

Florida State College at Jacksonville's

2010 Construction Summer Academy

Camp Two, August 3rd – August 13th



Community Based Job Training

Downtown Campus

101 W. State Street, Room B114H

Jacksonville, Florida 32202

(904) 633-8433

(904) 633-8438

August 30th, 2010

**Florida State College at Jacksonville,
Jacksonville, Florida**

Community Based Job Training Grants

ETA Grant #: #CB-15934-07-60-A-12

Industry Focus: Construction

FPO: Lovie Thompson

Grant Ends: September 30, 2010

Key Contact: Hollie Brucks,
(904) 633-8438
hbrucks@fscj.edu
Florida State College at Jacksonville Downtown Campus
Construction and Building Trades Programs
101 W. State Street
Jacksonville, FL 32202

Product Name: Construction Summer Academy for High School Students – Summer 2010

Product Number: NCDI-B

Product Type: Report and Course Materials

Product Description: The Florida State College at Jacksonville's 2010 Summer Construction Academy was designed to introduce high school senior, juniors, and sophomores to construction related industries. The construction academy aims to explore career and college opportunities within the construction industry through hands on experience and academic courses. Students explored the rewarding elements of a construction career through learning hands-on building skills, listening to guest speakers, participating in field trips, and exploring how math and other academic skills play an important part in developing a successful career.

File and Folder Names:

1. FSCJ_Camp_Two_Product_Submittal.doc
2. FSCJ_Camp_Two_Product_Submittal.pdf
3. FSCJ_Camp_Two_Presentation.pdf

Table of Contents – Camp Two

A. 2010 Summer Construction Academy Package

- a. Application
- b. Applications Received
- c. School Verification Form
- d. Letter of Acceptance
- e. Letter of Denial

B. Camp Participants

- a. Applicants Approved
- b. Daily Attendance
- c. Questionnaire

C. Schedule and Camp Process

- a. Daily Schedule
- b. Carpentry Preparation
- c. Daily Journal
- d. Photos

D. Handouts

- a. Safety
- b. Tools Basics Course
- c. Math Fundamentals
- d. Math Lessons
- e. Construction Plans
- f. HVAC Notes
- g. Electrical Notes

E. Sponsorship and Donations

- a. Contacts
- b. Marketing Newsletter
- c. Thank You Letter

F. Conclusion

- a. Works Cited
- b. Camp T-Shirt
- c. Student Folders



2010 SUMMER CONSTRUCTION ACADEMY PACKAGE

APPLICATION



Dear Prospective Student & Family,

Thank you for requesting information on the Florida State College at Jacksonville Construction and Building Trades Summer Academies ("Academy"). This year's Academy will offer hands-on experience, as well as college and career exploration. Practical skill sets learned at the academy are beneficial professionally, academically and personally. The summer academies will be an experience that will help set and motivate students on the right track for a successful future.

Summer Academy I for 12th graders

Available for: Upcoming 12th graders

Academy dates: July 12- 30

Schedule: Weekdays, 9am to 3pm

Deadline: June 30

Summer Academy II for 10th and 11th graders

Available for: Upcoming 11th graders

Academy dates: August 3rd – 13th

Schedule: Weekdays, 9am to 3pm

Deadline: June 30

Please note that space is limited. The deadline for receiving the application is June **30**. Spots will fill quickly and applicants will be processed based on 1) timeliness of receipt, 2) completion of package, and 3) academic conduct.

For more information, please contact me at 633-8438 or 633-8433. We look forward to helping you with the application process and answering any questions that you might have.

Sincerely,

Aaron Davis
Camp Director
Community Based Job Training
Florida State College at Jacksonville
101 W. State Street Rm B114-H
Jacksonville FL 32202

Summer Construction Academies Overview

The FLORIDA STATE COLLEGE AT JACKSONVILLE Summer Construction Academies introduce students to various aspects of the construction and building trades. The academies will educate the students about careers in construction and building, related college programs of study, and environmental issues. Classroom learning, fieldtrips and hands-on experience will give each student a unique perspective of the possibilities that are available in the construction and building trades.

For more information about the summer academies, please call 633-8438 or send an email to aadavis@fscj.edu.

For Students Planning to Attend 10th 11th and 12th Grade in Fall, 2010

Academy 1

<i>Dates:</i>	July 12-30 (Seniors)
<i>Daily Times</i>	9:00am-3:00pm
<i>Tuition and Fees</i>	No tuition.
<i>Registration Deadline</i>	June 30th

Academy 2

<i>Dates:</i>	August 3-13 (Juniors and Sophomores)
<i>Daily Times</i>	9:00am-3:00pm
<i>Tuition and Fees</i>	No tuition.
<i>Registration Deadline</i>	June 30th

2010 CBJT Summer Construction Academy Registration
 Florida State College at Jacksonville Community-Based Job Training Project

ALL FORMS MUST BE SIGNED, DATED AND RETURNED IN ORDER TO BE PROCESSED FOR THE ACADEMY CAMP

	Personal Information
Student's Name:	
Date of Birth:	
School attending in Spring 2010:	
<i>Grade Entering in Fall, 2010:</i>	
School attending in Fall, 2010:	
Street Address:	
City, State, Zip:	
Phone Number 1:	
Phone Number 2:	
Gender (please mark one):	[☐] boy <i>or</i> [☐] girl
Other Comments:	
	Guardian Information
Parent or Guardian's Name:	
Street Address:	
City, State, Zip:	
Phone Number:	
Can you provide transportation to and from the downtown Campus of FLORIDA STATE COLLEGE AT JACKSONVILLE every day for the	

student?	
Lunch is will be provided.	
	CBJT Staff Information
Date:	
Staff Person:	

If selected to participate in the Summer Construction Academy at Florida State College at Jacksonville, I agree to conform to all requirements, rules, policies, and regulations set forth by the program and to participate fully for its entire duration. I also indicate by my signature that all the information I have provided to the College is true and correct.

Student Name (Print): _____

Student Signature: _____ DATE: _____

I/We grant permission for our son/daughter/dependent (Print Name) _____, to participate in the Summer Construction Academy at Florida State College at Jacksonville. We also indicate by my /our signature that all information provided that I/We have provided to the College is true and correct.

Parent/Guardian Signature: _____ Date: _____

Print Name: _____

Florida State College at Jacksonville –

Summer Construction Academy

HEALTH INFORMATION

PLEASE COMPLETE IN INK

Please complete each item below describing condition/treatment where possible. Use back of form if more space is needed. Use NA if appropriate rather than leaving blank.

Student's Name: _____

Medical Insurance _____
 (Name of Company) (Policy Number)

Medical Insurance Company Address _____ City _____ State _____ Zip _____

Name of Student's Doctor _____ Telephone _____

First Emergency Contact Name/Number _____

Second Emergency Contact Name/Number _____

ALLERGIES (e.g. insect stings, drugs, food, etc.) and last reaction.

 CONDITIONS requiring regular medication (e.g. diabetes, epilepsy, respiratory, blood pressure, etc.). Note any side effects of medication.

 Other health problems/chronic conditions (e.g. asthma, depression, etc.).

This information will be treated confidentially and used only in case of emergency.

I understand that my signature on this form authorizes FLORIDA STATE COLLEGE AT JACKSONVILLE, ("College") to secure medical care and/or emergency assistance for my student.

Parent/Guardian's name: _____

Signature _____ Date: _____
 (Parent/Guardian)

Florida State College at Jacksonville – Summer Construction Academy

FIELD TRIP PERMISSION SLIP

I hereby give permission for (Student's Name) _____ to participate in all off-campus visits and/or field trip. I understand that my student may walk, take the Jacksonville Transportation Authority Skyway Express, take the Jacksonville Transportation Authority Bus, take a First Student school bus, or to ride in a College vehicle. I also understand that students will be accompanied by a FLORIDA STATE COLLEGE AT JACKSONVILLE ("College") employee on all field trips.

