program for 9th and 10th grade students. (11 Word files, 1-4pp)

Lakeland Community College:

Lakeland Community College Biotechnology Workforce Development Program (HG056)

Biotechnology Career Guide (HG056-1) – This is an online resource guide for students who are interested in pursuing a career in biotechnology or for current biotech employees who want to advance in their careers. The Web site is well organized into subjects of inquiry, which facilitates a broad exploration of a career in biotechnology. Self-assessment tests, national trends in biotechnology, interviews with current biotech employees, and career ladders are featured throughout the Web site.
http://www.lakelandcc.edu/biotech/

Massachusetts Biotechnology Education Foundation:

Massachusetts BioCareer Lab (HG066)

High School Bioscience Curriculum (HG066-1) – This biotechnology curriculum is introduced to high school science teachers throughout the state of Massachusetts. The teachers attend a three-day workshop that includes performing three labs, participating in a career connections training, and experiencing a curriculum that is aligned to the Massachusetts biology standards. Teachers also learn and perform activities that they can use to teach students about basic lab skills, Sickle Cell Anemia, DNA transformation, and DNA fingerprinting. Teachers receive a binder with pre-lab instructions, lab set-up procedures, and lab protocols for each of the three labs learned at the workshop. (22 Word files; 3 PDF files; PowerPoint, 23 slides)

New Hampshire Community Technical College:
BIOConnectNH (CB086)

Biotech 230: Bioinformatics, Genomics, and Proteomics (CB086-1) – The explosion of information available today requires scientists to know how to use the Internet for their research, so this course introduces students to the Internet tools available for exploring the genomic and proteomic databases. Included are the course syllabus, lectures, and a description of the final project. (PDF, 143pp)

Lonza Aseptic Processing Class Schedule (CB086-2) – This is a course outline for the two-day Aseptic Awareness Training given by the Northeast Biomanufacturing Institute. (PDF, 1p)

Introduction to Bioinformatics, Genomics, and Proteomics (CB086-3) – This web-based course introduces students to bioinformatics, an emerging field that combines research questions from contemporary molecular biology with the analytical power of the computer. Skills in these areas have become critical to the biotechnology workforce, as efforts such as the Human Genome Project generate mountains of biological data that must be managed for easy access and mined for scientific insight. Through lecture and lab-based experience, students become familiar with the basic computational tools of bioinformatics practice. They learn which tools are suitable for which types of questions, how the tools work, and practice using the tools. These materials include lecture notes, learning objects, and a four-part final assignment. (PDF, 143pp)

Northwest Iowa Community College:
Northwest Iowa Community College (CB094)

Career Day Outreach Materials (CB094-1) – These activities for junior high and high school students provide career awareness and science enhancement activities. The series consists of three PowerPoint presentations on biotechnology occupations and career paths, adapted for older and younger students. (3 PowerPoint files, 15-27 slides)

Forensics Science for the Classroom Teacher (CB094-2) – This three-day course is intended for junior high and high school science and agriculture instructors. It provides an introduction to forensic science, its methods, and applications in criminal case investigation. Topics include evidence analysis of fingerprints, hair, fiber, firearms, glass, and ink, as well as tips on how forensic science can be tied into basic science, biology, or chemistry classes. At the completion of the course, instructors turn in a lesson plan that shows how they would incorporate the information they learned into their classrooms. (Word, 2pp; PowerPoint, 194 slides)

Orange County Workforce Investment Board:

Workforce Development Partnership to Address Regional Workforce Needs in Biotechnology & Healthcare Occupations (HG078)

Biotechnology Outreach Materials (HG078-1) – These various outreach materials include: a poster entitled "What Can You Do With Your Biotech Skills?" that outlines the variety of biotech occupations; a brochure detailing education, salary ranges, and training requirements; and various biotechnology-related Web site resources. (2 Word files, 1p each; PowerPoint, 1 slide; 4 PDF files, 1-2pp)

Leadership and Management Program for Biotech and Medical Device Professionals (HG078-2) – This brochure details a Summer 2006 course that was designed to develop project management and people management materials and case studies tailored to biotech and biomedical industries. The customized biotech management training is a two-week (80 hr) course. The first week includes five sessions about leading and managing people; the second week includes five sessions about managing projects and processes. (PDF, 6pp)

Biological Laboratory Technician Certificate Curriculum (HG078-3) – This certificate program at Coastline Community College is for prospective Biological Laboratory Technicians. The curriculum provides practical skills training combined with training in quality assurance and control in a working laboratory setting. In addition to course descriptions the document contains substantial career path information, including occupational demand, growth, and wages data for Orange County and Southern California. An outreach brochure for the program is also included. (PDF, 13pp)

Pittsburgh Life Sciences:
Training for Careers in Biotechnology (HG086)

Medical Device Competency Modeling Final Report (HG086-1) – This report describes the medical device industry's top five competencies for ten positions in the following eight job categories: production; logistics and inventory control; production process control; product management; health, safety and environmental assurance; regulatory affairs; quality assurance; and sales. Designed to help develop and train incumbent workers from Food and Drug Administration (FDA) regulated medical device companies, the report ends with recommendations for curriculum development. (Word, 48pp)

Short Customized Courses for Biotechnology Employers (HG086-2) – The Community College of Allegheny County is offering 23 courses to upgrade the skills of biotechnology workers in the following areas: Quality Management Systems for Medical Devices (two- and three-hour versions), Bloodborne Pathogens, Coaching/Counseling, Design Controls for Incubator Companies, Effective Oral Communication, HIPAA (two- and three-hour versions), Preventing/Resolving Conflict, Project Management Basics, Art of Delegation, Coaching Skills, Quality Awareness, Motivating Employees, Strategies for Successful Meetings, Regulatory Requirements, Building Blocks for a Successful Team, Time Management, Effective Business Writing, Problem Solving Quality Management Systems, Statistical Process Control, and Taking the Lead. Each course has a syllabus and a detailed PowerPoint presentation that guides the students throughout the course. Courses vary in length, ranging from two to 16 hours. PowerPoint presentations range from 16 slides to 158 slides. (57 Word and PowerPoint files)

Biotechnology Core Curriculum for Dislocated/Unemployed Workers (HG086-3) – The Community College of Allegheny County is offering five eight-hour courses derived from competency modeling research aimed to train dislocated/unemployed workers. The five courses are: Good Manufacturing Practices for Medical Device Manufacturers, Quality Awareness, Team Based Organization, Intro to Quality Systems Regulations for Medical Devices, and Health and Safety Awareness. Each course has a syllabus and a PowerPoint presentation ranging

from 93 to 284 slides in length that guides the students throughout the course. All courses have a final assessment which is typically a 1-4 page exam consisting of short-answer/multiple choice questions. Some courses have group activities and handouts. (17 Word files; 16 PowerPoint files; 4 JPG files; 6 PDF files)

San Diego Workforce Partnership:

A Partnership for Defining the Biotech Workforce (HG090)

Online Workforce Center (HG090-1) – The purpose of BIOCOM's Online Workforce Center Web site is to increase awareness of San Diego's career and educational opportunities in the life sciences industry. "Life Science Careers" and "Education & Training Programs" can be explored through database search engines. Biotechnology news and events are also featured. http://biocomworkforce.com

What is Biotechnology? (HG090-2) – A multimedia presentation available on BIOCOM's Online Workforce Center Web site that explores biotechnology, its applications, and how one can become a part of the biotechnology field. There are five sections, each with a short video/slideshow: 1) What is Biotechnology? 2) Medical Applications; 3) Agricultural Applications; 4) Environmental Applications; and 5) How Do I Fit In? (Online Multimedia Presentation, 6 minutes). http://www.biocomworkforce.org/whatisbio/

Temple College:

Central Texas Biotechnology Employment-to-Education Model (HG097)

Biotechnology Replication Report (HG097-1) – This is a progress report on Temple College's development of flexible biotechnology degree and certificate programs. A summary of apprenticeship efforts at Temple College is also included. (Word, 7pp)

Texas Bioscience Institute (TBI) Student Handbook (HG097-2) – The Student Handbook offers sections on recommendations for academic success, laboratory attire and personal protective equipment, and an overview of the TBI program. (PDF, 5pp)

Texas Bioscience Institute Replication Guide (HG097-3) – The Replication Guide explains the steps taken to develop the Institute, including the Apprenticeship program, a Middle College designation that brings in students from 12 area high schools, and the Biotechnology degree and certificate program process. It also describes the outreach process for different market segments, and addresses issues of initial planning, identifying partners, developing initiatives, and program development. This product includes a replication guide, student handbook, and Web site that details the creation of the Texas Bioscience Institute. The Temple College/Texas Bioscience Institute Web site can be found at www.templejc.edu/dept/biotech/biotech.htm (PDF, 42pp)

Workforce Alliance, Inc. (Florida Atlantic University):
Florida Atlantic University Biotech Training Program (HG144)

Overviews of Florida Atlantic University's Biotechnology Certificate and Advanced Certificate Programs (HG144-1) – This product includes a university catalogue excerpt that explains Florida Atlantic University's (FAU) Certificate Program in Biotechnology, the combined B.S./M.S. in Biological Sciences, and related graduate programs. A second document describes both the established Certificate program and the Advanced Certificate in Biotechnology program, which were developed as pilot projects under the grant. Together the two documents provide a framework for understanding the other curriculum products developed by FAU. (2 PDF files, 2-3pp)

Bachelor's/Master's Fast Track Biotechnology Program Description (HG144-2) – To meet the growing need for Biotechnology Research Associates in South Florida, Florida Atlantic University (FAU) has established a Fast Track degree program that combines bachelor's and master's level work in a five year curriculum. Its key feature is the requirement that the student take 12-credits of graduate-level courses while still an undergraduate. Those credits are applied to both the undergraduate degree requirements and to the first 12 credits required in the graduate program. Included in this product package are a description of the program, a list of required courses, and a link to the FAU Web site: http://www.science.fau.edu/biology/graduate/graduate.html (2 PDF files, 1p)

Advanced Certificate in Biotechnology Courses (HG144-3) – This product includes syllabi for two laboratory courses created for the Advanced Certificate in Biotechnology curriculum. Also included is a glossary of biotechnology terms suitable for any level of the biotechnology curriculum coursework. (3 PDF files, 4-17pp)

