

CHAPTER 10 Student Achievement Records

A. Student Achievement Records



Clear and accurate student achievement records will help:

- instructors evaluate, assist and place students.
- students understand their level of competency.
- administrators evaluate the success of the program.
- employers evaluate student abilities when hiring.

Achievement records are generally based on Industry skill requirements, such as those created or used by NATEF, VICA, or I-CAR. Beside each task on an individual student's achievement record, the instructor provides one or more of the following:

- an indication of the degree to which the student has been exposed to or achieved competency in the task
- a letter grade based on the student's performance of the skill
- comments as necessary

Levels are generally rated on a 4- or 5-point scale:

- The lowest rating indicates no exposure to the task.
- The highest rating indicates mastery of the task, the ability to complete the task independently, with no supervision and in "real time."
- Middle ratings indicate the degree of supervision or instruction the student requires to complete the task.

The achievement record should help students understand what skills they have mastered and those on which they need more experience or instruction. The achievement record will help students understand how well they meet Industry entry-level requirements. The achievement records should not indicate a student's ranking within the class.

Student achievement records should be designed so that completing and updating them does not require a lot of instructor time. Sample Student Achievement Records start on page 10-3.

B. Computerized Tracking Systems

Some training programs track student achievement by computer. These systems can provide a simple, accurate way to maintain current records of student training. A complete report of a student's training and performance is easily accessible to the student, instructors, and potential employers. Records can be maintained during and after a student's training.

Sample Student Achievement Records

Student _____ Date _____

Project Description: Repaint—complete unit or spot job

Time started _____ Date _____

Time completed _____ Date _____

Estimated time _____ Actual Time _____

	A 4	B 3	C 2	D 1	F 0	Grade points
Panel cleaning: selection of cleaners & techniques						
Masking						
Sanding: paper selection, handling						
Power sander handling techniques						
Feather-edging						
Primer-surface application						
Use of glazing putty						
Paint handling & selection						
Reducer handling & selection						
Spray gun handling techniques						
Cleaning paint equipment						
Masking removal, cleanup, and rub-out techniques						
Vehicle cleanup for delivery						
A = Excellent B = Above Average C = Average D = Below Average F = Fail Comments: _____ _____ _____	Time					
Grade points average						

Instructor _____

Sample Student Achievement Records (cont'd)

Name _____		Year _____		
Activities	Number of Jobs	Number of Hours on Job	Level of Achievement*	Comments
Door or Hood Repair				
Adjust Door				
Adjust Hood				
Adjust Door Glass				
Adjust Deck Lid or Gate				
Adjust Headlights				
General Fender Repair				
General Rep. Door or 1/4 Panel				
Replace Bumper				
Replace Grill				
Replace Hood				
Replace Fender				
Replace Windshield				
Replace Door				
Frame Analysis				
Estimating				
Soft Plastic Repair				
Replace Door Skin				
Pulling Equipment Usage				
Replace 1/4 Panel				
Structural Repair Unitized				
Production #1				
Production #2				
Water Leaks				
Stationary Glass				
SMC				

*Level Of Achievement: Excellent, Good, Fair, Poor

NOTE: If fair or poor, please comment on why.

Sample Student Achievement Records (cont'd)