Parent/Guardian Name (print): _____

Parent/Guardian Signature _____ Date _____

Florida State College at Jacksonville – Summer Construction Academy

POLICIES FORM

THE FOLLOWING ARE IMPORTANT PROGRAM POLICIES THAT MUST BE ADHERED TO THROUGHOUT THE SUMMER
CAREER ACADEMY

1. Students will arrive at the FLORIDA STATE COLLEGE AT JACKSONVILLE Downtown Campus in a timely manner; quiet and orderly.
2. Students will report immediately to the designated classroom (B).
3. **Students will wear Florida State College at Jacksonville identification (which will be provided) at ALL times during the Summer Construction Academy. The ID shall be visible at all times on the upper part of the body.**
4. **Appropriate clothing must be worn at all times. (t-shirt, shorts or jeans are fine) No open-toed shoes shall be permitted for the students attending the construction academy.**
5. Participation, orderliness, and attentiveness are mandatory.
6. No personal fireworks, firearms, or knives will be allowed. Cell phones, iPods, MP3s, CD/DVD players, or any other personal electronic device may be used before or after the Academy; however, students will not be permitted to make/take calls during the hours of 9:00 a.m. through 3:00 p.m. except when on a scheduled break. The College will not be responsible for any personal electronics or other devices that are lost or stolen during the Academy.
7. Students will show respect for all administrators, faculty, staff and other students.
8. Students are required to treat all College property with respect.
9. Roaming about the campus will not be tolerated. No student is permitted to leave the Academy at any time except for medical emergencies or with written permission of parent/guardian.
10. Academy students who need to make a phone call must ask permission from the Academy Facilitator.
11. Students must attend all sessions and remain the entire session; however, scheduled doctor/dentist appointments will be excused. Parent should notify the Academy Facilitator of any scheduled appointments.
12. Adequate time will be given for a restroom break. Students will be provided with snacks and drinks throughout the morning.
13. When sessions are over, students will be dismissed by the Academy Facilitator and a parent/guardian must pick up their student no later than 3:30 p.m. each day.
14. In order for students to drive to the campus, they must present a written/signed permission form to the Academy Facilitator. *This form will be provided for the student upon request.*
15. It is unlawful for any person under 18 years of age to smoke tobacco in, on, or within 1,000 feet of College property between the hours of 6am and midnight. Under Section 386.212, Florida Statutes, a law enforcement officer may issue a citation to any person in violation.
16. The academy must have a full medical profile of medications taken on a daily basis. Medications should be taken before and/or after the academy. Please do not send medication with your student unless absolutely necessary. Students must be capable of self-administration of any medication.

FAILURE TO ADHERE TO THESE GUIDELINES **WILL RESULT** IN DISMISSAL FROM THE PROGRAM

By our signatures below we are indicating that we have read and understand the foregoing program policy information. We also understand that failure to abide by these program policies will result in the student being dismissed from the program.

Student Name _____ Parent Name _____
 (Print) (Print)

Student School _____ Parent Signature _____

Student Signature _____ Date _____

Date _____

Florida State College at Jacksonville –Summer Construction Academy

WAIVER AND RELEASE FORM

ACKNOWLEDGEMENT AND ASSUMPTION OF RISK:

- The undersigned acknowledges that the activity may involve risks and the undersigned assumes the risk of any and all bodily injury and all property loss or damage arising in any way from said activity. The undersigned agrees that FLORIDA STATE COLLEGE AT JACKSONVILLE ("College") is not in any way a guarantor of safety in connection with the activity.

RELEASE FROM LIABILITY:

- The undersigned agrees to release, indemnify and hold the College harmless from any such suits, actions, or claims which may be asserted except those claims wherein the College is determined to be at fault through its wrongful act(s) or omission(s).

INSURANCE

- The undersigned is not relying upon the College for any manner of insurance for protection in connection with this activity. The undersigned shall be responsible for providing all insurance to be relied upon for protection in connection with this activity and the undersigned shall not hold the College responsible for providing any insurance coverage.

PHOTOGRAPHY RELEASE:

- I hereby give my consent to all written material, photographs, audio and/or video recordings taken of me or my student during the activity. I understand that any such photographs, audio and/or video recordings or their derivatives will become the property of the College and may be used by the College, or others with their consent, for educational, instructional, or promotional purposes determined by the College in formats now existing or in the future created.

If selected to participate in the Summer Construction Academy at Florida State College at Jacksonville, I agree to conform to all requirements, rules, policies, and regulations set forth by the program and to participate fully for its entire duration.

Student's Signature

Date

I/We grant permission for our son/daughter/dependent (Print Name) _____, to participate in the Summer Construction Academy at Florida State College at Jacksonville. This permission extends to all program activities, including field trips.

I DECLARE THE STATEMENTS ON THIS FORM TO BE TRUE.

Signature of Parent/Guardian

Signature

Relationship

Print Name

2010 SUMMER CONSTRUCTION ACADEMY PACKAGE

APPLICATIONS RECEIVED

This product was funded by a grant awarded under 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 product was created by a grantee organization and does not necessarily reflect the official position of the U.S. Department of Labor. All references to non-governmental companies or organizations, their services, products, or resources are offered for informational purposes and should not be construed as an endorsement by the Department of Labor. This product is copyrighted by the institution that created it and is intended for individual organizational, non-commercial use only.

Name	H.S.	M /F	A ge	Gra de	Stu./ Pa.	Hea lth	Field Trip	Rules/P olicy	Rele ase	School Veri.	Comm ents
Jabari Anderson	Ceder Creek Christian	M	16	10	Yes	Yes	Yes	Yes	Yes	Yes	Send letter
(Sandria Anderson)											
4375 Confederate Point Rd. #10C, Jacksonville, Florida 32210											
(904) 790-3512											
Corey Cooke	Andrew Jackson	M	17	10	Yes	Yes	Yes	Yes	Yes	Yes	Send letter
(Brian and Robyne Cooke)											
6737 Rydholm St., Jacksonville, Florida 32208											
(904) 768-2918											
Eddrick Watkins	Esprit De Corp Center for Learning	M	17	11	Yes	Yes	Yes	Yes	Yes	Yes	Send letter
(Jammie Perkins Watkins)											
8082 Cannon St., Jacksonville, Florida 32220											
(904) 887-4157 - cell											
(904) 389-8810 - home											
(904) 630-1212 ext.4453 - work											
David L. Williams III	Shekinah Christian Academy	M	16	11	Yes	Yes	Yes	Yes	Yes	Yes	Send letter
(Fredricka Martin)											
1920 Francis Ave., Jacksonville, Florida 32233											
1612 West 12th St., Jacksonville, Florida 32209											
(904) 434-8219											
Katie Blaylock	Bishop Kenny	F	16	10	Yes	Yes	Yes	Yes	Yes	Yes	Send letter
(Jeanie Lyle)											
2217 Laurel Rd., Jacksonville, Florida 32207											
(904) 703-8554 - home											
(904) 333-9158 - step dad											

Name	H.S.	M /F	A ge	Gra de	Stu./ Pa.	Hea lth	Field Trip	Rules/P olicy	Rele ase	School Veri.	Comments
Octavia C. McMillian	Paxon High School	F	14	9	Yes	Yes	Yes	Yes	Yes		Freshman, need interview
(Shelia and Glenn McMillian)											
2946 Selawick Ln., Jacksonville, Florida 32218											
(904) 382-5074											
Rickey G. Taylor	West Nassau H.S.	M	16	11	Yes	Yes	Yes	Yes	Yes	Yes	Send letter
(Heather Taylor)											
45242 Keri Blvd., Callahan, Florida, 32011											
(904) 338-1805											
Zach Edward Earney	Frank H. Peterson Academy	M	17	11	Yes	Yes	Yes	Yes	Yes	Yes	Some disruption / talk to parents.
(Charles & Kimberly Earney)											
5790 Kinkaid Rd, Jacksonville, Florida, 32244											
(904) 200-5392											
Timothy Walker	West Nassau H.S.	M	16	11	Yes	Yes	Yes	Yes	Yes	Yes	Send letter
(Amyjo Means)											
44523 Caties Way, Callahan, Florida, 32011											
(904) 879-0329											
(904) 861-5920											
Camari Boyd	Fletcher H.S.	M	15	10	Yes	Yes	Yes	Yes	Yes	Yes	Both Camps, send letter
(Christine Jackson)											
3875 San Pablo Road South, Jacksonville, Florida, 32224											
(904) 992-0179											
Corina Helen Cain	A. Philip Randolph	F	16	11	Yes	Yes	Yes	Yes	Yes	Yes	Left message, send letter
(Michael Jr. & Corina Guerra Cain)											
8702 Emerald Isle Cr. S., Jacksonville, Florida, 32216											
(904) 998-9897 - home											
(904) 542-3446 ext.300 - work											