Manuals for Biotech Certificate Lab Courses (HG144-4) – The manuals for Biotechnology 1 and Biotechnology 2, core lab courses developed for Florida Atlantic University's Biotechnology Certificate each contain syllabus information, instructions for equipment handling, and detailed procedures for a graded series of experiments. (2 PDF files, 68-72pp)

Biochemistry for Biotechnology Course Syllabus (HG144-5) – Biochemistry is a required course for the Biotechnology Certificate. The class is specifically designed for students with little or no chemistry background. Its function is to bring students up to speed in the basics of organic, inorganic, and biochemistry in one semester. The syllabus provides a list of reference texts and a weekly schedule of topics. (PDF, 5pp)

Biotechnology-related Degrees Offered in Southeast Florida (HG144-6) – This 12-page table is a career ladder tool for those seeking degree programs related to specific occupations. A wide range of life science occupations is linked to appropriate degrees offered by institutions in Southeast Florida. (PDF, 12pp)

CONSTRUCTION

Carpenters Joint Apprenticeship Program (CJAP):

Eastern Missouri Pathways to Careers in Advanced Manufacturing and Construction Technology (HG015)

Basic Manufacturing Principles (HG015-1) – This outline includes information for an eight-week pre-apprenticeship training course for workers in the advanced manufacturing industry. Sections include basic computing, workplace vocational math, introduction to precise measuring/blueprint reading, and OSHA safety requirements. Each segment incorporates a "career passport" section that allows students to track their class progress and accomplishments. (3 Word files, 21-22pp)

Electronic/Mechanical Maintenance (HG015-2) – This description and outline provide information for two 16-week courses that train incumbent workers in electronic and mechanical maintenance. Both classes count towards the course requirements needed for an Associates Degree in Applied Science. (Word, 14pp)

Career Passport (HG015-3) – A career portfolio allows students to monitor their accomplishments, courses and assessments completed, and progress towards completing their apprenticeship program. (Word, 16pp)

Chicago Women in Trades (CWIT):

Women in Skilled Trades (HG017)

Chicago Women in Trades Outreach Materials (HG017-1) – These professionally designed outreach and marketing materials were created for a campaign to attract women into the construction industry. The marketing materials include a poster and flyers with a "Jill of all Trades" graphic theme, and a referral and recruitment card. (5 PDF files, 1-2pp)

You can do it! Women's Guide to Construction Careers (HG017-2) – This booklet provides aspiring tradeswomen an introduction to careers in the construction industry. The sections

give an overview of the industry, provide women's experiences, assesses readers' interests and qualifications, and assists in career planning. (PDF, 21pp)

Frederick Community College:

Construction Management and Building Trades Technologies Institute (CB052)

Welding Program Curriculum (CB052-1) – Topics covered in this Introduction to the Welding Trade course include welding safety, type of welds, cutting, brazing, arc welding, blueprints, and uphill welding. A certification in Structural Steel and Pipe Welding is received upon completion. (4 Word files, 9-19pp)

Construction and Building Trades Recruitment Literature (CB052-2) – This brochure was designed to increase participation in HVAC training courses. It contains a description of the training programs, course objectives, degree requirements, and expected wage upon graduation. (PDF, 5pp)

Heating, Ventilation, and Air Conditioning Program Curriculum (CB052-3) – This curriculum prepares individuals for employment in the HVAC industry. Sections provide introduction to basic electrical theory, heating, ventilation, and air conditioning (HVAC) technology, residential air conditioning systems, and residential heating systems. (4 Word files, 10-13pp)

Home Builder's Institute:

Building Today's Workforce for Tomorrow (HG041)

Building Today's Workforce for Tomorrow (HG041-1) – This Web site profiles the efforts of state and local Home Building Associations (HBA) to increase worker participation in the residential construction industries. It provides information regarding construction training and educational programs developed by HBA community partner organizations. Links to "Career Awareness Activities," sponsored by community organizations, and descriptions of course requirements, developed by partner community colleges, that lead to an Associates Degree in Applied Science, are provided. http://www.hbi.org/page.cfm?pageID=148

Building Today's Workforce for Tomorrow Program Articulation Agreements (HG041-2) – To create a residential construction career continuum from high school to apprenticeship and through post-secondary education, this selection of articulation agreements were drafted between the Home Builder's Institute, school districts, apprenticeships, and community colleges. http://www.hbi.org/page.cfm?pageID=360 (12 PDF files, 1-14pp)

Honolulu Community College (HCC):

Rebuilding the Construction Workforce in Hawaii: Preparing Youth for High-Demand Careers (HG042)

Construction Course Curricula for High School Students (HG042-1) – These detailed course guides follow a consistent format, with skeleton lesson plans cross-referenced to assessment materials and competency outcomes for five courses: Blueprint Reading and Drafting, Building and Construction, Electrical, Carpentry, and Construction Safety. (5 PDF files, 62-166pp)

Construction Academy Web site (HG042-2) – This Web site provides instructor resources for the Hawaii Construction Academy, including course maps, curriculum guides and sample lesson plans, as well as resources for students, news about the academy, information about Honolulu Community College and other information of interest to academy participants. www.honolulu.hawaii.edu/construction

Tool Safety Curriculum (HG042-3) – These lesson plans provide students with an introduction to common tools used in the construction industry, including planes, wrenches, hammers, sanders, saws, drills, and routers, including both hand tools and power tools. The topics covered in the lesson plans include operating procedures, safety rules, and tool variations. (10 Word files, 5-10pp)

ENERGY

Alaska Energy (State of Alaska Department of Labor):
Alaska's Initiative for Energy Workers (HG179)

Hot Jobs in Alaska Publication (HG179-1) – This Web site profiles 20 high-demand jobs in the Alaskan oil and gas, mining, construction, and transportation industries. The site is divided into sections covering information on careers, job descriptions, potential wages, job outlooks to 2014, and contacts for training and education providers in the state. http://www.jobs.state.ak.us/hotjobs/

The Center for Energy Workforce Development (CEWD):
Get Into Energy (HG016)

"Get Into Energy" Web site (HG016-1) - This innovative and 'high-energy' Web site features career assessment and competencies and skills tools, a salary comparison tool, and a training and job locator using Google Earth technology. There is also a series of short career profile videos and a 90-second overview video introducing users to important features of the site. An Educator section is under construction. Materials for this product include a report describing the design of the site and a competency model for the energy industry. http://www.getintoenergy.com/

College of Eastern Utah/Southeast Applied Technology College: Energy Training Center (HG020)

Workforce Readiness Certificate Program for Energy, Transportation and Construction (HG020-1) – Short course outlines are provided for foundation courses in Health and Safety, Blueprint Reading, Career Development, Internship and other topics. Materials also include a PowerPoint presentation overview of the program, an internship packet, and a program overview for the Energy Workforce Transition Training Program, which was designed for dislocated workers. (10 Word files, 1-16pp; 1 PowerPoint, 36 slides)

Energy Process Technology Curriculum (HG020-2) – This Associate's Degree in Process Technology was designed to meet the common needs of employers in different segments of the energy industry. The curriculum combines basic math, chemistry, physics, and business topics, with work-related training in instrumentation, controls measurement, and maintenance. (4 Word files, 1-5pp)

High Plains Technology Center:

High Plains Technology Sector (HG145)

Derrickhand Training for Oil & Gas Drilling (HG145-1) – These curriculum materials provide an introduction to the skills, safety equipment, and hazards associated with the Derrikhand position. The documents include key points, photos, a space for student notes, and a competency section that tests student knowledge of core concepts. (10 Word files, 7-24pp)

Floorhand Training for Drilling (HG145-2) – These safety course lesson plans and activities use audiovisual, role-playing, lectures, discussion, and hand-on experience to further train employees in rig operations and safe work procedures. (14 Word files, 3-35pp)

Pumper Training (HG145-3) – This 40-hour course gives students an introduction to the skills, safety equipment, and hazards associated with the Pumper position. The curriculum features a comprehensive test at the conclusion of the course to gauge the student's level of knowledge retention. (16 Word files, 10-35pp)

Roustabout Training (HG145-4) – Using text, graphics, and slides, these course materials provide an introduction to the Roustabout position. A review section is included at the end of each chapter to ensure that students have a grasp of key concepts. (12 Word files, 4-49pp)

Spanish Version of Floorhand Training for Drilling (HG145-5) – This Spanish version of the lesson plans use audiovisual, role-playing, lectures, discussions, and hands-on experiences to train employees in rig operations and how to utilize safe work procedures. (14 Word files, 3-35pp)

Technical Intern Training (HG145-6) – These presentation slides provide students with a general overview of the oil and gas production industry. Topics such as worker safety, proper tool use, piping systems, and pumping units are discussed in detail. (Note: Files are .pps slideshows, so the screen will be black at the beginning.) (13 PowerPoint files)

Well Control for Well Servicing (HG145-7) – These PowerPoint slides provide introductory training for well control and servicing techniques. The nine-hour course features a scenario section which tests how students would react in emergency situations. (5 PDF files, 1-7pp; 1 PowerPoint)

Well Servicing Orientation (HG145-8) – The course lesson plans cover topics in general safety, tool identification, tubing servicing, rigging, and swabbing to provide an orientation of Well Servicing. At the end of each lesson, competency review tests are included to assess a student's prior knowledge on key concepts. (19 Word files, 1-28pp)

Northern Wyoming Community College District:

I-TEC Industry Training and Education Center (CB092)

I-TEC Program Outreach Materials (CB092-1) – This package contains five, one-page flyers highlighting different aspects of I-TEC's comprehensive trainee services. Themes of the flyers include transitional services, WorkKey skills assessment, and I-TEC as a partner in developing skills. There is also a flyer targeted to employers. (5 PDF files, 2pp each)

Pennsylvania State University:

Pennsylvania Mine Training and Placement Center (HG083)

Marketing Materials for the Associate of Engineering Technology Degree in Mining Technology (HG083-1) – The marketing materials include a brochure, examples of print advertisements, and newspaper articles that highlight the degree program and Mining Camp for high school students. (2 PDF files, 2-25pp)

San Juan College:

San Juan College Regional Training Center (HG133)

Energy Industry Course Outlines and Workshop Presentations (HG133-1) – These outlines are for short courses in energy-related occupations: Rig Operator, Lease Operator, Derrickman and others. In addition, there are detailed presentations on Lock-Out, Tag-Out, Confined Space and other safety issues and procedures for energy industry workers. (5 Word files, 2-4pp; 6 PowerPoint files, 19-108 slides)