CURRICULUM-BASED VOCATIONAL ASSESSMENT (CBVA) RATING FORM

Name _____ ID# _____ Exceptionality _____ Home School _____ Shared-time School _____ ESE Dept. Chairperson _____	Scale Y = Yes N = No DO NOT RATE ANY ITEM NOT OBSERVED	School Year(s) _____ Grade(s) _____ Course Name: _____ Course #: _____ Rater's Name _____ Rater's Signature _____	Scale P = Proficient M = Pro. w/modification N = Not Proficient DO NOT RATE ANY ITEM NOT OBSERVED
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WORK RELATED BEHAVIORS:	Dates:					SPECIFIC SKILL OUTCOMES:	Dates:				
1. Complies with attendance	Y N	Y N	Y N	Y N	Y N	31. Identifies hand tools	_____	_____	_____	_____	_____
2. Practices punctuality	Y N	Y N	Y N	Y N	Y N	32. Identifies power tools	_____	_____	_____	_____	_____
3. Interacts with teachers or supervisors	Y N	Y N	Y N	Y N	Y N	33. Uses measuring tools	_____	_____	_____	_____	_____
4. Cooperates as a team member	Y N	Y N	Y N	Y N	Y N	34. Identifies fasteners/parts/panels	_____	_____	_____	_____	_____
5. Seeks assistance appropriately	Y N	Y N	Y N	Y N	Y N	35. Reads, interprets & applies parts & service manuals	_____	_____	_____	_____	_____
6. Works unsupervised	Y N	Y N	Y N	Y N	Y N	36. Demonstrates job seeking skills	_____	_____	_____	_____	_____
7. Completes task accurately & in timely manner ...	Y N	Y N	Y N	Y N	Y N	37. Interprets environmental, safety & health hazards	_____	_____	_____	_____	_____
8. Uses good judgement	Y N	Y N	Y N	Y N	Y N	38. Details shop and vehicle	_____	_____	_____	_____	_____
9. Accepts changes	Y N	Y N	Y N	Y N	Y N	39. Removes, replaces & adjusts bolt on parts & panels	_____	_____	_____	_____	_____
10. Accepts constructive criticism	Y N	Y N	Y N	Y N	Y N	40. Prepares vehicle for repair and/or refinishing	_____	_____	_____	_____	_____
Displays:						41. Performs miscellaneous repairs	_____	_____	_____	_____	_____
11. Initiative	Y N	Y N	Y N	Y N	Y N	42. Prepares and repairs metal panels	_____	_____	_____	_____	_____
12. Integrity	Y N	Y N	Y N	Y N	Y N	43. Prepares and repairs plastic/fiberglass and sheet molded compound (SMC)	_____	_____	_____	_____	_____
13. Frustration tolerance	Y N	Y N	Y N	Y N	Y N	44. Performs welding skills	_____	_____	_____	_____	_____
14. Good manners and personal habits	Y N	Y N	Y N	Y N	Y N	45. Inspects, measures and repairs	_____	_____	_____	_____	_____
15. Appearance required by situation	Y N	Y N	Y N	Y N	Y N	46. Operates spray equipment and applies materials	_____	_____	_____	_____	_____
16. Safe use & proper care of materials/equipmnt ..	Y N	Y N	Y N	Y N	Y N	47. Diagnoses and repairs advanced	_____	_____	_____	_____	_____
17. _____	Y N	Y N	Y N	Y N	Y N	48. Diagnoses and repairs front and rear alignment	_____	_____	_____	_____	_____
18. _____	Y N	Y N	Y N	Y N	Y N	49. Uses computer and estimating skills	_____	_____	_____	_____	_____
19. _____	Y N	Y N	Y N	Y N	Y N						
20. _____	Y N	Y N	Y N	Y N	Y N						

GENERALIZED SKILL OUTCOMES:	Dates:					MODIFICATIONS: List date, item #, and modification for each (M) rating.		
21. Understands/follows oral directions	Y N	Y N	Y N	Y N	Y N	DATE	ITEM #	MODIFICATION
22. Communicates orally	Y N	Y N	Y N	Y N	Y N	_____	_____	_____
23. Communicates in writing	Y N	Y N	Y N	Y N	Y N	_____	_____	_____
24. Understands/follows written directions	Y N	Y N	Y N	Y N	Y N	_____	_____	_____
25. Applies related terminology	Y N	Y N	Y N	Y N	Y N	_____	_____	_____
26. Applies related measurement	Y N	Y N	Y N	Y N	Y N	_____	_____	_____
27. Applies related math computation	Y N	Y N	Y N	Y N	Y N	_____	_____	_____
28. Demonstrates problem solving	Y N	Y N	Y N	Y N	Y N	_____	_____	_____
29. Demonstrates computer literacy	Y N	Y N	Y N	Y N	Y N	_____	_____	_____
30. Shows interest in occupational area	Y N	Y N	Y N	Y N	Y N	Use back of form to list additional modifications or make general comments.		

Sample Student Achievement Records (cont'd)

Name: _____

Directions: Evaluate the student by checking the appropriate number or letter to indicate the degree of competency. The rating for each task should reflect employability readiness rather than grades given in class.

Rating Scale:

- 3 Mastered** - can work independently with no supervision.
- 2 Requires Supervision** - can perform job completely with limited supervision.
- 1 Not Mastered** - requires instruction and close supervision.
- N No exposure** - no experience or knowledge in this area.