Name	H.S.	M /F	Age	Grade	Stu./ Pa.	Health	Field Trip	Rules/Policy	Release	School Veri.	Comments
Ka Juaan Fisher	Center Academy	M	16	11	Yes	Yes	Yes	Yes	Yes	Yes	Both Camps, send letter
(Katrina Fisher)											
2215 Mareeba Rd. East, Jacksonville, Florida, 32246											
(904) 521-2570											
Ja'Lond White	Orange Park High	M	16	10	Yes	Yes	Yes	Yes	Yes	Yes (problem)	Faxing form, misconduct issues, send denial letter
(Natalie Carr)											
164 Debarry Ave, Jacksonville, Florida, 32073											
(904) 662-4298											
Erhis Brown	Sandalwood H.S.	M	16	11	Yes	Yes	Yes	Yes	Yes	Yes	Both camps, send letter
(Lindell and Tina Brown)											
3004 Hunters Hill East, Jacksonville, Florida, 32246											
(904) 379-7352 - Erhis											
(904) 497-5220											
(904) 208-3313											
Courtney Drew Russell	Robert E. Lee H.S.	M	16	11	Yes	Yes	Yes	Yes	Yes	Yes	
(Charmaine Russell)											
10383 Lancashire Dr. South, Jacksonville, Florida, 32219											
(904) 535-1980											
Stacy Woodside	Mandarin H.S.	F	17	11	Yes	Yes	Yes	Yes	Yes	Yes	Both camps
(Marcian & Sharon Woodside)											
11662 Rainbow Springs Ct., Jacksonville, Florida 32219											
(904) 229-9398 - mother											
(904) 612-2574 - father											
(904) 314-0319 - Stacy											

Name	H.S.	M /F	A g e	Gra de	Stu./ Pa.	Hea lth	Field Trip	Rules/ Policy	Rele ase	School Veri.	Comments
Keldrick Nicholas	Sandalwood H.S.	M	17	11	Yes	Yes	Yes	Yes	Yes	Yes	Both camps, send letter
(Gayle Nicholas-Durtch)											
11717 Starfish Ave., Jacksonville, Florida 32246											
(904) 646-9598											
(904) 305-5139											
Carl Peterkin	Graduated	M	18	Gr.	Yes	Yes	Yes	Yes	Yes	Yes	Both camps, send letter
(Angelita Aaron)											
3124 W. 18th Street, Jacksonville, Florida 32254											
(904) 354-1163											
Douglas Korous	Englewood H.S.	M	16	11	Yes	Yes	Yes	Yes	Yes	Yes	Both camps, send letter
(Alena Korous)											
3743 Bunnell Dr., Jacksonville, Florida, 32246											
(904) 307-7894 - cell											
(904) 630-3446 - work											
Travis Wilson	Center Academy	M	16	11	Yes	Yes	Yes	Yes	Yes	(Yes) problem s	Denied, send letter
(Theresa Council)											
2815 Melson Ave., Jacksonville, Florida 32254											
(904) 355-6864											
Kendrick "Chance" Owens	Frank H. Peterson / Atlantic Coast	M	16	10	Yes	Yes	Yes	Yes	Yes	FSCJ, problem s	Watch his behavior..., send letter.
(Natasha Owens)											
6906 Lenczyk Drive., Jacksonville, Florida, 32277											
(904) 887-2366											
(904) 619-2221											
Daneil Haynes	Manderin H.S.	M	16	10	Yes	Yes	Yes	Yes	Yes		Wants camp two if spots. Send letter
(Vernarine London)											
1646 West 45 St., Jacksonville, Florida, 32208											
(904) 345-1609											

Name	H.S.	M /F	Age	Grade	Stu./Pa.	Health	Field Trip	Rules/Policy	Release	School Veri.	Comments
Dominique R. Anderson	Andrew Jackson H.S.	M	17	11	Yes	Yes	Yes	Yes	Yes	FSCI, problems	Denied, send letter
(SheneIII Anderson)											
9271 Libbald Road, Jacksonville, Florida 32218											
Rashard C. Johnson	First Coast High School	M	17	11	Yes	Yes	Yes	Yes	Yes	Yes	Send letter
(Thomasina Alexander)											
1002 Tammy Cove Lane											
(904) 757-1609											
Tecobie Brown	Frank H. Peterson	M	15	10	Yes	Yes	Yes	Yes	Yes		Call parents about discipline.
(Shanette Brown)											
7844 Gregory Drive #405											
(904) 695-0470											
(904) 783-9490 - wk											
Isaac Odum	Trinity Christian Academy	M	16	11	Yes	Yes	Yes	Yes	Yes	Left message	
(Donna Odum)											
1227 Perkins Pl., Jacksonville, Florida 32221											
(904) 786-0618											
(904) 563-4085											

 Accepted Applicants

 Denied Applicants

 Set Interview

 No Response

2010 SUMMER CONSTRUCTION ACADEMY PACKAGE

SCHOOL VERIFICATION FORM

This product was funded by a grant awarded under 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 product was created by a grantee organization and does not necessarily reflect the official position of the U.S. Department of Labor. All references to non-governmental companies or organizations, their services, products, or resources are offered for informational purposes and should not be construed as an endorsement by the Department of Labor. This product is copyrighted by the institution that created it and is intended for individual organizational, non-commercial use only.

School Verification Form

This form is to be completed and signed by an official of the school in which the student is currently enrolled. It is to specify what, if any, kind of misconduct the student has been involved in the current school year.

I verify that (student's name) _____ has attended (school's name) _____ this current school year and that he/she has been involved in the following acts of misconduct

A. This student has been involved in incidents of misconduct this year:

Yes ____ No ____.

B. If "yes," please describe:

Date	Description of Incident

Name of School Official _____

Title of School Official _____

Signature _____ Date _____
(School Official)

.....

Signature _____ Date _____
(Parent/Guardian)

2010 SUMMER CONSTRUCTION ACADEMY PACKAGE

LETTER OF ACCEPTANCE



Dear Parent or Guardian:

I am delighted to inform you of your son/daughters' acceptance to the Florida State College at Jacksonville's 2010 Summer Construction Academy. You son/daughter has been enrolled and is expected to attend the Construction Academy for Camp Two which runs from August 3rd – August 13th. As a student in the academy, your son/daughter will be expected to adhere to our terms and conditions (already signed in the application). Below you will find pertinent information about the location and meeting times:

Dates: Tuesday August 3rd – Friday August 13th (Monday-Friday)

Report to: FSCJ Downtown Campus
101 W. State Street
Building B, Room B-110C
Jacksonville, FL 32202
(Please call 633.8438 if you get lost)

Time: 9:00am to 3:00pm (please pick up students by or before 3:30pm)

We look forward to having your son/daughter in this year's camp and are confident this year is going to be a success. If you have any questions please don't hesitate to contact me.

Aaron Davis, Camp Director, Community Based Job Training (CBJT)
Building B, Room B-110D
101 W. State St.
Jacksonville, FL 32202
(904) 633-8438
aadavis@fscj.edu

PLEASE SIGN AND RETURN THE BOTTOM PORTION OF THIS LETTER THE FIRST DAY OF CAMP

FSCJ 2010 Construction Summer Academy

I have read and understood all the information above and I agree to them.

_____ (Parent/Guardian Signature) _____ (Student Signature)

2010 SUMMER CONSTRUCTION ACADEMY PACKAGE

LETTER OF DENIAL

This product was funded by a grant awarded under 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 product was created by a grantee organization and does not necessarily reflect the official position of the U.S. Department of Labor. All references to non-governmental companies or organizations, their services, products, or resources are offered for informational purposes and should not be construed as an endorsement by the Department of Labor. This product is copyrighted by the institution that created it and is intended for individual organizational, non-commercial use only.



Dear Parent/Guardian:

Your application for admissions into the Florida State College at Jacksonville's 2010 Summer Construction Academy has been received and carefully reviewed. The reviewing committee regretfully informs you that _____ was not one of the chosen applicants for the Construction Academy.

The number of applicants into our Summer Construction Academy was very high this year and admission into the program is becoming more competitive. As a result, this made the selection process a difficult one. We appreciate your patience during our review and evaluation process.

We strongly encourage you to reapply next year with the college. If I can help in anyway please don't hesitate to contact either myself or Hollie Brucks.

Below is our contact information:

Aaron Davis, Camp Director, Community Based Job Training (CBJT)
Building B, Room B-110D
101 W. State St.
Jacksonville, FL 32202
(904) 633-8438
aadavis@fscj.edu

Hollie Brucks, Project Coordinator, Community Based Job Training (CBJT)
Building B, Room B-114H
101 W. State St.
Jacksonville, FL 32202
(904) 633-8433
hbrucks@fscj.edu

Thank you for your interest in the Florida State College at Jacksonville's Summer Construction Academy. We wish both you and _____ all the best!

Sincerely,

Aaron Davis
Camp Director
Community Based Job Training (CBJT)

CAMP PARTICIPANTS

APPLICANTS APPROVED

This product was funded by a grant awarded under 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 product was created by a grantee organization and does not necessarily reflect the official position of the U.S. Department of Labor. All references to non-governmental companies or organizations, their services, products, or resources are offered for informational purposes and should not be construed as an endorsement by the Department of Labor. This product is copyrighted by the institution that created it and is intended for individual organizational, non-commercial use only.