West Virginia University Research Corp on Behalf of West Virginia University:

West Virginia Mine Training and Placement Center (HG109)

Underground Apprentice Miner Training (HG109-1) – This curriculum was developed as a study guide to prepare students for the State Mining Certification Exam. The eighty-hour course covers mining terms and statistics, types of mining, safety equipment, mine gases, and ventilation techniques. (2 PDF files, 1-64pp)

First Aid Study Guide (HG109-2) – This lesson plan provides basic first aid knowledge and skills that prepare workers in the mineral industry to deal with accidents both on and off the job. Topics covered in the guide include legal responsibility, anatomy, physiology, infection control, scene safety, and CPR. (PDF, 52pp)

Wyoming Department of Workforce Services:
Rocky Mountain Oil and Gas Training Program (HG114)

Implementation Video for the Rocky Mountain Oil and Gas Training Program (HG114-1) –This video details Wyoming's community-supported Rocky Mountain Oil and Gas Training Program, which trains individuals for careers in the oil and gas industry. (3 VOB videos) http://www.mcmurrytrainingcenter.com/screener.aspx

FINANCIAL SERVICES

COMPETENCY MODEL: Financial Services Industry

Financial Services Industry Competency Model – This industry competency model provides a comprehensive set of foundational and technical skills that are necessary for workers to enter and progress in careers within the industry. This model contains a graphic representation of the model, together with a detailed listing of the personal, academic, workplace, and technical competencies that apply throughout the industry. www.careeronestop.org/CompetencyModel/ (PDF, 12pp)

Solano Community College:

California Insurance Careers Program (CB112)

California Insurance Careers Web site (CB112-1) – This comprehensive Web site provides a wealth of information relating to careers in the insurance industry. It features a job board that allows users to view open positions in the insurance industry as well as scan company profiles. Interested students can view a series of 10 one-hour video lectures which include slides and web links to course materials. The site also provides educators access to a number of curriculum support and course marketing materials to help facilitate and promote their courses. http://www.ca-icp.com/index.php?page=home

FORESTRY

Trustees of Haywood Community College:

Natural Resources Program (CB129)

Forest Industry Training Initiative Recruitment Materials (CB129-1) – These full color marketing materials are designed to highlight educational programs and career opportunities in the forestry industry. The flip book, brochures, and posters are targeted towards careers in fish and wildlife management, geo-spatial technology, pulp and paper technology, horticulture, and forest management. (8 PDF files, 1-11pp)

GEOSPATIAL TECHNOLOGY

Geospatial Information & Technology Association (GITA):
Geospatial Sector Awareness and Opportunities (HG037)

The Geospatial Industry Workforce Information System Web site (HG037-1) – This comprehensive Web site on the geospatial technology industry includes sections oriented to students, educators and employers. Students can take a career interest quiz, find education opportunities, browse for geospatial technology careers, and search for jobs in Colorado. Teachers will find curriculum materials and links. Employers can post career opportunities via the Internet, search for geospatial technology training programs, or link to the Colorado Workforce Center. http://www.giwis.org/

Institute for GIS Studies, Central Piedmont Community College (IGISS):
Geospatial Business Hub Project (HG046)

Outreach Toolbox (HG046-1) – A diverse collection of materials were created for the community college's geospatial technology programs, including brochures, posters, flyers, a 30-second radio spot, a sample Apprenticeship Program letter, and an agenda for GIS Day events. (11 Word files; 7 PDF files; Real Player audio file). http://www.youtube.com/PROFILE_VIDEOS?USER=CPCCTV&P=R

Geospatial Syllabi and Course Summaries (HG046-2) – This product contains syllabi for six introductory and advanced community college-level courses, as well as summaries for a course library of 27 geospatial technology-related courses. (7 Word files, 1-4pp; 2 Excel files)

Geographic Information Systems (GIS) Curriculum & Course Material Descriptions (HG046-3) – This document gives a brief description of twenty GIS courses offered through Central Piedmont Community College (CPCC). These courses can be completed as part of the associate's degree or each certificate can be completed individually or utilized for the next step on the career/education advancement ladder. The curriculum materials for all courses will be hosted on the IGISS/CPCC Web site. There are many curriculum materials for each course, so a list of folder names for each course is included to help the user navigate through the materials. (PDF, 9pp)

Summary of Virtual Business Hub (HG046-4) – The Virtual Business Hub (VBH) is an open ended database driven system designed to facilitate the management of a remote workforce. This file contains a brief description of what the VBH is and directs the user to a README file that gives instructions on how to use it. It then goes into a more detailed description of the many features the VBH offers in regards to the following activities that are fundamental to geospatial technology projects: staff and training management, scheduling, procedures, document control, data center, status reporting, and transmittal. Software requirements needed for various features are also detailed. (PDF, 8pp)

Kidz Online:
The Geo 21 Project (HG054)

Geospatial 21 Web site (HG054-1) – This Web site features engaging video and professional development materials to support both formal educational settings and general audience awareness of the geospatial technology industry. The videos are used to highlight career profiles of industry leaders, to show exciting real world applications of geospatial technology, and to showcase youth projects that use geospatial technology to better their communities. The Web site also provides an overview of the one-credit introductory course offered at the Los Angeles Trade Technical College. www.geospatial21.org

Mississippi Gulf Coast Community College (MGCCC):
Preparing Students for Geospatial and IT Jobs (CB084)

Outreach Materials for GIS and IT Training (CB084-1) – Flyers, invitations and announcements were produced to advertise the College's summer workshops to teachers and students. Additional materials were developed such as workforce needs assessment surveys for employers in geospatial technology and information technology, apprenticeship concentration competencies in the National IT Apprenticeship System, and press releases. (14 Word files, 2-53pp; PDF, 34pp)

GEO-ITECH Web site (CB084-2) – This Web site is about the GEO-ITECH grant, which combines the information included in the student and workforce brochures. The Geospatial Technology and Information Technology training pathways are described, including training objectives, concentration areas, skill application areas, etc. www.mgccc.edu/~GEO_ITECH/

Workforce Needs Assessment Surveys (CB084-3) – Employers were surveyed about their company's demographics, required level of preparation needed for geospatial technology and information technology positions, job titles and salaries, and their need and/or interest in training current employees. Assessments were aligned with the U.S. Department of Labor funded Geospatial Technology Apprenticeship Program (GTAP) and the National IT Apprenticeship Systems (NITAS) high-growth models. (2 Word files, 5-9pp)

Geographic Information Systems (GIS) Curriculum (CB084-4) – This product provides detailed descriptions of two workshops that describe how to integrate GIS mapping technology into secondary and post-secondary classes using fun and interesting scenarios. Each workshop includes seven example lesson plans with assessment rubrics for a three to four day workshop targeted at introducing the technology to secondary and post-secondary teachers. It also includes a report describing the workshop and the ideas teachers generated during the workshop activities. (16 Word files, 1-8pp)

Student and Workforce Brochure (CB084-5) – This workforce brochure aims to build industry awareness of the College's training program, highlighting the training models that are

used (Geospatial Technology Apprenticeship Program for geospatial technology and the National Apprenticeship System for IT). The student brochure emphasizes the promising careers that the Geospatial Technology and Information Technology programs can lead to, including projected salaries and industry demand for such training. (2 PDF files, 3pp each)

Rancho Santiago Community College District:
Geospatial User Sector Skills Mapping (HG087)

Connecting the Geospatial Technology Industry to Community College Workforce Development (HG087-1) – This final research report identifies employer needs for Geographic Information Systems (GIS) related skills and how to address the need in college curricula. The project surveyed employers in Southern California and the St. Louis regions, assessed their use of geospatial technologies, identified specific knowledge, skills and abilities required for occupations with a high need for geospatial technology expertise, and explored methods to integrate work related competencies into core introductory career courses for those occupations. The appendices to the main report provide detailed information, including a competency model for geospatial technology. (PDF, 134pp)

University of Southern Mississippi (USM):
Geospatial Technology Apprenticeship Program (GTAP) (HG103)

Journeyworker Workshop Manual and Evaluation Form (HG103-1)– This manual is used in the Journeyworker Workshop in order to provide the context needed for understanding their role in the Geospatial Technology Apprenticeship Program (GTAP). The manual teaches Journeyworkers effective training and mentoring strategies that they can use in training the apprentices, including: "How Adults Learn," "How to Coach and Mentor," "Learning Management System," and "Return on Investment." At the end of the workshop, Journeyworkers are given an evaluation form to rate the quality of the workshop. (2 Word files, 1-77pp)

William F. Goodling Regional Advanced Skills Center (ASC): Geospatial Imagery Analysis Technicians (HG111)

York County Geographic Information Systems (GIS) Needs Assessment (HG111-1) – This report provides a close review of how GIS technology is used in York County government offices, with recommendations for coordinating and improving GIS activities. Such reports can help guide the development of appropriate GIS course curricula, document training needs, and facilitate the creation of articulation agreements among local education providers. (PDF, 80pp)

Outreach Materials for the Spatial Technology and Remote Sensing (STARS) Geographic Information Systems (GIS) Technician Certification Programs (HG111-2) – The documents of this product include a brochure and in-depth program overview booklets that were developed for high school students and adults, a Career Coaching Guide, a sample GIS Technician resume, and an Employment Reporting Agreement designed for use by career counselors. (3 Word files, 2-3pp; 3 PDF files, 2-9pp)

Documents and Forms to Support 2+2+2 Articulation Agreements (HG111-3) – This Articulation Guide describes the general process for setting up 2+2+2 articulation agreements with community colleges and universities, supplemented by examples of a completed agreement, a College Earned Credit form, a form for documenting comparable competencies for transfer of credits, and a conference paper describing the Advanced Skills Center's training model for an audience of educators. (Word, 3pp; 4 PDF files, 1-9pp)

Geographic Information Systems (GIS) Calendar and Course Outline (HG111-4) – The William F. Goodling Regional Advanced Skills Center established the Division for Geospatial Training & Services in order to offer programs in GIS. The goal of the division is to train primarily high school students and dislocated/ underemployed workers as GIS Technicians. The 2007 calendar of courses and workshops offered within the division for both youth and adults is included in this product as well as a draft course outline for the 18-week High School Internship (HIT) Advanced GIS course. (2 PDF files, 2-4pp)