INTRODUCTION TO COLLISION REPAIR MODULE					
3	2	1	N	THE COLLISION REPAIR CAREER	ASE Task(s)
				1. Identify opportunities in the auto body field.	NONE
				2. Identify the basic construction of the auto body.	NONE
3	2	1	N	MEASURING AND MIXING	ASE Task(s)
				1. Read a rule, fractional-inch and metric.	NONE
				2. Solve problems involving volume and ratios.	NONE
3	2	1	N	TOOLS AND EQUIPMENT	ASE Task(s)
				1. Demonstrate safe use and maintenance of general hand tools.	NONE
				2. Demonstrate safe use and maintenance of collision repair hand tools.	NONE
				3. Demonstrate safe use and maintenance of electric and pneumatic hand tools.	NONE
				4. Demonstrate safe use and maint. of electric, pneumatic, and hydraulic equip.	NONE
				5. Describe proper lifting and jacking techniques.	NONE
				6. Identify collision repair tools that are current with industry standards.	NONE
3	2	1	N	SAFETY	ASE Task(s)
				1. Identify government agencies regulating the collision repair industry (OSHA, EPA).	E069, E070
				2. Identify general safety rules.	A047
				3. Use protective clothing and equipment.	NONE
				4. Identify the proper use of fire protection equipment.	NONE
				5. Use chemicals safely.	NONE
				6. Identify environmental effects of chemicals.	NONE
				7. Identify proper chemical disposal techniques.	NONE
				8. Identify information on and importance of MSD sheets.	NONE
				9. Identify important toxic substances.	NONE
3	2	1	N	REFINISHING PROCEDURES	ASE Task(s)
				1. Identify surface preparation technique.	E003
				2. Strip painted surfaces using chemicals.	E004
				3. Demonstrate appropriate masking techniques.	A006, E008, E055
				4. Prepare surface of new panel.	E007, E012–E014
				5. Prepare surface of damaged panel.	A030, E006 E012, E014
				6. Demonstrate appropriate sanding techniques.	E005, E016
				7. Select and apply appropriate primer/primer surfacer/sealant.	E009, E015
				8. Perform guide coat/block sanding/reprime.	E010

The computerized tracking programs are based on a database of the tasks to be covered within the curriculum. Each task is assigned a code number. To update the achievement records, the instructor may:

- fill out a report that indicates each student's achievement level on each task. Turn these written forms in to the school to be entered in to the computer.
- enter each student's achievement level on each task into the computer system directly.

In either case, each student's computer record indicates their level of achievement on each task. This type of system allows each student's record to be updated regularly, as frequently as daily, without a great deal of time or effort for the instructor.

Some student achievement tracking systems use a bar code system similar to those used in some damage appraisal computer systems. A bar code identification is assigned to each task covered in the training program. Instructors use a bar code reader wand to indicate the level of exposure a student has received to each task.

The computerized student achievement tracking systems currently in use have been developed within the school or program. A simple spreadsheet or database software can be used to develop a tracking system. They are based on simple spreadsheet or database programs.

C. Student Motivation And Morale

Student awards and honors will help build student confidence, motivation and morale. They also can:

- result in positive publicity for the program on a local, state, provincial or national basis.
- create more interaction between the Industry and the program.
- result in increased school administration awareness and support of the program.

- be used as a selling point in student recruiting and placement.
- strengthen and motivate the Advisory Committee.

Training programs can offer students awards and honors for:

- performance based on selected criteria that may include grade point average, lab performance evaluation and a written paper on a subject selected from an approved list.
- in-shop competitions.
- perfect attendance.

Student awards and honors do not have to be expensive for the program. Present winning students with:

- certificates of accomplishment.
- scholarship funds.
- tools or other items donated by Industry suppliers.
- training opportunities at manufacturer or supplier training centers, including transportation and room and board if necessary.

The I-CAR Education Foundation has a recognition program available for schools that teach using the ADVANCE-TECH® curriculum. The People Actively Creating Employability (PACE®) program is designed to motivate and recognize students. The student selects either a portfolio book or a passport booklet in which certificates of completion are placed for each

ADVANCE-TECH® unit that is successfully completed. Each type of book includes a place for a letter of introduction about themselves, making the book a great way to present their accomplishments to a prospective employer. For more information on the PACE® program contact the I-CAR Education Foundation. Contact information can be found on page 17-24 of this handbook.