Name	H.S.	M /F	A ge	Gra de	Stu./ Pa.	Hea lth	Field Trip	Rules/P olicy	Rele ase	School Veri.	Comments
Camari Boyd	Fletcher H.S.	M	15	10	Yes	Yes	Yes	Yes	Yes	Yes	Both Camps, send letter
(Christine Jackson)											
3875 San Pablo Road South, Jacksonville, Florida, 32224											
(904) 992-0179											
Carl Peterkin	Graduated	M	18	Gr.	Yes	Yes	Yes	Yes	Yes	Yes	Both camps, send letter
(Angelita Aaron)											
3124 W. 18th Street, Jacksonville, Florida 32254											
(904) 354-1163											
Corey Cooke	Andrew Jackson	M	17	10	Yes	Yes	Yes	Yes	Yes	Yes	Send letter
(Brian and Robyne Cooke)											
6737 Rydholm St., Jacksonville, Florida 32208											
(904) 768-2918											
Corina Helen Cain	A. Philip Randolph	F	16	11	Yes	Yes	Yes	Yes	Yes	Yes	Left message, send letter
(Michael Jr. & Corina Guerra Cain)											
8702 Emerald Isle Cr. S., Jacksonville, Florida, 32216											
(904) 998-9897 - home											
(904) 542-3446 ext.300 - work											
Courtney Drew Russell	Robert E. Lee H.S.	M	16	11	Yes	Yes	Yes	Yes	Yes	Yes	
(Charmaine Russell)											
10383 Lancashire Dr. South, Jacksonville, Florida, 32219											
(904) 535-1980											
David L. Williams III	Shekinah Christian Academy	M	16	11	Yes	Yes	Yes	Yes	Yes	Yes	Send letter
(Fredricka Martin)											
1920 Francis Ave., Jacksonville, Florida 32233											
1612 West 12th St., Jacksonville, Florida 32209											
(904) 434-8219											

Name	H.S.	M /F	A g e	Gra de	Stu./ Pa.	Hea lth	Field Trip	Rules/ Policy	Rele ase	School Veri.	Comments
Eddrick Watkins	Esprit De Corp Center for Learning	M	17	11	Yes	Yes	Yes	Yes	Yes	Yes	Send letter
(Jammie Perkins Watkins)											
8082 Cannon St., Jacksonville, Florida 32220											
(904) 887-4157 - cell											
(904) 389-8810 - home											
(904) 630-1212 ext.4453 - work											
Erhis Brown	Sandalwood H.S.	M	16	11	Yes	Yes	Yes	Yes	Yes	Yes	Both camps, send letter
(Lindell and Tina Brown)											
3004 Hunters Hill East, Jacksonville, Florida, 32246											
(904) 379-7352 - Erhis											
(904) 497-5220											
(904) 208-3313											
Isaac Odum	Trinity Christian Academy	M	16	11	Yes	Yes	Yes	Yes	Yes	Left message	
(Donna Odum)											
1227 Perkins Pl., Jacksonville, Florida 32221											
(904) 786-0618											
(904) 563-4085											
Jabari Anderson	Ceder Creek Christian	M	16	10	Yes	Yes	Yes	Yes	Yes	Yes	Send letter
(Sandria Anderson)											
4375 Confederate Point Rd. #10C, Jacksonville, Florida 32210											
(904) 790-3512											
Katie Blaylock	Bishop Kenny	F	16	10	Yes	Yes	Yes	Yes	Yes	Yes	Send letter
(Jeanie Lyle)											
2217 Laurel Rd., Jacksonville, Florida 32207											
(904) 703-8554 - home											
(904) 333-9158 - step dad											

Name	H.S.	M /F	A g e	Gra de	Stu./ Pa.	Hea lth	Field Trip	Rules/ Policy	Rele ase	School Veri.	Comments
Keldrick Nicholas	Sandalwood H.S.	M	17	11	Yes	Yes	Yes	Yes	Yes	Yes	Both camps, send letter
(Gayle Nicholas-Durtch)											
11717 Starfish Ave., Jacksonville, Florida 32246											
(904) 646-9598											
(904) 305-5139											
Kendrick "Chance" Owens	Frank H. Peterson / Atlantic Coast	M	16	10	Yes	Yes	Yes	Yes	Yes	FSCJ, problem s	Watch his behavior..., send letter.
(Natasha Owens)											
6906 Lenczyk Drive., Jacksonville, Florida, 32277											
(904) 887-2366											
(904) 619-2221											
Octavia C. McMillian	Paxon High School	F	14	9	Yes	Yes	Yes	Yes	Yes	No	Freshman.
(Shelia and Glenn McMillian)											
2946 Selawick Ln., Jacksonville, Florida 32218											
(904) 382-5074											
Rashard C. Johnson	First Coast High School	M	17	11	Yes	Yes	Yes	Yes	Yes	Yes	Send letter
(Thomasina Alexander)											
1002 Tammy Cove Lane, Jacksonville, Florida, 32218											
(904) 757-1609											
Rickey G. Taylor	West Nassau H.S.	M	16	11	Yes	Yes	Yes	Yes	Yes	Yes	Send letter
(Heather Taylor)											
45242 Keri Blvd., Callahan, Florida, 32011											
(904) 338-1805											

Name	H.S.	M /F	Age	Grade	Stu./ Pa.	Health	Field Trip	Rules/Policy	Release	School Veri.	Comments
Tecobie Brown	Frank H. Peterson	M	15	10	Yes	Yes	Yes	Yes	Yes		Call parents about discipline.
(Shanette Brown)											
7844 Gregory Drive #405											
(904) 695-0470											
(904) 783-9490 - wk											
Timothy Walker	West Nassau H.S.	M	16	11	Yes	Yes	Yes	Yes	Yes	Yes	Send letter
(Amyjo Means)											
44523 Caties Way, Callahan, Florida, 32011											
(904) 879-0329											
(904) 861-5920											
Unique Roberts	Darnell Cookman	F	16	11	Yes	Yes	Yes	Yes	Yes	Yes	Send letter
(Tonya Ehrius)											
1936 McGirts Pt. Blvd., Jacksonville, Florida											
(904) 781-6479											
(352) 544-7082											

CAMP PARTICIPANTS

DAILY ATTENDANCE

Name	Monday August 2nd	Tuesday August 3rd	Wednesday August 4th	Thursday August 5th	Friday August 6th	Comments
Camari Boyd						Decided not to do second camp
Carl Peterkin						
Corey Cooke						No Show
Corina Helen Cain						
Courtney Drew Russell						
David L. Williams III						Illness, did not attend
Erhis Brown						
Isaac Odum						
Jabari Anderson						
Katie Blaylock						
Keldrick Nicholas						
Octavia McMillian						No Show
Rashard C. Johnson						Attended only second week
Rickey G. Taylor						
Tecobie Brown						
Timothy Walker						
Unique Roberts						

Name	Monday August 9th	Tuesday August 10th	Wednesday August 11th	Thursday August 12th	Friday August 13th	Comments
Camari Boyd						Decided not to do second camp
Carl Peterkin						
Corey Cooke						No Show
Corina Helen Cain						
Courtney Drew Russell						
David L. Williams III						Illness, did not attend
Erhis Brown						
Isaac Odum						
Jabari Anderson						
Katie Blaylock						Last Day was August 11th
Keldrick Nicholas						
Octavia McMillian						No Show
Rashard C. Johnson						
Rickey G. Taylor						
Tecobie Brown						
Timothy Walker						
Unique Roberts						

CAMP PARTICIPANTS

QUESTIONNAIRE

This product was funded by a grant awarded under 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 product was created by a grantee organization and does not necessarily reflect the official position of the U.S. Department of Labor. All references to non-governmental companies or organizations, their services, products, or resources are offered for informational purposes and should not be construed as an endorsement by the Department of Labor. This product is copyrighted by the institution that created it and is intended for individual organizational, non-commercial use only.



2010 Florida State College at Jacksonville's Construction Summer Academy Questionnaire

Thank you for participating in the Florida State College at Jacksonville's Summer Construction Academy. It is very important for us to hear what you and your child thought of the Summer Construction Academy. We use this questionnaire for reference on how we might improve the academy in the future. Please take a few minutes to answer the following questions. The survey is divided into two parts; the top portion for parents/guardians and the bottom portion for the participant/student to fill out. Please return this form to:

Aaron Davis (Summer Camp Director)
101 W. State Street, Room B110
Jacksonville, FL 32202

Parent/Guardian

1. Where did you originally hear about the Florida State College at Jacksonville's Summer Construction Academy?
_____ In your
option, in what ways did your child benefit from attending our academy?