HEALTHCARE

American Healthcare Association Foundation:

Developing Partnerships and Initiatives to Resolve Long-Term Care Workforce Challenges (HG117)

Work Plan for Long-Term Care Partnerships and Initiatives (HG117-1) – This work plan provides a successful process to develop state Long-Term Care Nursing Workforce Partnerships and Initiatives. (PDF, 55pp)

Calhoun Community College:

Project AHEAD (CB017)

Delayed Progression Nursing Course Outlines (CB017-1) – Delayed progression is structured to provide an alternative format of learning by using video-streaming technology that allows the student flexibility. Lecture content is viewed on the Internet or by pod-cast. Class members meet once a week, at night for four hours, for a group discussion, skills practice and evaluation, and testing. Clinical practices are arranged primarily on evenings and weekends. Documents in this product include a delayed progression Associate Degree in Nursing course outline (seven semesters) and a delayed progression Practical Nurse course outline (five semesters). (2 Word files, 1p each)

Project AHEAD Web site (CB017-2) – This Web site provides prospective students with links to the healthcare programs offered through Project AHEAD (Project Health Education Asynchronous Delivery), including a self-assessment tool for distance learning, admission criteria, applications, curriculum and links to project workforce and academic partners. Supporting information such as a tip sheet for navigating the Web site and links to topics like clinical laboratory, technology, nursing, phlebotomy, radiography, and surgical technology are included in this product. http://www.calhoun.edu/grants/AHEAD

Health Career Camp (CB017-3) – This camp seeks to expose junior and senior high school students to a variety of health career opportunities. The product includes an information sheet, a letter to student guidance counselor, a camp flyer, an application form, a parental consent and release form, a letter of acceptance, a college programs map, a thank you letter of student participation, a camper rotation schedule, meeting points and times for Decatur General Hospital and Huntsville Hospital, a medical terminology presentation, a quiz and answer sheet on medical terminology, a high school road map, financial aid information, further information on health careers, a camp diploma, a participant evaluation, and general information. (5 PDF files, 1-3pp; 13 Word files, 2-5pp; Excel; PowerPoint, 19 slides)

Coahoma Community College:
Allied Health Program (CB028)

Allied Health Booklet (CB028-1) – This outreach booklet provides basic information on the Allied Health programs at Coahoma Community College and how individuals that gain healthcare skills can positively impact the healthcare needs of the Mississippi Delta. (PDF, 20pp)

Career Ladder and Portfolio System (CB028-2) – This portfolio system was developed to help students prepare for their careers. The career ladder provides a visual representation of the skills and training necessary to advance upward in the field of nursing. (PDF, 1p; Word, 7pp)

Math and Science Remedial Program (CB028-3) – This program is designated to facilitate students' learning by offering one-on-one tutoring and academic support to students in an informal setting. Tutoring occurs by personal request or on a referral basis by their teachers. The product includes a tutoring flyer, a tutorial overview, and a tutor handbook. (PDF, 1p; 2 Word files, 7-16pp)

Summer Nursing Resident Program (CB028-4) – This is a program designed to give students a first-hand look at nursing through classroom experiences, hands-on practice, scavenger hunts, and on-campus living. Students will receive training in certain basic nursing skills and complete CPR training. The program ultimately looks to cultivate students' interest in nursing careers in an effort to identify potential nursing students for the LPN and ADN Programs. The product includes a student handbook, a program brochure, a program guide, and a program flyer. (2 PDF files, 1-2pp; 2 Word files, 12-27pp)

"Accelerated LPN/RN Program" (Fast Track Program) (CB028-5) – This is a one year program designed to provide an educational career ladder for the Licensed Practical Nurse (LPN) to Registered Nurse career. Individuals who have completed an accredited LPN program and hold an unencumbered nursing license may be ineligible to enter this Fast Track Program. The product includes a program file, course description, and a program curriculum. (PDF, 1p; 2 Word files, 2 pp each)

College of Menominee Nation:

Nursing and Health Careers Program (CB031)

Nursing and Health Careers Program Development Sustainability Model (CB031-1) – The sustainable development model for the College of Menominee Nursing is a systematic approach to program development. Each program component of the model directly impacts the performance of neighboring components and thus influences all other components. In this case, the nursing program is applying the model as a guide in the development of program partnerships and policies designed to support sustainability in the future. (PDF, 1p)

College of Menominee Nation Partnership Communication Podcast Blog (CB031-2) – This Podcast blog link was developed to facilitate and update grant partners in a timely manner. This blog is set up with podcast, so partners can subscribe to the blog. An email subscription is also available for partners that may not have podcast capabilities. Through these two features, partners are notified of project developments and announcements as soon as they are posted to the blog. Posting capabilities are also enabled so partners may comment on the blog. http://collegemenominee.blogspot.com

Columbia Gorge Community College:

Life and Death Healthcare Program (Rural Healthcare Job Training and Economic Recovery Program in the Columbia River Gorge) (HG022)

Faculty Liaison Orientation Manual (HG022-1) – This how-to guide for designing and implementing a nurse preceptorship program describes the full process from recruiting and training preceptors through student orientation, communication, and evaluation. (Word, 12pp)

Health Occupation Brochure (HG022-2) – This outreach information, in both English and Spanish, describes different health occupations. (2 PDF files, 4pp)

Medication Aide Class Syllabus and Lectures (HG022-3) – This curriculum includes 48 classroom hours and 32 clinical hours of course materials that prepare students to become Certified Medication Aides (CMA) in Oregon. It also explains the CMA's role in healthcare with 10 course lectures including: 1) CMA competency and training requirements; 2) State and Federal Laws and/or regulations 3) Pharmacology; 4) Basic safety concepts; 5) Administrative rule update; 6) Math; 7) Specific drug information as related to body systems and drug classification; 8) Cardiovascular agents 9) Nervous system agents; and 10) Gastrointestinal system agents. (11 Word files, 2-10pp)

Nursing Assistant II – Restorative Care Curriculum (HG022-4) – This curriculum includes a Nursing Assistant II Restorative Care objective and outline, ADL Training, Orapharyngeal Suctioning, Development of an Individualized Care Plan, How to Implement a Restorative Positioning Program, a Restorative Assessment Form, a Skills Checklist, and a Skills Procedures document. (8 Word files; 1 RTF file)

End of Life Training Video (HG022-5) – This is an "End of Life Scenario" training video for nurses. In this video, vital signs are shown on the screen throughout the process while nurses are following regular procedures on how to handle an end of life situation. (MPG video)
http://www.youtube.com/watch?v=cLF2_Y99G00

Cradle to Grave: Associate Degree Nursing Clinical Simulations (HG022-6) – These are cradle to grave progressive simulations for a variety of healthcare settings. (16 Word files, 1-9 pp)

Council for Adult Experiential Learning (CAEL):
Healthcare Career Lattice Project (HG027)

How Career Lattices Help Solve Nursing and Other Workforce Shortages in Healthcare (HG027-1) – This is a guidebook for Workforce Investment Boards, One–Stop Career Centers, healthcare employers, industry alliances, and higher education programs that describes the Council for Adult Experiential Learning model program based on five pilot sites in the Nursing Career Lattice Program. The guidebook provides instructions for planning, implementing, and replicating a career lattice program. (PDF, 161pp)

Exemplary Practices in Employee Development (HG027-2) – This study showcases eight exemplary practices of healthcare organizations in employee learning and development, why these practices are used, and their results. The results are based on a survey of 200 healthcare organizations, follow-up interviews with sixteen organizations, and site visits to seven organizations. http://www.cael.org/pdf/Employee_Development_Exemplary_Practices.pdf (PDF, 83pp)

Cumberland County College:
Healthcare Dual Credit Courses (CB038)

Dual Credit Courses: Linking High School and Community College to Create a Healthcare Pathway (CB038-1) – Representatives from the community college developed four dual credit courses to be offered on the community college campus and at high schools, starting in the spring of the student's sophomore year. The four course topics include elements of healthcare careers, medical terminology, legal and ethical issues in healthcare, and principles of nutrition. (4 Word files, 3pp each)

Cuyahoga Community College:
Healthcare Careers Initiative (CB040)

Healthcare Careers Initiative Web site (CB040-1) – This Web site targets people from eight different groups: Healthcare Careers Initiative (HCI) sponsors, HCI partners, potential healthcare employees, nursing and health careers summer exploration program participants, school counselors, K-12 teachers, those interested in the on-site nursing and radiography programs at Cleveland Clinic, and for children in kindergarten through sixth grade. www.healthy-careers.org

Career Advancement Skills for the 21st Century (CB040-2) – This program was initially developed for project participants coming through the Workforce Investment Act system as a means of preparing them for jobs vacated at the Cleveland Clinic by incumbent workers who obtained advanced positions. This curriculum is based on core behavioral competencies, interpersonal sensitivity, stress tolerance, customer orientation, teamwork, motivation, relationship building, oral communication skills, self-confidence and problem solving. The curriculum includes career advancement skills PowerPoint slides, student handout material, a student manual, an instructor manual, and an evaluation. (5 PDF files, 3-372pp)

Darton College:
Nursing Program Curriculum (CB042)

On-line Associate Degree Nursing Program Curriculum (CB042-1) – This product includes seven course syllabi and a list of computer supported supplemental learning activities. (PDF, 119pp)

The Evangelical Lutheran Good Samaritan Society:
Healthcare Services Business Connection (HG135)

Career Lattice Web site (HG135-1) – This Web site explores the Healthcare Career Lattice as a model for enhancing learning in healthcare. Apprenticeships are available for non-licensed and licensed nurses, as well as management programs. Other educational programs and support services are also available in collaboration with Good Samaritan's academic partners. www.career-lattice.org

Online Virtual Caregiver and Online Virtual Caregiver Skills Assessment (HG135-2) – These interactive training tools include a computer-generated scenario in which an experienced Nursing Assistant helps a newly-hired Nursing Assistant on her first day on the job. Using an interactive question-and-answer technique and links to a sample assignment sheet, care plan, and notes, the experienced Nursing Assistant provides instruction and helpful tips to the virtual new employee. Three versions of the Virtual Caregiver are provided with different levels of animation. In addition, the Virtual Caregiver Skills Assessment has 22 questions designed to allow potential caregivers to become aware of some of the skills and knowledge they will need in the Certified Nursing Assistant (CNA) position. It can also serve has a high level screening of existing knowledge for newly hired CNAs. (Computer-Generated Tool). http://www.pulluin.com/projects/caregiver/caregiver.html