Training programs can also help build student confidence, motivation and morale by assisting students in participating in VICA competitions. See Chapter 12 of this handbook for more information on organizing or participating in VICA competitions.

Publicize all student awards and honors within the school and the Industry. This can be done by:

- contacting the student newspaper.
- contacting local trade publications.
- announcing the winners to the Advisory Committee or inviting winners to an Advisory Committee meeting for a presentation.
- notifying the administration and asking for a written response to share with students.
- posting information and photos of winners in the shop facility.
- announcing awards at a barbecue or other social event for students and instructors at the end of a term.

The following pages include samples of a perfect attendance award criteria, a request for Student Awards, and a performance award criteria.

Sample Perfect Attendance Award Criteria

OBJECTIVE

To encourage, recognize and reward perfect attendance achieved by students enrolled in the Collision Repair Technology program.

CRITERIA

All students enrolled full-time in the Collision Repair Technology program are eligible.

Individual instructors maintain logs of student class attendance.

To qualify, the student must have perfect attendance – no absences, no tardiness – for all enrolled classes from the first day of the term (late enrollees are not eligible).

PROCEDURE

Program instructors and chairperson are responsible throughout the term to seek donations of suitable student perfect attendance awards (i.e. tools ranging in price from \$30 to \$50). A minimum of 10 such awards should be acquired. Funds from the discretionary account should be used to purchase additional items if not enough donations are received.

Prior to awards ceremony or the final day of the term, instructors are to compile and submit to the program chairperson a list of all students that meet award criteria.

The program chairperson will compile a complete list of eligible students.

A drawing among eligible students determines in which order they will select their award.

The program chairperson is responsible for seeing that notification of the awards is made to appropriate school administration, school and trade publications, Advisory Committee and students enrolled in program.

Sample Request For Student Awards

(SCHOOL LETTERHEAD)

Dear _____:

The education industry, like the Collision Repair Industry, is attracting fewer qualified applicants. Industry demand for qualified, job-ready technicians, however, is not shrinking.

Industry surveys indicate that it is always less costly and difficult to keep current customers than it is to attract new ones. That's why the Collision Repair Technology program at (NAME OF SCHOOL) believes it is important that we do a better job training the students we have, helping a higher percentage of them be successful in the Industry. This, in turn, will help attract more qualified people into the program and the Industry.

We've found that personal motivation is critical to the success of our students. We believe that enhancing their motivation will enhance both their success and our own. Toward this end, we have developed a number of motivational award programs.

In order to succeed, these programs require the cooperation of members of the Industry, including supply and equipment vendors such as yourself. Please consider contributing to our student motivational programs in some way.

Donated hand tools (valued at between \$30 and \$50), for instance, are awarded to students maintaining perfect class attendance throughout the term.

We also have a performance award program, which allows our top student each term to attend technical training sessions as the guest of the training provider. Please consider making such a training session package available to us. We ask that the training be 2–5 days in length and feature the current technology of your product or equipment line. We also ask that you provide the student with transportation, lodging and meals as necessary.

The winning student may participate in the training session only after successfully completing the (NAME OF SCHOOL) Collision Repair Technology program.

We make every effort to promote all donations within the school, and throughout the Industry. We will notify our program Advisory Committee (which includes local collision repair facility owners and insurance personnel) and will send press releases to local and state trade associations and publications.

Please consider this opportunity carefully. We believe that these programs offer benefits for you as well as for our students and the Industry.

Sincerely,

Program Administrator

Sample Performance Award Criteria

(SCHOOL LETTERHEAD)

OBJECTIVE

To encourage, recognize and reward outstanding performance by students enrolled in the Collision Repair Technology program.

CRITERIA

All students enrolled full-time in the Collision Repair Technology program are eligible.

Students will be evaluated based on:

- grade point average in collision repair courses.
- collision repair lab work evaluation by instructors.
- a written paper on a subject selected from an approved list of topics.

Grade point average and lab evaluation will each carry 40% weight in determining the student's overall score. The written paper will carry 20% weight.

The student with the highest overall score each term will receive the Outstanding Performance Award. The winning student, upon successful completion of the training program, will be allowed to attend his or her choice of technical training sessions made available by local or national manufacturers or suppliers. The training will be 2–5 days in length. The company offering the training will assist the student with transportation, lodging and meals as necessary.