2. Did you have any concerns that you want to bring to our attention?

3. What were the most important factor(s) in your decision to send your child to the academy?

4. Would you recommend the Florida State College at Jacksonville's Summer Construction Academy to others?
___ Yes ___ No

Participant/Student

1. Which session did you attend? ___ Session One (July 12th-30th) ___ Session Two (August 3rd-13th)
2. What did you enjoy most about the program?

3. What do you think was the most important thing you learned?

4. What changes would you like to see at the Florida State College at Jacksonville's Summer Construction Academy next summer?

5. Would you recommend the Florida State College at Jacksonville's Summer Construction Academy to your friends?
___ Yes ___ No

Additional Comments

SCHEDULE AND CAMP PROCESS

DAILY SCHEDULE

Week One - August 3rd to August 6th

Day	Date	9:00am to 9:30am	9:30am to 10:00am	10:00am to 10:30am	10:30am to 11:15am	11:15am to 12:00pm	12:00pm to 1:00pm	1:00pm to 2:00pm	2:00pm to 2:45pm	2:45pm to 3:00pm
Tues	3-Aug	Orientation / Safety Course (Lab)	Tools Basics Course (Shop)	Tools Basics Course (Shop)	Tools Basics Course (Shop)	Ale House / Publix	Basic Project (Shop)	Basic Project (Shop)	Basic Project (Shop)	Clean-up (Shop)
Wed	4-Aug	NEFBA (Lab)	NEFBA (Lab)	Building Fundamentals Course (Lab)	Building Fundamentals Course (Lab)	Domino's Pizza / Publix	Construction Math Course (Lab)	Advance Project (Shop)	Advance Project (Shop)	Clean-up (Shop)
Thur	5-Aug	Life Skills (Lab)	Life Skills (Lab)	Advance Project (Shop)	Advance Project (Shop)	Checkers / Publix	Tools Workshop (Shop)	Mr. Taylor ELECTRIC (Shop)	Mr. Taylor ELECTRIC (Shop)	Mr. Taylor ELECTRIC (Shop)
Fri	6-Aug	Advance Project (Shop)	Advance Project (Shop)	Advance Project (Shop)	Advance Project (Shop)	Rennas Pizza / Qdoba	Alltel Stadium	Alltel Stadium @ 1:00	Alltel Stadium	Alltel Stadium



Lunch



Field Trips



Guest Speakers

Week Two - August 9th to August 13th

Day	Date	9:00am to 9:30am	9:30am to 10:00am	10:00am to 10:30am	10:30am to 11:15am	11:15am to 12:00pm	12:00pm to 1:00pm	1:00pm to 2:00pm	2:00pm to 2:45pm	2:45pm to 3:00pm
Mon	9-Aug	Life Skills (Lab)	Life Skills (Lab)	Advance Project (Shop)	Advance Project (Shop)	Bufflao Wild Wings / Publix	Advance Project (Shop)	Advance Project (Shop)	Advance Project (Shop)	Clean-up
Tues	10-Aug	Job Corp (Lab)	Job Corp (Lab)	Advance Project (Shop)	Advance Project (Shop)	Bojangles / Publix	Mr. Brock HVAC	Mr. Brock HVAC	Mr. Brock HVAC (2:00pm ~ 2:30pm)	Video (Lab)
Wed	11-Aug	Duval County Health (Lab)	Duval County Health (Lab)	Advance Project (Shop)	Advance Project (Shop)	Domino's / Publix	Mr. Brock HVAC	Mr. Brock HVAC	Mr. Brock HVAC (2:00pm ~ 2:30pm)	Video (Lab)
Thur	12-Aug	Nat'l Guard	Nat'l Guard	Nat'l Guard	Nat'l Guard	Nat'l Guard	Nat'l Guard	Nat'l Guard	Nat'l Guard	Nat'l Guard
Fri	13-Aug	Breaking Ground Cont. (Lab)	Breaking Ground Cont. (Lab)	Advance Project (Shop)	Advance Project (Shop)	BBQ (Publix)	BBQ (Publix)	Pictures Powerpoint (Lab)	End Ceremonies (Lab)	End Ceremonies (Lab)

 Lunch

 Field Trips

 Guest Speakers

SCHEDULE AND CAMP PROCESS

DAILY JOURNAL

This product was funded by a grant awarded under 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 product was created by a grantee organization and does not necessarily reflect the official position of the U.S. Department of Labor. All references to non-governmental companies or organizations, their services, products, or resources are offered for informational purposes and should not be construed as an endorsement by the Department of Labor. This product is copyrighted by the institution that created it and is intended for individual organizational, non-commercial use only.

2010 FLORIDA STATE COLLEGE JACKSONVILLE SUMMER CONSTRUCTION ACADEMY

CAMP TWO

August 3 – August 13, 2010



OBJECTIVE:

1. To provide students with a basic knowledge of construction safety, tools and industry careers.
2. Allow students to learn basic construction techniques through hands on experience building two projects of varying complexity.

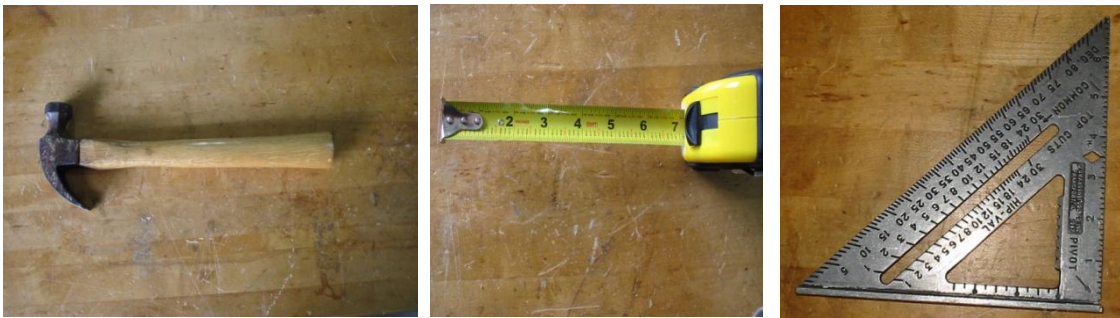


This product was funded by a grant awarded under the President's Community Based Job Training Grants as implemented by the U.S. Department of Labor's Employment and Training Administration. The information contained in this product was created by a grantee organization and does not necessarily reflect the official position of the U.S. Department of Labor. All references to non-governmental companies or organizations, their services, products, or resources are offered for informational purposes and should not be construed as an endorsement by the Department of Labor. This product is copyrighted by the institution that created it and is intended for individual organizational, non-commercial use only.

Day One – Tuesday, August 3, 2010

CLASSROOM EXERCISE:

1. OSHA Safety Class: Here the students were instructed in basic safety procedures for the construction industry through video, written and verbal presentations.
2. Tool Basics Course: In this class the students were introduced to various hand tools and their use via a live demonstration. The students were instructed in the proper use of hammers, measuring tapes, speed squares, hand saws and cordless drills.



LAB PREPARATION

1. The students were provided with safety glasses and gloves, and instructed on their proper use during the shop exercises.
2. In preparation for starting the Basic Shop Project (Carpenter's Tool Box) the students were given hammers, finish nails and scrap lumber.

LAB EXERCISE: BASIC PROJECT

1. The students were supplied with precut wooden pieces to construct a carpenter's tool box for use during this class. Parts consisted of two end pieces predrilled for a 1 1/4" dowel handle to be inserted, two 1"X3" sides and one 7" X 14" bottom. The students were instructed in which order the pieces went together then put them together individually.



Day Two – Wednesday, August 4, 2010

CLASSROOM EXERCISE:

1. Construction Math: Students were given a review in the addition, subtraction, multiplication, and division of fractions and decimals. The class was then given an exercise in which they were asked to measure line lengths and give the correct distance down to the fraction of an inch. This being completed the class was given a short math quiz to assess what they had learned.



2. Mr. Thompson Taylor with the Northeast Florida Builders Association gave the students a lecture on the association's apprenticeship program. The lecture included the application process, the time commitment (four years of working days and going to school at night), and the rewards of receiving a journeyman rating once the apprenticeship had been completed.
3. In preparation of starting the advanced project the students were shown a Larry Haun video on floor and wall framing (Haun 2003).

LAB EXERCISE: Layout and construct the floor system for a 10'-0" X 16'-0" structure.

1. The students were given a safety briefing on the necessity of being alert to their surroundings at all times when working with large pieces of building material.
2. With the instructors watching and giving guidance as necessary, the students were supplied with 2"x6"x16' and 2"x6"x10' framing members, hammers, nails, tapes, speed squares, and pencils and asked to lay out and construct the floor joist system for the building. The students were also shown how to "crown" lumber and the importance of this process. Once the lumber had been "crowned" the floor system was quickly constructed. The importance of floor blocking was explained and the students were provided with 2"x6" blocking pieces to install between the floor joists before the plywood deck was installed.