Hospital Corporation of America:
Specialty Nurse Training (HG040)

Two-Day Preceptor Workshop Outcomes Report (HG040-1.1) – All programs at HCA include a clinical preceptorship course. Clinical preceptors are selected Registered Nurses in the Critical Care or Emergency Departments. This two-day preceptor workshop clarifies the role of the preceptor and explains the expected outcomes in assisting the student to successfully complete the clinical objectives. The workshop emphasizes critical thinking and learning as a life-long process and allows nurses to learn the preceptor role, process, and responsibilities. (Word, 21pp)

Critical Care and Emergency Department Advisory Committees (HG040-1.2) – The HCA Specialty Nurse Grant Program has a Critical Care Advisory Committee and an Emergency Department Advisory Committee. Both committees developed the curricula for these specialties. Each curriculum includes a didactic course and an associated clinical preceptorship to provide a high level of nurse competence within these specialties after completion of the course. Advisory Committee members include at least one HCA Nurse Educator or Nurse Specialist from each county, as well as one HCA Critical Care and Emergency Department Nurse Manager from each county. (Word, 8pp)

Basic Arrhythmia Challenge Exam (HG040-1.3) – The Basic Arrhythmia Challenge Exam is a screening tool to assess an employee's knowledge of ECG rhythm interpretation. It also tests the ability to understand basic concepts and apply critical thinking to cardiovascular nursing. A passing score of eighty percent is required to be exempt from the 32 hour Basic Arrhythmia Course. (Word, 10pp)

Critical Care Course and Instructor's Manual (HG040-1.4) – This course provides the basic didactic content of a critical care training course in a self-paced, interactive format. Combining the flexibility of AACN's Essentials of Critical Care Orientation (ECCO) with traditional educational activities such as lecture, clinical preceptorships, discussion groups, and reading assignments, this course provides the opportunity for flexibility and creativity in designing a unique training experience for

nurses who are new to critical care. The Critical Care Instructor's Manual is designed as a guide to assist other colleges, universities, and hospitals interested in providing a critical care program. http://community.nursingspectrum.com/MagazineArticle/article.cfm?AID=14171 (Word, 138pp)

Emergency Department Course and Blackboard E-Curriculum Course & Instructor's Manual (HG040-1.5) – This course is a blended format that provides the opportunity for students to learn didactic theory using the Blackboard/WebCT technology. The course is reinforced through supplemental lectures and webcasting using HorizonWimba interactive polling questions. In addition, it provides traditional educational activities such as lectures, clinical preceptorships, discussion groups, and reading assignments. This "blended learning" approach provides the opportunity for flexibility and creativity in designing a unique training experience for nurses who are new to emergency nursing. http://webhome.broward.edu/~jlarson/EmergencyNursing/index.htm (Word, 150pp)

12 Lead ECG Course and Blackboard E-Curriculum Course (HG040-1.6) – This course provides a unique training experience for nurses who are interested in acquiring an intermediate level of knowledge and understanding in electrocardiography. It uses Blackboard/WebCT technology along with supplemental lectures, videos and guest speakers. http://webhome.broward.edu/~jlarson/12_Lead/index.htm

Austin Nurse Specialty Grant: SNAP Fellowship Program Completion and Retention (HG040-2.1) – This deliverable provides the completion and retention rates of six cohorts of trainees over the three-year period of the grant. (Word, 5pp)

Austin Nurse Specialty Grant: SNAP Fellowship Nurse Fellow Resource Guide (HG040-2.2) – This resource guide is given to each nurse fellow at the SNAP Fellowship Orientation. The guide contains the essence of the program, such as policies and procedures, expectations, schedule of courses, curriculum, clinical, etc. The guide consists of 25 sections that the nurse fellow is expected to review and demonstrate compliance. (Word, 76pp)

Austin Nurse Specialty Grant: SNAP Fellowship Instructor Manual (HG040-2.3) – This instructor manual outlines the training aids and materials needed to facilitate the learning experiences of the SNAP Fellowship. (Word, 27pp)

Austin Nurse Specialty Grant: SNAP Fellowship Administrative Resources (HG040-2.4) – This product provides the program guidelines, course syllabus, framework for guided clinical practicum, forms, and process and outcome measurement tools used to implement the SNAP Fellowship program. It also includes a variety of process and evaluative measures that were implemented for the SNAP Fellowship; some directed at measuring processes and others at outcomes. (Word, 72pp)

Austin Nurse Specialty Grant: SNAP Fellowship Clinical Coach Program (HG040-2.5) – This advance preceptor concept course provides a highly successful strategy to both internal and external preceptors to enhance the fellows' learning needs. The Clinical Coach Program provides new nurse graduates with three months of professional and clinical development by a nurse expert. Coaches were identified by unit Directors/Managers and the Clinical Coaches attended a coach preparation workshop. (Word, 23pp)

Austin Nurse Specialty Grant: SNAP Fellowship Medical Surgical, Progressive Care/Telemetry Neurological Tracks (HG040-2.6) – Upon operationalizing this program, three nurse specialty tracks were implemented: critical care, emergency, and perioperative. The clinical care specialty tracks include ICU, CVRU, IMC or Step-Down Units (original Intensive Care Services) with a cardiovascular and neurological focus on Advanced Neurological Assessment and Renal courses. The Emergency Services track includes pediatrics. The perioperative (original Surgical Services) includes operating room/out-patient surgical centers. (Word, 27pp)

Jackson State Community College:
Nurse Awareness and Training (CB065)

High School Nursing Program Awareness (CB065-1) – These products were developed and implemented in coordination with grant partners to increase knowledge of and interest

in a nursing career among area high school students. Products include career awareness materials and three career awareness activities: Nurse Camp, Promotion of Nursing Job-Shadowing Program, and a Guidance Counselor Symposium. (4 Word files, 1-4pp; 5 PDF files, 2-15pp; PowerPoint, 11 slides)

Obstetric Curriculum (CB065-2.1) – This is one of four curricula that were developed to increase Registered Nurse graduates' competencies in four specialty areas of child health, maternal health, adult health, and patient electronic medical records. This product contains a table of contents, competency evaluation outline and form, simulation lab outcomes, student evaluation and self evaluation tools, and four obstetric simulations for adolescents with pre-term labor, laboring patients with fetal heart rate variability, patients with an emergency delivery, and patients with hemorrhage post delivery. (9 Word files, 1-8pp)

Pediatrics Curriculum (CBO65-2.2) – This is one of four curricula that were developed to increase Registered Nurse graduates' competencies in four specialty areas of child health, maternal health, adult health, and patient electronic medical records. This product contains a table of contents, evaluation outline and form, simulation lab outcomes, student evaluation and self-evaluation tools, and five child simulations related to appendicitis, gastroenteritis, neurological disorder, asthma, and hypoglycemia. (10 Word files, 1-10pp)

Adult Health Curriculum (CBO65-2.3) – This is one of four curricula that were developed to increase Registered Nurse graduates' competencies in four specialty areas of child health, maternal health, adult health, and patient electronic medical records. This product contains a table of contents, adult health I simulation lab outcomes, two simulations related to stroke and GI bleed DKA, SIM MAN competency exam, adult health II simulation lab outcomes, and three simulations related to chest pain myocardial infarction, respiratory distress, and shock cardiac arrest. (8 Word files, 1-7pp; PDF file, 1p)

Electronic Medical Records Curriculum (CBO65-2.4) – This is one of four curricula that were developed to increase Registered Nurse graduates' competencies in four specialty areas of child health, maternal health, adult health, and patient electronic medical records. This product contains a table of contents, com-

petency evaluation outline and form, a pre-post test, unit test questions, and a nursing and healthcare technologies PowerPoint presentation. (4 Word files, 1-3pp; PDF file, 33pp)

LPN to RN Career Mobility (CB065-3) – This product includes outreach materials and a distance learning program that were created to decrease barriers to articulation for Licensed Practical Nurses (LPNs) interested in becoming Registered Nurses (RNs) and to create awareness of Jackson State Community College's LPN to RN Career Mobility Option. The product includes project overview-strategies for increasing articulation of LPNs to RNs, LPN Career Mobility Option brochure, distance learning, and LPN to RN Career Mobility Option application process, distance learning overview PowerPoint presentation and faculty instruction guide. (Word, 1p; 4 PDF files, 2-37pp)

Johns Hopkins Health System:

System for Upgrading Incumbent Healthcare Workers into High-Skill Jobs (HG051)

Project REACH: A Retrospective (HG051-1) – REACH (Resources and Education for the Advancement of Careers at Hopkins) is a program created by Johns Hopkins Health System to boost the job skills and advancement opportunities of its existing workers. The REACH Web site provides a detailed description of the implementation of the project including planning and infrastructure, outreach and intake, assessments, career planning and coaching, training, placement, and outcomes. http://www.hopkinsmedicine.org/jhhr/REACH

Madisonville Community College:

Nursing Career Ladder Project (CB072)

Integrated Nursing Curriculum and Program Overview (CB072-1) – This product includes the mission statement of the college's Nursing Division, the program philosophy, conceptual framework, conceptual model, definition of major concepts, the program outcomes, an organization of curriculum chart, and a course description. (Word, 14pp; PDF, 1p)

Integrated Nursing Brochure (CB072-2) – This brochure on the Integrated Nursing Program provides information about employment opportunities, program admission requirements, college accreditation, integrated nursing program accreditation, available credentials, course listing, and length of program and licensure requirements. (PDF, 3pp)

Integrated Nursing Curriculum (CB072-3) – This curriculum provides the opportunity for both the Practical Nurse (PN) and Registered Nurse (RN) students to complete coursework together. After the first two semesters the PN students are eligible to take the PN licensure exam. The students who choose the RN track complete two additional semesters and learn the role of an RN. This provides a seamless pathway if the PN decides to become an RN by completing the last two semesters of the RN track. (10 Word files, 3-5pp)

Midlands Technical College:

Certified Nursing Assistant Program and Career Track (CB079)