PROCEDURE

Program instructors and chairperson are responsible throughout the term to solicit appropriate training opportunities for the award program and develop agreements with the training providers. Students wishing to apply for the award must submit a written paper on a subject selected from the approved list of topics using the guidelines provided.

All instructors receive copies of all papers (with student's name deleted) for evaluation of technical content. Papers are assigned a grade of 0 to 10, and all instructor scores on a given paper are averaged.

All papers are evaluated for grammar by a qualified reader. This evaluator's score is added to the paper's average instructor score.

The score of the paper is added to the student's grade point average and collision repair lab instructor's evaluation, each weighted as indicated in the criteria.

The student with the highest overall score will receive the Outstanding Performance Award.

Program chairperson is responsible for seeing that notification of the award is made to appropriate school administration, school and trade publications, Advisory Committee and students enrolled in the program.

Sample Performance Award Criteria (cont'd)

LIST OF TOPICS

Health Hazard Concerns in the Collision Repair Industry

The Importance of Customer Satisfaction

What Winning a Performance Award Means to Me

My Future Plans in the Collision Industry

Study and Lab performance tips for others

What Could be Done to Improve the Collision Repair Technology program at
(Name Of School)

Special subject approved by advisor & Program Chair

(Example)

TITLE

- Outline:** Should be used to outline subject matter to be presented noting all major points.
- Introduction:** Should be used to broadly explain subject matter, explain importance, catch the reader's attention. (2 paragraphs minimum)
- Body Of Paper:** A detailed treatment of the outlined or introduced material. (400–500 words minimum)
- References:** List all sources of information including individuals that contributed to this paper. This can serve to demonstrate the amount of research that went into this paper.
- Note:** This paper is to be typed and double spaced. Where written material is used as a resource, a photocopy of the original article(s) must be submitted along with paper.

D. Student Handbook

Students are best able to excel when they have clear guidelines of what is expected of them. A student handbook about the Collision Repair Technology program can provide these types of guidelines.



The handbook can include:

- an introduction, welcoming students to the program and explaining how the handbook will help them succeed.
- rules for use of the training facility and equipment.
- a summary of the training program curriculum.
- an explanation of how students are evaluated or graded.
- information on attendance requirements.
- a code of performance and behavior.
- information on the co-op program.
- information on student achievement or performance award programs.
- information on how the program or school can assist with job placement.

A sample Collision Repair Training Program Student Handbook can be found on the following pages.

Sample Collision Repair Training Program Student Handbook

This handbook has been written to help you understand what is expected of you and help you succeed within the Collision Repair Technology program at (Name Of School).

This handbook includes information about curriculum, grades, discipline, and other things that will better prepare you to succeed. Your instructor will review each section with you and answer any questions you have.

“The Code”

In order to succeed as a collision repair student, I must abide by a code of performance and behavior.

I am a highly motivated individual at all times. I am always producing. If I am standing still, it is only to plan what I will do next. I also know that speed without quality is worthless. I will always strive for the highest quality possible at the greatest possible speed.

I am responsible for what I do. I am only as good as the work I produce. I will always finish what I start, no matter how difficult it becomes.

I am both a team player and an individual. If any of my fellow students need help, I will help them. If one of us fails, all of us fail a little bit. Before I decide what is good for me, I consider what is good for the group. I am also an individual. I will always welcome help, but I will always strive to be self-reliant. If I must work alone, I will still reach my goal. Any setback is only a test of my motivation. I will not fail.

I am proud of myself, my program, my school, and my trade. I am also humble enough to know my weaknesses and to strive to improve. No matter how much I know, there is always someone who knows more. I will always listen to those who have more experience than I do.

I have respect for my fellow students and their possessions. I have respect for leaders. I will be a good leader. I will be a good follower. I have respect for myself, how I look, and how I act. I obey rules and regulations; not because I am supposed to, but because it is the right thing to do. To do any less would be to lose my self-respect and the respect of my fellow students. This would be unacceptable. I will not lie, cheat, steal, or deceive my instructors or my fellow students. I will never bring shame upon my program, my trade, or my fellow students.

I know that learning never stops. When I leave (Name Of School) I will always strive to learn new things. I will continue to ask questions. I will always remember to teach others what I know. I will never forget where I came from or who I am. I am special. I am a Collision Repair Technician.