Day Three – Thursday, August 5, 2010

CLASSROOM EXERCISE:

1. Professor Hollie Brucks gave the students a (Life Skills) lecture where she presented different strategies on how to be successful and happy in life. Ms. Brucks also presented the students with lifelong ramifications of poor decisions made today and challenged the students to make good decisions.

LAB EXERCISE: Continue with the construction of the 10'x16' structure.

1. The students started today's exercise by installing the plywood deck on the floor framing system. The students were instructed in the importance of staggering the plywood floor deck joints and shown how to cut the plywood and in order to accomplish this staggering.
2. The students were then provided with four 16'-0" long pieces of 2"x4" lumber and asked to lay out the wall studs on 16" centers following the same procedure they used in laying out the floor joists. Once the wall plates were laid out the students were provided with 2"x4"x8' wall studs "crown" and nail between the plates to form a wall section. Once the wall was framed the students were instructed on how to install wall sheathing consisting of 4'x8' pieces of OSB and why it should be installed before the wall is stood. The students then installed the sheathing, stood and braced the first wall section of the structure. The second 16'-0" long wall section was then framed, sheathed stood and braced. The students then cleaned up the lab and the first week of camp came to a close.



Figure 1 Wall One Set



Figure 2 Wall Two being framed

3. Ms. Susan Woosley of Macs Industrial Supplies, Inc. brought Mr. Travis Maton with Hitachi Industries to give the students a demonstration of different power tools, their applications, and use in the construction industry.



Figure 3 Various Tools on Display



Figure 4 Travis Maton Gives Tool Demonstration

This product was funded by a grant awarded under 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 product was created by a grantee organization and does not necessarily reflect the official position of the U.S. Department of Labor. All references to non-governmental companies or organizations, their services, products, or resources are offered for informational purposes and should not be construed as an endorsement by the Department of Labor. This product is copyrighted by the institution that created it and is intended for individual organizational, non-commercial use only.

Day Four - Friday, August 6, 2010

LAB EXERCISE: Continue with the construction of the 10'x16' structure.

1. The students started the day by building and standing the two 10'-0" long walls to complete the structure. The students were then instructed on why a second top plate was required on the wall and how to install that plate. After a short ladder safety lecture the students were provided with step ladders and the material necessary to install the second top plate on the structures walls.
2. Professor Taylor gave the students a lecture about how electricity is generated and transmitted to their homes. Included in Professor Taylor's lecture was a discussion of electrical codes, safety devices such as ground fault interrupters and electrical shock prevention. Following the lecture the students were given a tour of the electrical teaching lab and mock building in the carpentry lab while in the electric lab the students were given several demonstrations of how electrical circuits are used to perform different tasks.



Figure 5 Student is shown how a circuit works



Figure 6 Professor Taylor's Electrical Lab.

FIELD TRIP: EVER BANK FIELD

1. The students were taken via bus to Ever Bank Field to tour the Jaguars Facilities and watch a training camp workout. The students were shown how the stadium was constructed and what it takes to stage an NFL game. The tour included visits to the press box, stadium club (where the entire sports complex can be viewed and its development was explained), team locker and meeting rooms, and the playing field where the under field drainage system and its capabilities were explained.



Figure 7 Students at Ever Bank Field



Figure 8 Some Future Draft Day

This product was funded by a grant awarded under 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 product was created by a grantee organization and does not necessarily reflect the official position of the U.S. Department of Labor. All references to non-governmental companies or organizations, their services, products, or resources are offered for informational purposes and should not be construed as an endorsement by the Department of Labor. This product is copyrighted by the institution that created it and is intended for individual organizational, non-commercial use only.

Day Five – Monday, August 9, 2010

CLASSROOM EXERCISE: Speaker Professor Hollie Brucks

Professor Brucks presented the students with a second lecture in Life Skills and along with the lab instructors presented how decisions made in their youth had affected their lives and careers.

LAB EXERCISE: Continue with the construction of the 10'x16' structure & HVAC Lab.

1. The students were instructed in the proper use of the 18 volt battery powered drill and how to use it to install screws. The students were shown how to install doors and windows and allowed to install a door and window in the structure they were building.



Figure 9 Student Finishes Wall Sheathing



Figure 10 Waiting on Top Plate



Figure 11 Top Plates are Complete

Day Six – Tuesday, August 10, 2010

MORNING LAB EXERCISE: Continue with the construction of the 10'x16' structure.

1. The students were shown how to install finish siding and then allowed to test their skills by screwing the T-111 siding to the structure.



Figure 12 Students Finish T-111 Siding

AFTERNOON LAB EXERCISE: PROFESSOR BROCK'S HVAC LAB

2. After lunch the students were taken to the HVAC classroom where Professor Michael Brock gave them a lecture on the safe handling of oxygen and acetylene bottles and the proper way to hook up torches to those bottles. Professor Brock also gave the students a brazing tip guide and the importance of setting the pressure gauges to match the size tip being used.



Figure 13 Professors Brock Lights Brazing Torch

3. In preparation for tomorrow's lab exercise the students were instructed in how to properly light, adjust, and extinguish the brazing torch.



Students learn to light brazing torch

Day Seven – Wednesday, August 11, 2010

FIELD TRIP:

1. The students were taken on a walking tour of the Duval County Courthouse construction site which is being constructed three blocks from the Florida State College Jacksonville Campus. While on the tour the students were invited into the field offices of KPJ Architects the project architects and given an overview of the project by a member of the design team.



Figure 14 New Duval County Court

LAB EXERCISE: BRAZING COPPER PIPE

1. The students were taken to the HVAC Lab, where they were taught how to light and extinguish the brazing torch. Professor Brock then showed the students how to braze two pieces of copper pipe together. The students spent the rest of the lab time doing hands on practice brazing.



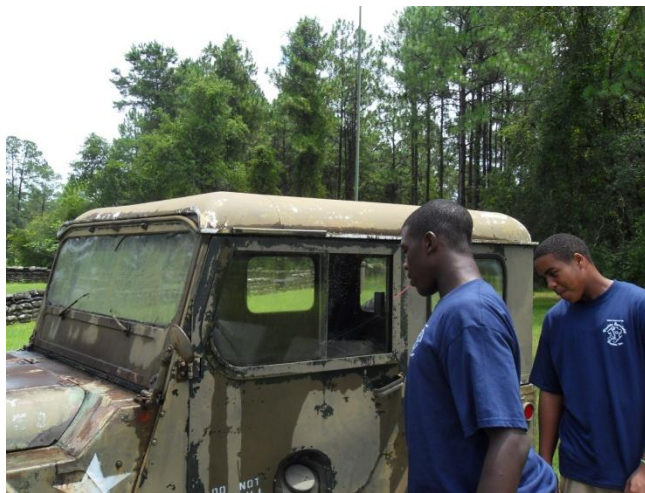
Day Eight – Thursday, August 12 2010

FIELD TRIP: CAMP BLANDING, MIDDLEBURG, FLORIDA

1. The students were bused to Camp Blanding in Middleburg, Florida to tour the Florida National Guards just completed training facility. While at the post the students were given a walking tour of the classrooms and barracks that will house the guard's state of the art training. The students had lunch in the post mess hall and afterwards toured the military museum and static equipment display.



Figure 15 Students at Camp Blanding Static Displays.



Day Nine – Friday, August 13, 2010

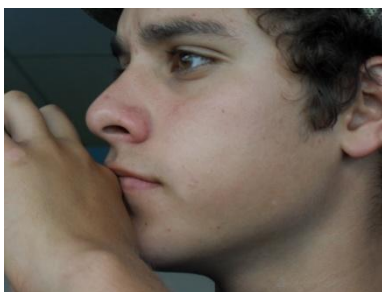
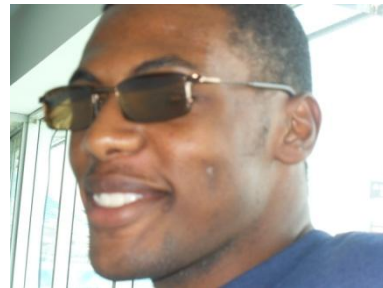
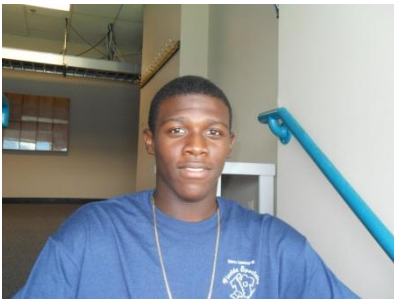
LAB EXERCISE: ADD FINISHES TO 10'X16' STRUCTURE

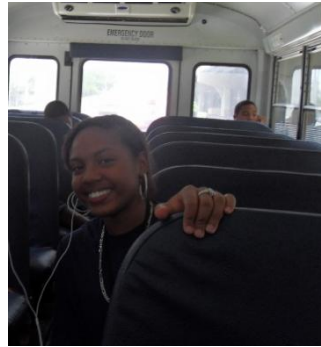
1. The students were allowed to add whatever finishing touches they wanted to the advanced project since it was to be left in place for the Adult Education Department to train students in the installation of insulation and interior finishes.