Certified Nurse Assistant Curriculum (CB079-1) – This Certified Nurse Assistant (CNA) curriculum provides clinical experiences, assessments, intensive counseling, tutoring, and academic tracking. The product includes the CNA program description, syllabus, student handbook, daily lesson plans, Delmars nursing video series, a page of key links for the Promissor online test-taking system, two CNA final exams, and the CNA certification. (9 Word files, 1-18pp; PDF, 3pp)

Entry Level Career Ladder (CB079-2) – This product provides a progressive Career Track to entry-level health science students by offering career counseling and assessments that lead to a "Point of Decision," or Career Ladder Building. With the implementation and marketing of this incremental career track, students should be able to build a ladder of success. The product includes competency models, career ladders, and Midlands Technical College's Health Tracks Career Ladder. (Word, 2pp; PDF, 1p)

North Carolina Department of Commerce Commission on Workforce Development:
Project H.E.A.L.T.H. (HG142)

Project HEALTH (Helping Employers and Labor Training to Healthcare) (HG142-1) – This report discusses Project HEALTH's primary objectives, which are to implement human resource development through pre-employment training and education to dislocated workers to transition into healthcare careers, and increase the pool of master's educated nurse faculty to fill existing and future community college nurse faculty vacancies. (Word, 29pp)

North Central Kansas Technical College:
NCKTC Health Support Specialist (CB087)

NCKTC Health Support Specialist Stairway to Success (CB087-1) – This Apprentice Program Book outlines the role of the Health Support Specialist and teaches healthcare facilities how to train new and current employees to become universal workers. (PDF, 45pp)

North Central Texas College:
Healthcare Transition Model Project (CB088)

Fast Track Program Flyer and Course Syllabus (CB088-1) – The Transition from Vocational to Professional Nursing Fast Track Program is a full-time program that has two transitional phases. This product includes a list of prerequisite courses needed to transition from vocational to professional nursing, a syllabus, general course information, and unit competencies. (2 Word files, 2-31pp)

Northwest Wisconsin Concentrated Employment Program: Healthcare Workforce Network (HG130)

Healthcare Industry Marketing Video for Youth (HG130-1) – This short video was developed to market career opportunities in the healthcare industry to youth. The video makes the

case that a career in the healthcare industry offers job stability, tremendous job growth, salary and benefits above other industries, and flexible schedules. Several healthcare professionals are interviewed and high school students are encouraged to take as many Math, Science, and English courses as they can to put themselves at an advantage for a career in the healthcare industry. http://www.wihealthcareers.org/career_occ_toc.cfm
(NWCEP home page: http://www.nwcep.org)

Paraprofessional Healthcare Institute (PHI):

Recruitment and Retention of Direct-Care Workers Initiative (HG131)

Peer Mentoring: A Workshop Series for Direct Care Workers in Home and Residential Care – This curriculum prepares experienced direct-care workers o become peer mentors. The content focuses on three skill areas: leadership, communication, and problem-solving. The product can assist organizations that are seeking to develop peer mentor programs for Certified Nursing Assistants and Home Health Aides in long-term care. The curriculum can be taught through community college nursing aide programs, advanced training institutes, or employer-based in-service programs. The modular format makes the program easily adaptable to fit the needs of many organizations. In English and Spanish. http://www.directcareclearinghouse.org/l_art_det.jsp?res_id=201610 (Curriculum files on Web site)

Coaching Supervision: Introductory Skills for Supervisors in Home and Residential Care – This curriculum introduces supervisors of direct-care workers to the skills they need to effectively help workers solve problems and improve work performance. The seven modules are designed to be taught over two days, and introduce supervisors to four key skills: Active Listening; Self-Management; Self-Awareness, and Presenting the Problem. The curriculum can be taught through community college nursing aide programs, advanced training institutes, or employer-based in-service programs. In English and Spanish. http://www.directcareclearinghouse.org/l_art_det.jsp?res_id=182110 (Curriculum files on Web site)

Creating a Culture of Retention: A Coaching Approach to Paraprofessional Supervision (Creando una cultura de retención: un modelo de capacitación individualizada para la supervisión de cuidadores personales) – This document, available in Spanish and English, introduces the coaching approach to supervision through a comparison with the more familiar traditional approach. Simulated conversations between a worker and her supervisor illustrate the difference between the two approaches and highlight the key elements involved in coaching. Subsequent sections outline the rationale, theory, and assumptions behind the coaching approach, as well as the skill set required for successful coaching. The last section deals with the challenge of implementing a coaching approach within the context of an organization, both in terms of structural elements such as personnel policies and in terms of creating an organizational culture that supports coaching. http://www.directcareclearinghouse.org/l_art_det.jsp?res_id=1650 (Available on Web site)

Training Quality Home Care Workers (Capacitando asistentes de calidad para el cuidado de personas en el hogar) – A description of PHI's approach to developing a stable, competent workforce, this document is available in both English and Spanish. The five key components of the program include: an enhanced four- to five-week curriculum that incorporates problem-solving and communication skills into standard health and clinical training; a learner-centered approach to teaching; peer support; on-the-job training; and workforce supports. http://www.directcareclearinghouse.org/l_art_det.jsp?res_id=61810 (Available on Web site)

Bilingual Direct-Care Workers Tools – (HG0131-2) – This web page promotes curricula and other tools that help to improve the quality of direct-care jobs, stabilize the workforce, and improve the quality of care for consumers. All tools are available in Spanish and English. http://www.directcareclearinghouse.org/l_cat_det_sp.jsp

Direct Care Worker Information Center (Spanish Portal) – This Spanish language web portal at the National Clearinghouse for the Direct Care Workforce introduces viewers to direct-care jobs and provides resources such as connections to peers and the movement to improve quality jobs. http://www.directcareclearinghouse.org/i_index.jsp

Passaic County Community College:
Nursing Health Programs (CB100)

Patient Care Associate Program (CB0100-1) – The Patient Care Associate (PCA) program includes training on patient care, EKG, collecting and transporting specimen samples, and phlebotomy, as well as communication, teamwork, technology, and problem solving. Upon completion of the training program, the participants receive an employer-recognized Acute-Care PCA certificate. This certificate serves as evidence that the individual possesses the necessary skills and competencies to function effectively in the acute-care setting. The product includes patient safety content, nonviolent crisis intervention, curriculum, and a student course outline. (6 Word files, 7-57pp; PowerPoint, 31 slides)

Nursing Fellowship Program (CB0100-2) – This program provides nursing graduates with the academic and clinical skills needed to transition effectively into the nursing specialty areas where local hospitals have the greatest need. It is based on best practices identified by the American Academy of Nursing of the American Nurse Association. (Word, 62pp)

Seattle Central Community College:
Healthcare Certificate Programs (CB110)

ESL Healthcare Bridge Program (CB110-1) – This program is designed to assist non-native English speakers to advance in healthcare education or employment settings. Students successfully completing two of the five pre-college courses receive an Achievement Certificate – a training ready certificate signaling the student is better prepared to enter and succeed in a college-level healthcare education program. The course curricula are intended for students at ESL levels 4 and above. The document also includes an ESL Healthcare Bridge Program link. (Word, 2pp)

IT for Healthcare Short Certificate Program (CB110-2) – This 15-credit program is intended for incumbent healthcare professionals who wish to add information technology skills to their professional qualifications. It is also designed for those who are beginning their healthcare career and need basic IT skills. The

program consists of three courses: HIPAA and Network Security, Introduction to Computers and Networks, and Software Applications. (Word, 2pp)

Snead State Community College:
Healthcare Programs for High School Students Project (CB111)

100 Division Course Syllabus (CB111-1) – This product includes syllabi and lesson plans for eight courses: Fundamentals of Nursing, Health Assessment, Introduction to Pharmacology, Adult Nursing, Maternal and Child Nursing, Adult-Child Nursing, Psychosocial Nursing, and Role Transition. (10 folders, 81 Word files)

Summer Program Description and LPN Brochure (CB111-2) – This brochure describes the License Practical Nurse (LPN) program's purpose, description, background and need, target population, benefits, mission and goals, objectives, and eligibility requirements. The LPN program targets high school students and takes them from secondary education to continuous career advancement as LPNs. (Word, 7pp; PDF, 2pp)

Southern University of Shreveport:
Healthcare Outreach Program (CB117)

Project SUCCESS Brochure (CB117-1) – This brochure promotes Shreveport University's Project SUCCESS Nursing Program and includes the benefits of the program, information about different healthcare careers, and criteria for participating in the program. (PDF, 2pp)

Southwest Texas Junior College:
Healthcare Nursing and Radiology Programs (CB119)

Health Professions Peer Tutoring Program (CB119-1) – This program provides trained and carefully selected peer tutors to assist other nursing students to achieve their learning goals and ultimately create a successful educational experience. The product includes the peer tutoring description program and a tutoring student log. (2 Word files, 1-2pp)

Associate Degree Nursing – Comprehensive Proposal (CB119-2) – This Associate Degree Nursing (LVN to RN transition) Program will help other community colleges or educational institutions in establishing a new radiology program. Current completed materials include complete program application, summary, and statement of assurances submitted to the Texas Higher Education Coordinating Board and the comprehensive program proposal to the Texas Board of Nursing. (Word, 9pp; PDF, 415pp)

College and Career Day (CB119-3) – This event was developed to provide potential students with opportunities to experience a day of college and explore their career options. The event is composed of information, participation, and entertainment opportunities to showcase programs at designated areas so that potential students can visit with individual faculty and current students in the programs. Potential students are also provided with a wealth of information, during breakout sessions, about college admissions requirements, financial aid as well as other topics that will assist potential students with their transition into college. This document is an agenda of the career day at Southwest Texas Junior College. (Word, 2pp)

Associate of Applied Science Radiologic Technology-Program Application/Degree Plan (CB119-4) – This program will help other community colleges or educational institutions in establishing a new radiology program. Materials include the complete program application submitted to the Texas Higher Education Coordinating Board, course curriculum, and marketing materials. (20 Word files, 3-11pp; 2 PDF files, 1-3pp)

State of Oregon:

Oregon Governor's Healthcare Workforce Initiative (HG096)

Governor's Healthcare Workforce Initiative Final Report (HG096-1) – This report summarizes project activities, accomplishments, outcomes, publications and products, promising approaches, and success factors of the Governor's Healthcare Workforce Initiative. (Word, 10pp)