This is the Code of the collision repair student. I will not violate the Code.

Sample Collision Repair Training Program Student Handbook (cont'd)

Personal And Social Traits Essential For The Collision Repair Technician

Personal traits are of extreme importance, not only in securing and holding a desirable position, but in life in general. Among the personal/social traits of chief importance to the Collision Repair Technician are the following:

Patience: Much of the work of the Collision Repair Technician is in “hard-to-get” places, and it requires patience as well as skill to make the necessary adjustments and repairs.

Personal Appearance: The clothing you wear should allow you to work safely and efficiently and make a pleasing impression upon the people you serve.

Physical Condition: Physical requirements are not excessive, but the conditions of work are not always ideal. One must be in good physical condition to work at top efficiency. One must have good muscular coordination, mechanical dexterity, good eyesight and steady nerves.

Cooperation: Collision repair requires a willingness to work cooperatively with fellow workers.

Consideration of Others: A thoughtful attitude toward making things easy and pleasant for others, such as keeping things in order, putting tools away, and doing your full share of work, is an important marketable trait of good Collision Repair Technicians.

Industry: Collision Repair Technicians must make collision repair a habit of careful, thoughtful, energetic, efforts toward completing a job without loitering or wasting time.

Initiative: The ability to see what needs to be done and to do it without constant supervision is an essential trait of a Collision Repair Technician.

Reliability And Trustworthiness: Entrusted in your care are people’s lives and valuable property. Negligence on your part as a Collision Repair Technician can easily cause death and destruction.

Professionalism: Professionalism requires a desire to acquire ongoing training in new repair methods and techniques. It requires a desire to read technical journals and seek out and share new information with fellow technicians. It involves belonging to professional associations and being proud to be a Collision Repair Technician.

Sample Collision Repair Training Program Student Handbook (cont'd)

As a student in the Collision Repair Technology program at (name of school), we expect that you will:

- always finish what you start.
- always take responsibility for your actions.
- always have respect for yourself and others.
- take pride in yourself and your work.
- help others whenever you can.
- be self-reliant whenever you can.
- THINK before you act.
- act safely at all times.
- give 100% all the time.
- be in class every day and make up the time you miss.
- not be critical of their students' work.
- be polite and respectful to those with more experience.
- never be satisfied with second best.
- keep a positive attitude.
- follow instructions.
- ask questions.
- do the right thing.
- obey "The Code."

As a student in the Collision Repair Technology program at (name of school), you can expect that your instructors will:

- give you 100% effort.
- treat you as an adult.
- try to understand your point of view.
- treat you very much like an employer will.
- defend you when you are right.
- provide current, useful information.
- never ask you to do something that they wouldn't do.
- lead by example.
- help you become employable if you demonstrate that you want to be.

E. Student Exchange Program

A student exchange program allows students to develop a broader understanding of the Collision Repair Industry by visiting those involved in the Industry in a different region of the country or different country.

An exchange program offers many benefits both for students and the training program:

- The exchange program is a way to motivate and reward students in the training program.
- Students are able to learn about the culture, traditions and way of life in another area.
- Students gain a broader view of the Collision Repair Industry and more exposure to various career.
- The collision repair training program can use the exchange program to develop greater interaction with the Industry on a local, national or international basis.
- An exchange program can help the training program gain positive publicity within the Industry and community, making recruitment and placement of students easier.

Organizing and operating such a program requires the support of the school administration, the program's Advisory Committee and others involved with the Industry. Establishing a student exchange program require three primary tasks:

- Arranging for host families in the area(s) in which students are to visit.
- Developing any necessary funding for the program.
- Developing a student selection criteria and process.

Host families are generally required to provide room and board for the exchange student during a 1-week stay. They also are asked to coordinate, and in some cases sponsor, the student's transportation to and from the exchange location.

The training program should develop a host family selection criteria and procedure. The criteria for the host could include:

- completion of a host family application, including at least three references. A sample application is on pages 10-21 and 10-22.
- ability to provide a private bedroom and adequate meals and chaperoned entertainment.
- ability to provide a healthy, safe, friendly environment.
- ability to help the student achieve required exposure to the collision repair and related industries in the area.

There is a number of options for funding a student exchange program. The primary costs of such a program are the student's transportation, room and board. While a host family is generally required to provide the student with room and board, they may also be asked to sponsor some or all of the student's transportation costs.