CLASSROOM EXERCISE: CLOSING CEREMONIES

1. The students were treated to a last day bar-b-que and closing ceremonies where four students (best team leader, most improved, best attitude and most persistent) were presented with donated tool belts and tools. All the students were then given a chance to select prizes donated by Ace Hardware, Lowes and Home Depot from the “grab box” for correct answers.

STUDENTS





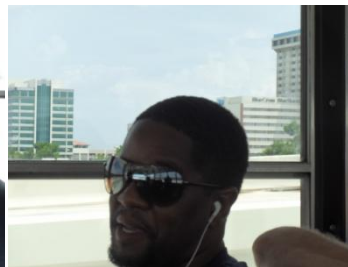
ADMINISTRATION AND INSTRUCTORS



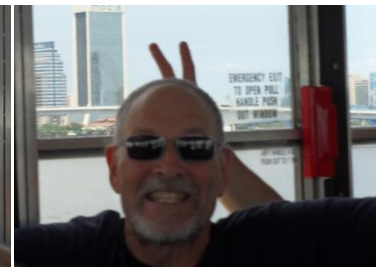
HOLLIE



AARON



CEDRICK



BILL

This product was funded by a grant awarded under 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 product was created by a grantee organization and does not necessarily reflect the official position of the U.S. Department of Labor. All references to non-governmental companies or organizations, their services, products, or resources are offered for informational purposes and should not be construed as an endorsement by the Department of Labor. This product is copyrighted by the institution that created it and is intended for individual organizational, non-commercial use only.

SCHEDULE AND CAMP PROCESS

PHOTOS

Florida State College at Jacksonville's 2010 Construction Summer Academy

Camp Two – August 3rd –August 13th, 2010



Double Click for Full PowerPoint Presentation

HANDOUTS

SAFETY

This product was funded by a grant awarded under 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 product was created by a grantee organization and does not necessarily reflect the official position of the U.S. Department of Labor. All references to non-governmental companies or organizations, their services, products, or resources are offered for informational purposes and should not be construed as an endorsement by the Department of Labor. This product is copyrighted by the institution that created it and is intended for individual organizational, non-commercial use only.



OSHA FACT Sheet

Job Safety and Health

Why should everyone be concerned about job safety and health?

Each year, approximately 6,000 employees in this country die from workplace injuries while another 50,000 die from illnesses caused by exposure to workplace hazards. In addition, 6 million workers suffer non-fatal workplace injuries at an annual cost to U.S. businesses of more than \$125 billion.

Effective job safety and health add value to the workplace and help reduce worker injuries and illnesses.

How does OSHA contribute to job safety and health?

Congress passed the *Occupational Safety and Health Act of 1970*, (*OSH Act*), "to assure so far as possible every working man and woman in the Nation safe and healthful working conditions and to preserve our human resources." Title 29 of the *Code of Federal Regulations (CFR)*, Parts 1902-1990, contains OSHA regulations and standards.

Some states have enacted occupational safety and health laws and operate federally approved state plans. Such states adopt and enforce state standards and regulations that are at least as effective as those enacted under federal law.

Are all employees covered by the OSH Act?

The *OSH Act* covers all employees except workers who are self-employed and public employees in state and local governments.

In states with OSHA-approved state plans, public employees in state and local governments are covered by their state's OSHA-approved plan. Federal employees are covered under the *OSH Act's* federal employee occupational safety and health programs, see *29 CFR Part 1960*. United States Postal Service employees, however, are subject to the same *OSH Act* coverage provisions as are private sector employers.

The *OSH Act* does not apply to particular working conditions addressed by regulations or standards affecting occupational safety or health that are issued by federal agencies, other than OSHA, or by a state atomic energy agency. Other federal agencies that have issued requirements affecting job safety or health include the Mine Safety and Health Administration and some agencies of the Department of Transportation.

What are your responsibilities as an employer?

If you are an employer covered by the *OSH Act*, you must provide your employees with jobs and a place of employment free from recognized hazards that are causing, or are likely to cause, death or serious physical harm. Among other actions, you must also comply with the OSHA statutory requirements, standards, and regulations that, in part, require you to do the following:

- Provide well-maintained tools and equipment, including appropriate personal protective equipment;
- Provide medical examinations;
- Provide training required by OSHA standards;
- Report to OSHA within 8 hours accidents that result in fatalities;
- Report to OSHA within 8 hours accidents that result in the hospitalization of three or more employees;
- Keep records of work-related accidents, injuries, illnesses—and their causes—and post annual summaries for the required period of time. A number of specific industries in the retail, service, finance, insurance, and real estate sectors that are classified as low-hazard are exempt from most requirements of the regulation, as are small businesses with 10 or fewer employees (see *29 CFR Part 1904*);
- Post prominently the OSHA poster (OSHA 3165) informing employees of their rights and responsibilities;
- Provide employees access to their medical and exposure records;
- Do not discriminate against employees who exercise their rights under the *OSH Act*;
- Post OSHA citations and abatement verification notices at or near the worksite;
- Abate cited violations within the prescribed period; and
- Respond to survey requests for data from the Bureau of Labor Statistics, OSHA, or a designee of either agency.

What are your rights as an employer?

When working with OSHA, you may do the following:

- Request identification from OSHA compliance officers;
- Request an inspection warrant;

(Occupational Safety and Health Administration, 2007)



What is OSHA?

OSHA is the Occupational Safety and Health Administration. Its role is to assure the safety and health of America's workers by setting and enforcing standards; providing training, outreach, and education; establishing partnerships; and encouraging continual improvement in workplace safety and health.

Finding answers:

Employers are responsible for providing a safe and healthy workplace for their employees. If you are worried about a specific workplace hazard or interested in learning more about keeping yourself and others safe and healthy at work, visit the OSHA Teen Workers website at www.osha.gov/teens. Or call OSHA toll-free at 1-800-321-OSHA to report a problem, ask questions or request information.

You have a right to a safe and healthy workplace.

To protect yourself:

- Know your workplace rights.
- Talk to your employer.
- Stay alert and work safely.
- Get safety and health training.
- Visit the OSHA Teen Workers website at www.osha.gov/teens.

Common workplace hazards and injuries:

- Slips, trips and falls
- Strains and sprains
- Chemical exposure
- Burns and cuts
- Eye injuries
- Hearing loss
- Motor vehicle crashes
- Electrocution
- Machinery malfunctions

For more complete information:

 **Occupational Safety and Health Administration**
U.S. Department of Labor
www.osha.gov/teens
(800) 321-OSHA
(TTY) 1-877-889-5627

OSHA 3244-12N, 2004



Teen Workers:
You Have a Right to a Safe and Healthy Workplace and a Responsibility to be Safe



(Occupational Safety and Health Administration, 2003)

OSHA FactSheet

Young Workers

Most youth find paid employment, either during the summer or year-round, before graduating from high school. Young workers, ages 14-24, are at risk of workplace injury because of their inexperience at work and their physical, cognitive, and emotional developmental characteristics. They often hesitate to ask questions and may fail to recognize workplace dangers. OSHA has made young workers a priority within the agency and is committed to identifying ways to improve young worker safety and health. OSHA's Young Worker Initiative addresses this group's safety and health through a multi-pronged outreach program.

OSHA Outreach

OSHA offers multiple outreach resources to help young workers and their employers, parents, and teachers prevent and reduce injuries and illnesses in the workplace.

Teen Workers Safety and Health Topics page
<http://www.osha.gov/SLTC/teenworkers/index.html>

- Information about teen worker rights and responsibilities.
- Informational resources directed toward teens, parents, employers, and teachers.
- Real stories about teens injured or killed at work.
- Descriptions of potential workplace hazards and how to prevent injury.
- Sections on seasonal jobs (summer and winter), their hazards, and injury prevention.
- Electronic tools on young worker safety and health in agriculture and in restaurants.
- Young worker resources in Spanish.

Publications

- Teen Workers – Brochure, OSHA 3244
- Teen Workers – Poster, OSHA 3231

This brochure and poster describe teens' right to a safe and healthy workplace and their responsibility to be safe.