Tacoma/Pierce County Workforce Development Council:
Healthcare Services Business Connection (HG134)

Health Occupations Workshop (HG134-1) – This product includes a Healthcare Occupations Workshop, which is a career awareness seminar on the healthcare industry. It consists of slides about Pierce County Health Services Careers Council Partners, healthcare careers facts, high demand occupations, healthcare career benefits, considerations in healthcare employment, training options, and information on finding a healthcare job. This presentation is available in multiple languages including Korean, Russian, Spanish, and English. (4 PDF files, 23pp each)

Health Educator Web site (HG134-2) – This Web site persuades older workers who are leaving the nursing profession to become teachers. It describes health educator careers and work settings, benefits of being a health educator, links to employers and resources, and a survey to assess the extent to which the Web site has influenced visitors. http://www.healtheducatornetwork.com

Texas County Technical Institute:
Nurse Assistant and Register Nurse Material (CB124)

Nurse Assistant 101 (CB124-1) – This course teaches skills in patient care that qualify students to enter the healthcare industry as a Certified Nurse's Assistant and assist Licensed Practical Nurses or Registered Professional Nurses. This product includes course outlines for Nursing Assistant and Clinical Nursing Assistant curriculum. (2 Word files, 3-5pp)

Career Ladder Renovation (CB124-2) – This new career ladder includes foundational career ladder steps to help organizations grow their own nurses through the career ladder application step one and career ladder application step two. (3 Word files, 3pp each)

RN Bridge Program Curriculums (CB124-3) – These program curricula were developed to enable currently Licensed Practical Nurses to continue working while completing the academic requirements leading to the qualifications needed to take the

Registered Nurse licensure examination in the state of Missouri. The curriculum is five semesters long and uses a combination of didactic presentation, hands-on learning in the skills lab, computer-based learning and clinical experience in a variety of healthcare settings to achieve the mission of preparing competent, ethical, and compassionate professionals for the job market. (2 Word files, 1-12pp)

Adult Learning & Study Techniques Course (CB124-4) – This course helps students to better understand the learning process. Students are taught unique, yet practical, methods of learning to apply in their program of study. (Word, 8pp)

University of Utah:

University of Utah's Clinical Faculty Associate Model (HG104)

CFA/TA Clinical Faculty Orientation Handbook (HG104-1) – The Clinical Faculty Associate Handbook contains a Clinical Faculty Associate (CFA) Model Program overview, orientation to logistics and policies, responsibility sheet, an invitation to identify personal characteristics, and a legal contract. (PDF, 16pp)

Clinical Faculty Associate Model Program: Fall 2005 Evaluation (HG104-2) – This evaluation report summarizes the survey results of the Clinical Faculty Associates (CFAs), course instructors, and nursing managers. It also includes CFA exit interviews and focus groups and Advisory Council feedback. The report includes accompanying data collection protocols including surveys and focus groups. (9 PDF files, 2-8pp; 3 Word Files, 2-18pp)

Clinical Faculty Associate Model Program (CFA) Final Evaluation Report (HG104-3) – This report tracks the development of the Clinical Faculty Associate model over a period of time. Through the use of surveys and focus groups, the evaluator is able to track progress and make program improvements and recommendations. The report contains insight for others considering partnerships with hospitals as to what issues may arise. The product includes three years of evaluation reports. (PDF, 86pp)

Victoria County Junior College District:
Nursing Student Support Program (CB135)

Nursing Student Support Center (CB135-1) – This product is the end result of a program developed and supported by a strong partner alliance of key organizations, professions, and communities in an effort to increase the number of Registered Nurses. Materials presented include information pertinent to the development and implementation of a nursing student support center, such as a work-related timetable, an operation profile, job descriptions, and forms. Additional information describes the multipurpose goals of establishing the center, including the recruitment, remediation, and retention of students, intended to culminate in graduation from an Associate Degree nursing program and receive licensure by the National Council Licensing Examination for Registered Nurses. The product includes job descriptions for Operations Project Director, Manager, and Secretary; Operations Retention Specialist, and Simulation Specialist, as well as timelines, timeline table, flowcharts, surveys, enrollment forms, and other implementation tools. (14 Word files, 1-2pp; 3 PDF files, 1-2 pp; 4 Excel files; PowerPoint, 19 slides)

Waukesha County Technical College:
Healthcare Occupation Guidelines (CB138)

Health Services Youth Apprenticeship (CB138-1) – This product was developed for teachers/faculty providing health occupations instruction and is appropriate for the high school student who is interested in healthcare careers. The Youth Apprenticeship Health Occupations classes, targeted to high school students, entail on-the-job experience and related technical instruction. Product includes Youth Apprenticeship Healthcare Foundation curriculum packet, Youth Apprenticeship Health Information Management curriculum packet, Youth Apprenticeship Medical Assistant curriculum packet, Youth Apprenticeship Nursing Assistant curriculum packet, Youth Apprenticeship Pharmacy Technician curriculum packet, and Youth Apprenticeship Health Services Job Shadow curriculum packet. (6 PDF files, 23-47pp)

Developing Healthcare Career Pathway Strategic Partnership Brochure (CB138-2) – This product reaches out to potential partners interested in seeking sustainable solutions to meet healthcare workforce demands. (PDF, 3pp)

Health Science Career Pathways (CB138-3) – This product provides a career pathway framework that outlines a well-planned sequence of education and training requirements, skills requirements, and activities that will help advance individuals knowledge and skills within a designated career area. The target population focuses on learners, or individuals who prepare learners, of by linking school-based learning with knowledge and skills required for success in a variety of careers. (PDF, 14pp)

Health Services Youth Apprenticeship Program Brochure (CB138-4) – This product provides career awareness and guidance to the public, youth apprenticeship coordinators as well as high school teachers. (PDF, 3pp)

Human Patient Simulation in Nursing Education Brochure (CB138-5) – This brochure highlights the benefits scenario based clinical practice. The target audience is employers, educational institutions, and partners in healthcare. (PDF, 3pp)

Grantee Organizational Chart (CB138-6) – This product is an overview of the organizational structure that was required to fulfill the grant's goals of building capacity and expanding enrollments in healthcare occupations. The product includes a community based job training grant organizational chart. (PDF, 2pp)

West Virginia State Community and Technical College:
Healthcare Bridge Program (CB140)

Bridge Program-Non-Traditional Outreach (CB140-1) – This project reaches out to a non-traditional population and prepares them for a Spring semester (January) enrollment into an existing curriculum for a nursing program which traditionally begins in the Fall semester (August). The product includes a program statement, nursing curriculum, college overview, college syllabi 2008, bridge flowchart, and 2009 nursing education opportunity frequent asked questions. (5 PDF files, 4-16pp; PowerPoint, 25 slides)

HOSPITALITY

COMPETENCY MODEL: Hospitality Industry

Hospitality Industry Competency Model – This industry competency model provides a comprehensive set of foundational and technical skills that are necessary for workers to enter and progress in careers within the industry. This model contains a graphic representation of the model, together with a detailed listing of the personal, academic, workplace, and technical competencies that apply throughout the industry. www.careeronestop.org/CompetencyModel/ (PDF, 11pp)

Johnson & Wales University:

Hospitality Career Spotlight (HG052)

Whatsnext4me Web site (HG052-1) – Johnson & Wales' bilingual, interactive career awareness Web site targeting youth includes web-based scenarios, self-assessment tools, defined career ladders, and educational requirements. http://www.whatsnext4me.com

Industry Brochure (HG052-2) – This industry brochure encourages companies to contribute to the Whatsnext4me Web site. (PDF, 2pp)

Career Awareness Outreach Materials (HG052-3) – These outreach materials promote the use of the Whatsnext4me Web site by providing an overview of the Web site; a 13-slide (PDF document) PowerPoint lesson plan for teachers; promotional posters; and a 2-page promotional piece for a "Showcase of the Stars" event. (4 PDF files, 2-13pp)

LaGuardia Community College (LCC), Center for Immigrant Education and Training:

Hotel TEACH (HG055)

Hotel T.E.A.C.H. Curriculum (HG055-1) – LaGuardia Community College, The Center for Immigrant Education and Training developed this curriculum to instruct limited English proficient (LEP) individuals while providing them with the occupational and customer service skills needed to be employed and advance in the hospitality industry. The Equipped for the Future content standards and principals serve as the framework for the content and approach of the curriculum. English is taught not just as a set of discrete phrases, vocabulary, or grammar items, but as means to communicate and interact with others in a social setting. Each unit of the curriculum begins with a Career Counseling lesson related to the unit's content. http://ace.laguardia.edu/ciet/hotel_teach_curriculum.htm (Curriculum files on Web site)

Hotel T.E.A.C.H. Curriculum Audio Files (HG055-3) – Available on the Hotel T.E.A.C.H. Curriculum Web site, these 13 audio tracks supplement and enrich the lessons from the curriculum. Lessons cover such topics as ensuring correct pronunciation of guests' names, examples of how best to handle guest complaints, and how to take complete and correct messages. http://ace.laguardia.edu/ciet/hotel_teach_curriculum.htm (Audio files on Web site)

INFORMATION TECHNOLOGY

Computing Technology Industry Association (CompTIA):

National Information Technology Apprenticeship System (NITAS) (HG024)

NITAS Skill Validation Tool (HG024-1) – NITAS is a web-based program management tool available to all employers to use in training their Information Technology (IT) workers. The NITAS Skill Validation Tool for Employers, IT Workers, and Training Providers utilizes industry developed and endorsed competencies and a coaching system to validate the skills. The Web site contains a program management tool for tracking the on-the-job-training progress of registered apprentices, based on existing competency standards. Once a sponsor registers on the Web site, apprentices can be registered and on-the-job progress can be tracked. The site can be adapted for any "apprenticeable" occupation with competency-based on-the-job training standards. http://www.nitas.us/

Tech Career Compass (HG024-2) – This product is a worldwide Information Technology (IT) repository for resources critical in attracting, training and developing properly skilled IT workers. CompTIA's TechCareer Compass provides students with the tools to define their career goals and outlines which certifications are needed to establish themselves as IT professionals. http://tcc.comptia.org

RETAIL

COMPETENCY MODEL: Retail Industry

Retail Industry Competency Model – This industry competency model provides a comprehensive set of foundational and technical skills that are necessary for workers to enter and progress in careers within the industry. This model contains a graphic representation of the model, together with a detailed listing of the personal, academic, workplace, and technical competencies that apply throughout the industry. www.careeronestop.org/CompetencyModel/ (PDF, 15pp)