Student transportation and other costs associated with the exchange program also could be part of the training program's budget. Discretionary funds may be used to support an exchange program.

The Advisory Committee may also help raise funds for the program through their contact with the Industry. Individual shop owners, managers and technicians as well as Industry suppliers and manufacturers may be willing to donate funds for such a program.

As with all donations, it is important to recognize and publicize them as appropriate.

The selection criteria and process should be developed to allow the training program to fairly select the student or students to participate.

This criteria will often include requirements for:

- completion of an application. A sample application is on pages 10-23 and 10-24.
- school attendance.
- student achievement or academic standing.
- participation in skills competitions.
- a written essay on an assigned topic, such as “How I Will Benefit From The Student Exchange Program.”
- a personal interview by a selection committee, generally made up of instructors, other representatives of the school, Advisory Committee members, and representatives of the Industry.

Students wishing to participate in the exchange program must also be willing to sign (and have their parent or guardian sign, if student is under age 18) a medical information and liability release form. A sample Personal Liability and Medical Release Form is on pages 10-25 and 10-26.

Sample Host Family Application

Host Family Application

Parents (Please print or type.)

Last Name: _____ Father: _____ Mother: _____

Address: _____ City: _____ State: ___ Zip: _____

Tel.: (_____) _____

Marital Status: Married Single Divorced Separated

Father: Age: _____ Employer: _____

Occupation: _____ Office Tel.: (_____) _____

Mother: Age: _____ Employer: _____

Occupation: _____ Office Tel.: (_____) _____

Family References—Please list three adult references who know your family very well.

Name: _____ Tel.: (_____) _____

Clergy, teacher, or other professional

Address: _____ City: _____ State: ___ Zip: _____

Name: _____ Tel.: (_____) _____

Family friend (not relative)

Address: _____ City: _____ State: ___ Zip: _____

Name: _____ Tel.: (_____) _____

Other professional

Address: _____ City: _____ State: ___ Zip: _____

Please answer the following questions to give additional information which will be helpful to us in the matching process:

How did you learn about our program? _____

Check the words that best describe your family's summer lifestyle:

Active Relaxed Outdoors Athletic Artistic Working Home-oriented

Are there any activities or requests that you would like to include during the stay? _____

(continued)

Sample Host Family Application (cont'd)

What aspects of your family life/community area would you look forward to sharing with a student? _____

Will the student have his/her own room? Yes No

Please include any information about your family which you think might be helpful. _____

If you have animals, please indicate what kind: _____

If you don't have teenagers at home during the stay, will the student have opportunities to meet teenagers? _____

Will there be other students staying in your home during the stay? _____

Can you make arrangements for the student to attend religious services? Yes No

Which religions? _____

Can anyone in your family converse in another language? Yes No

If so, which language and how well? _____

Children: Please list children who will be at home during student's stay.

First Name: _____ Sex: _____ Age: _____

First Name: _____ Sex: _____ Age: _____

First Name: _____ Sex: _____ Age: _____

First Name: _____ Sex: _____ Age: _____

COMMITMENT—We understand this experience is most worthwhile when we participate as a family. The members of our family are in agreement on wishing to host a student.

Parent Signature: _____

Sample Student Application

Student Application

PLEASE NOTE: The selection of students for the Exchange Program is based on the published criteria. Some of the information in this application is used to assist in the placement of students with host families and is not considered when selecting students for the program.

(Please print legibly or type.)

Name: Last: _____ First: _____ Initial: _____
 Sex: _____ Birth Date: _____ Age: ____ Grade: ____
 Address: _____ City: _____ State: ____ Zip: _____
 Home Tel.: (_____) School Tel.: (_____)

Parent(s) with whom you live.

Name: Last: _____ First Name(s): _____
 Address: _____ City: _____ State: ____ Zip: _____
 Father's Occupation: _____ Office Tel.: (_____)
 Mother's Occupation: _____ Office Tel.: (_____)
 In Case Of Emergency Contact: _____ Tel.: (_____)

References (Signature not necessary on this form.)

Name: _____ Tel.: (_____)
School counselor, principal, dean, or clergy
 School or Church: _____

Address: _____ City: _____ State: ____ Zip: _____

Name: _____ Tel.: (_____)
Instructor

School: _____

Address: _____ City: _____ State: ____ Zip: _____

Name: _____ Tel.: (_____)
Family friend

Address: _____ City: _____ State: ____ Zip: _____

Years Of Language: French: ____ Spanish ____ English ____ Other: ____
(Include present school year)

Have you competed in the local, district, or state skill competition? Yes No

If yes, explain: _____

(continued)

Sample Student Application (cont'd)

Essay: "How Will I Benefit From The Educational Exchange Program"
(Written essay must be attached to application)

Attendance Records: A report from the director/principal or appropriate administrative representative. Verification of attendance must accompany student application.

Transcript: Must be attached to the application.

Please answer the following questions to provide additional information which will be helpful to us in the matching process:

Check the words which seem to best describe your family's summer lifestyle:

Active Relaxed Outdoors Athletic Artistic Working Home-oriented

Are there any activities or requests to which are important during your stay? _____

What aspects of your family life/community area would you like to share? _____

If you have animals, please indicate what kind: _____

Is it important that you attend religious services?

Very Important Somewhat Important Doesn't Matter

What religion (if important): _____

Can you converse in another language? Yes No

If so, which language and how well? _____

How many brothers and sisters are in your family? _____

Please include any other information about yourself or your family, which you think might be helpful.

Signatures:

Student: _____ Date: _____

Parent: _____ Date: _____

Your signature indicates that all information is true and accurate. Any falsification of information will result in immediate disqualification of student applicant. Parental signature indicates the granting of permission for their son/daughter to participate in the program if selected.

Sample Student Personal Liability And Medical Release Form

Student Personal Liability and Medical Release Form

After you have read the liability and medical release section and completely understand and agree to its conditions, please fill out and sign below.

Name: _____ Birthdate: _____

Age: _____ Social Security Number: _____

Family Physician: _____ Phone Number: _____

Father's Name: _____ Mother's Name: _____

Father's Social Security Number: _____ Phone Number: _____

Mother's Social Security Number: _____ Phone Number: _____

Father's Address: _____

Mother's Address: _____

Person To Contact In Case Of Emergency: _____

Phone Number: _____

Address: _____

Name of person responsible for your medical bills (guarantor): _____

Phone Number: _____

Guarantor relationship to you: _____

Guarantor Social Security Number: _____

Guarantor Employer: _____

Employer Address: _____

Insurance Company: _____ Plan Number: _____

Group Number: _____ Insured ID No.: _____

Insurance Company Address: _____

Do you have any known allergies? Yes No If yes, please list them: _____

When did you last receive a tetanus shot? _____

Do you have any history of heart condition, diabetes, asthma, epilepsy, rheumatic fever, or other existing medical conditions? Explain here: _____

Are you taking any medication? Yes No If yes, please list them: _____

Do you have any physical restrictions? Explain: _____

Parent or Guardian's Signature: _____ Date: _____

Participant's Signature: _____ Date: _____

Participant, check here if you are age 18 or older and can sign for yourself.

If you do not have any medical insurance, sign here: _____

Date: _____

Participant: Photocopy your insurance card (front and back) and attach it to this medical form.

Sample Student Personal Liability And Medical Release Form (cont'd)

Student Personal Liability and Medical Release Form

I hereby agree to release the (NAME OF SCHOOL), its representatives, agents, and employees from liability for any injury to the named person, resulting from any cause whatsoever occurring to the named person at any time while participating in the Educational Exchange Program, including travel.

I do voluntarily authorize the Education Exchange Program and designee to administer and/or obtain routine or emergency diagnostic procedures and/or routine or emergency treatment for the named person as deemed necessary in medical judgement.

I agree to indemnify and hold harmless the (NAME OF SCHOOL), and said designees for any and all claims, demands, actions, rights of action, and/or judgments by or on behalf of the named person arising from or on account of said procedures and or treatment rendered in good faith and according to accepted medical practices.

I fully understand that this is an educational activity and will, to the best of my ability, apply myself for the purpose of learning and will uphold at all times the finest qualities of a person representing the Educational Exchange Program.

NOTE: All persons under legal age must have a parent or guardian sign this form. If you are age 18 or older, please indicate so on the first page of the personal liability and medical release section of this form. Otherwise, this form will not be accepted. All participants and parents must sign this form. Parental signature indicates permission for their son/daughter to participate in the program if selected.

Please Note: This is a sample release form only. Do not adopt without the advise of your school's legal counsel.