National Retail Federation:

The Extreme Makeover: Retail Careers in the Spotlight Preliminary Image Campaign (HG127)

Go Retail!: Interviews with People in Retail (HG127-1) –Through interviews with a variety of people in different retail occupations, this video describes the career opportunities and potential in the retail industry. Entrepreneurs, executives, legal professionals, and creative arts professionals talk about why retail was a great career choice for them. http://www.nrf.com/content/default.asp?folder=foundation&file=goretail_main.htm&cm_sp=Foundation-_-butttons-_-go%20retail

National Retail Federation Foundation:

Retail Learning Leadership Curricula (HG128)

Fundamentals of Management Curriculum (HG128-1) – This retail management e-learning curriculum provides learners with an overview of retail industry concepts and processes as well as an understanding of the role of a Retail Manager. Goals for the curriculum include becoming familiar with how the retail industry works; understanding the areas of accountability for retail management; understanding how the role of the manager impacts the success of a retail business; and identifying the learner's level of interest in pursuing a career in retail management. (6 PDF files; 6 html links)

Entry Level Sales, Service and Supervisory Curriculum (HG128-2) – This e-learning curriculum covers entry-level sales and customer service skills through entry-level supervisory skills. The curriculum is modular in design and provides a blended learning approach that combines e-learning to introduce concepts, coaching verifications to validate key concepts, and practice scenarios to further develop skills. (29 PDF files; 5 html links)

Implementation Guide: An In-depth Guide to Developing and Implementing a Skills Center (HG128-3) – This guide describes the principles, processes, and elements involved in developing, operating, and sustaining a Retail Skills Center planning, development, implementation, or sustainability. The guide is organized into 12 sections. Each section has an overview, considerations, checklist, and information about the associated technical assistance available through the National Retail Federation Foundation at www.nrf.com. (PDF, 103pp)

National Retail Federation Foundation Demonstration:
RetaiLearning Leadership Initiative (HG129)

Retail Career Opportunity Ladders Map (HG129-1) – This map illustrates three different retail career paths through small, medium and large retail businesses from an entry position as a Cashier, Sales, or Receiving Associate, all the way to a top position as a Division President (PDF, 1p)

TRANSPORTATION

Hagerstown Community College:

Commercial Vehicle Transportation Curriculum and Academy (CB059)

Commercial Vehicle Transportation "B" Training Program (CB059-1) – This five-week curriculum introduces and explores the principles and practices of Class B commercial vehicle transportation. It provides preparation for the Class B Commercial Driver's License and also includes CDL HazMat and Tanker endorsements. The program provides familiarization of basic state and federal motor vehicle traffic laws including federal motor carrier safety regulations, and their application to the industry. (Word, 15pp)

High School Academy Proposal (CB059-2) – This proposal describes an academy where students can acquire the skills and knowledge required for a changing job market. The skills and knowledge will be gained by focusing on three ground transportation program areas. In addition, students gain an understanding of the components of air, land, and sea transportation, and how each stimulates commerce in Maryland. The curriculum helps students learn to think critically, master basic skills, gain admission to and benefit from higher educational programs, develop a desire for life-long learning, play a responsive role in our democratic society, and compete successfully in the world of employment. (Word, 7pp)

Pulaski Technical College:

Transportation Facilities Management (CB103)

Transportation Proposal and Course Outlines (CB103-1) – This proposal for an Associate of Applied Science Degree in Transportation Facilities Management includes course outlines and a flow chart to help students understand their career certification options. The product includes course outlines for Damage Analyst, Engine Machinist, Tractor and Trailer Servicing, Alternative Fuels, Parts Specialist, Tire Center Operation, Tractor and Trailer Operation, and Facilities Management. (9 Word files, 1-6pp)

United Parcel Service of America:
Training for Driver Service Providers (HG100)

Literature Review of UPS/DOL New Driver Service Provider Training Project (HG100-1) – As a first step in developing a competency-based training program for Driver Service Providers, this literature review addresses the generational differences in the contemporary workforce. The review suggests that a unique instructional design model or strategies and technological innovations to accommodate generational differences might be justified. (PDF, 109pp)

Transportation Methodology Guide (HG100-2) – UPS developed this replication guide for methodology usage to suggest how certain learning models can serve as formats and examples for other organizations. (2 Word files, 5-22pp)

CROSS-INDUSTRY

Jobs for the Future (JFF), Workforce Innovation Networks:
Workforce Innovation Networks (HG159)

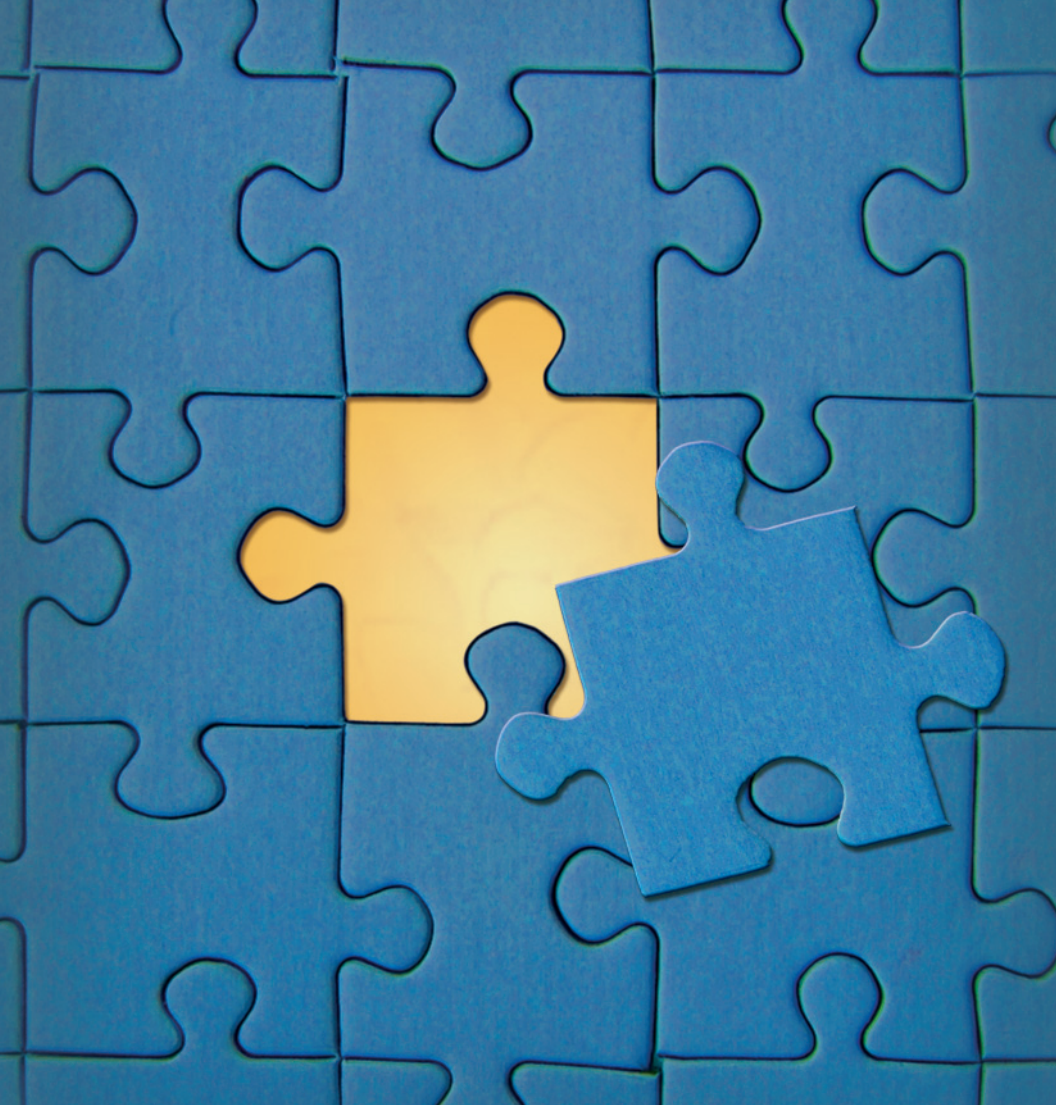
Jobs for the Future WINs Partnership Web site (HG159-1) – The WINs partnership Web site disseminates the lessons learned over the initiative's eight years. The WINs partnership worked with local employer organizations across the nation to test the proposition that employers can play a unique, intermediary role in improving the economic prospects of disadvantaged job-seekers and workers by meeting the needs of their member firms for employees at the entry-level and above. The Web site provides links to 25 publications including career ladders, an employer association toolkit for becoming a workforce intermediary, results of surveys of workers and employers, and case studies. http://www.jff.org/Content/Current+Projects_Building+Economic+Opportunity+for+Adults_Workforce+Innovation+Networks%97WINs.html

Lorain County Community College:
Entrepreneurship Innovation Institute (HG058)

Entrepreneurship Innovation Institute Web site (HG058-1) – Designed primarily for industry, this site describes the wide range of business services available from the College, such as training-related services, entrepreneurial support, conference facilities, market research and other business services. http://www.lorainccc.edu/business+and+industry

U.S. Chamber of Commerce, Center for Workforce Preparation: The Public Workforce Development System (HG150)

Rising to the Challenge (HG150-1) – This report summarizes the results of employer's awareness, use, and perception of the publicly funded workforce development system. Rising to the Challenge provides information that businesses can use to strengthen their relationship with the workforce investment system and align the system to meet employer needs. (PDF, 15pp)



These workforce solutions were funded by grants awarded under the President's High Growth Job Training Initiative and the President's Community-Based Job Training Grants, as implemented by the U.S. Department of Labor's Employment and Training Administration. The information contained in this catalogue was created by grantee organizations and do not necessarily reflect the official position of the U.S. Department of Labor. All references to non-governmental companies or organizations, their services, solutions, or resources are offered for informational purposes and should not be construed as an endorsement by the Department of Labor. The solutions in this catalogue are copyrighted by the institutions that created them and are intended for individual organizational, non-commercial use only.

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EMPLOYMENT AND TRAINING ADMINISTRATION
UNITED STATES DEPARTMENT OF LABOR