Young worker events

- **YouthRules!** programs in cooperation with the U.S. Department of Labor's Wage and Hour Division which include a summer job fair and

activities to promote workplace safety and health, and child labor laws.

- Participation with career/technical education organizations in meetings and student career/technical skills competitions.
www.youthrules.dol.gov

OSHA Education and Training

- Several of OSHA's **Regional and Area Offices** periodically offer training for career/technical teachers for use in school occupational safety and health courses. Other OSHA offices have worked with youth groups on safety and health programs and developed training for youth in specific workplaces.
www.osha.gov/html/oshdir.html
- OSHA awards **Susan Harwood Training Grants** to nonprofit organizations for preparation of occupational safety and health curricula for audiences including young workers.
www.osha.gov/dcspl/ote/sharwood.html

OSHA Cooperative Programs

- OSHA's **Alliance Program** enables employers, trade or professional organizations, and educational institutions interested in young workers to collaborate with OSHA on projects to prevent workplace injuries and illnesses in this age group. Alliances that include a prominent young worker safety and health component include the American Society of Safety Engineers, the Industrial Truck Association, and the National Safety Council and SkillsUSA.
www.osha.gov/dcspl/alliances/focus/youth_alliances.html

(Occupational Safety and Health Administration, 2003)



OSHA **FACT** Sheet

Imminent Danger

What Is an Imminent danger?

An imminent danger is a workplace hazard that puts you at immediate serious risk of death or serious physical harm. It may be a safety hazard such as an unstable trench or exposed electrical wire that could cause a serious or fatal accident immediately under present conditions. It also may be a health hazard such as toxic substances or dangerous fumes, dusts, or gases that could cause death or irreversible physical harm, shorten life, or reduce physical or mental performance.

What should you do if you encounter an imminent danger?

If a safety or health hazard puts you in imminent danger of death or serious injury or illness, notify your supervisor immediately and request corrective action. Also ask the supervisor to provide protection to you and your coworkers until the hazard is eliminated or controlled.

What if your employer does not act?

Contact OSHA or your state occupational safety and health authority if your employer does not promptly take steps to remove or control the hazard. Call the nearest OSHA office, listed in your phone book under "U.S. Department of Labor," or OSHA's toll-free number at (800) 321-OSHA (6742). If you live in a state or territory with its own OSHA program, look for the listing under a state government heading such as "Department of Labor."

When you call, provide the name and address of your employer and describe the hazard in detail and how long it has existed. Also provide your name, address, and a telephone number where you can be contacted. If you request, OSHA will not reveal your name to your employer.

What will OSHA do?

If, after evaluation, OSHA believes that an imminent danger exists, an OSHA compliance safety and health officer will inspect your

workplace the same day you report the problem, if possible. Reports of imminent dangers receive the highest priority for OSHA inspections. If the inspection confirms the presence of an imminent danger, your employer must notify employees of the hazard and remove workers from the imminent danger area. If OSHA is not able to inspect the site within 1 working day after receiving the report, the area director will contact the employer to request that the hazard be corrected and employees removed from the danger area. In either case, OSHA will follow up with a later inspection to ensure that the employer has eliminated the hazard.

If the employer refuses to correct the hazard, OSHA may post an "Imminent Danger" notice and seek a temporary restraining order from the nearest federal district court requiring the employer to remove employees from exposure to the danger. The OSHA compliance safety and health officer will inform all affected employees and their representatives of the hazards and their discrimination sites before leaving the site.

What protections do you have for refusing dangerous work or reporting an imminent danger?

OSHA and the National Labor Relations Board work together to protect employees who are punished for refusing to work in imminently dangerous situations involving serious safety or health hazards. Contact either agency to discuss your case. In addition, OSHA can protect you if you are discharged or disciplined for refusing to do work that would expose you to imminent danger, provided that you have notified your supervisor of the hazard, the hazard has not been corrected, and there is not enough time for you to seek relief through OSHA's standard complaint process.

In addition, it is illegal for your employer to punish you for reporting a safety or health hazard. The *Occupational Safety and Health Act (OSH Act)* protects you from being discriminated

(Occupational Safety and Health Administration, Unknown)



Top Four Construction Hazards

The top four causes of construction fatalities are: Falls, Struck-By, Caught-In/Between and Electrocutions.

Prevent Falls

- Wear and use personal fall arrest equipment.
- Install and maintain perimeter protection.
- Cover and secure floor openings and label floor opening covers.
- Use ladders and scaffolds safely.



Prevent Struck-By

- Never position yourself between moving and fixed objects.
- Wear high-visibility clothes near equipment/vehicles.



Prevent Caught-In/Between

- Never enter an unprotected trench or excavation 5 feet or deeper without an adequate protective system in place; some trenches under 5 feet deep may also need such a system.
- Make sure the trench or excavation is protected either by sloping, shoring, benching or trench shield systems.



Prevent Electrocutions

- Locate and identify utilities before starting work.
- Look for overhead power lines when operating any equipment.
- Maintain a safe distance away from power lines; learn the safe distance requirements.
- Do not operate portable electric tools unless they are grounded or double insulated.
- Use ground-fault circuit interrupters for protection.
- Be alert to electrical hazards when working with ladders, scaffolds or other platforms.



For more complete information:

OSHA Occupational
Safety and Health
Administration
U.S. Department of Labor
www.osha.gov (800) 321-OSHA

OSHA 3369-10-00

(Occupational Safety and Health Administration, 2003)



OSHA **FACT** Sheet

Personal Protective Equipment

What Is personal protective equipment?

Personal protective equipment, or PPE, is designed to protect employees from serious workplace injuries or illnesses resulting from contact with chemical, radiological, physical, electrical, mechanical, or other workplace hazards. Besides face shields, safety glasses, hard hats, and safety shoes, PPE includes a variety of devices and garments such as goggles, coveralls, gloves, vests, earplugs, and respirators.

What are your responsibilities as an employer?

OSHA's primary PPE standards are in *Title 29 of the Code of Federal Regulations (CFR)*, Part 1910 Subpart I, and equivalent regulations in states with OSHA-approved state plans, but you can find PPE requirements elsewhere in the General Industry Standards. For example, 29 *CFR* 1910.156, OSHA's Fire Brigades Standard, has requirements for firefighting gear. In addition, 29 *CFR* 1926.95-106 covers the construction industry. OSHA's general PPE requirements mandate that employers conduct a hazard assessment of their workplaces to determine what hazards are present that require the use of PPE, provide workers with appropriate PPE, and require them to use and maintain it in sanitary and reliable condition.

Using PPE is often essential, but it is generally the last line of defense after engineering controls, work practices, and administrative controls. Engineering controls involve physically changing a machine or work environment. Administrative controls involve changing how or when employees do their jobs, such as scheduling work and rotating employees to reduce exposures. Work practices involve training workers how to perform tasks in ways that reduce their exposure to workplace hazards.

As an employer, you must assess your workplace to determine if hazards are present that require the use of PPE. If such hazards are

present, you must select PPE and require employees to use it, communicate your PPE selection decisions to your employees, and select PPE that properly fits your workers.

You must also train employees who are required to wear PPE on how to do the following:

- Use PPE properly,
- Be aware of when PPE is necessary,
- Know what kind of PPE is necessary,
- Understand the limitations of PPE in protecting employees from injury,
- Don, adjust, wear, and doff PPE, and
- Maintain PPE properly.

Can PPE protect workers from head injuries?

Yes. Hard hats can protect your employees from head impact, penetration injuries, and electrical injuries such as those caused by falling or flying objects, fixed objects, or contact with electrical conductors. Also, OSHA regulations require employers to ensure that workers cover and protect long hair to prevent it from getting caught in machine parts such as belts and chains.

How can PPE protect workers from foot and leg injuries?

In addition to foot guards and safety shoes, leggings (e.g., leather, aluminized rayon, or other appropriate material) can help prevent injuries by protecting employees from hazards such as falling or rolling objects, sharp objects, wet and slippery surfaces, molten metals, hot surfaces, and electrical hazards.

Does PPE help protect workers from eye and face injuries?

Yes. Besides spectacles and goggles, PPE such as special helmets or shields, spectacles with side shields, and faceshields can protect employees from the hazards of flying fragments,

(Occupational Safety and Health Administration, 2003)



Protect Yourself
Construction
Personal Protective
Equipment (PPE)

Eye and Face Protection

- Safety glasses or face shields are worn any time work operations can cause foreign objects to get in the eye. For example, during welding, cutting, grinding, nailing (or when working with concrete and/or harmful chemicals or when exposed to flying particles). Wear when exposed to any electrical hazards, including working on energized electrical systems.
- Eye and face protectors – select based on anticipated hazards.

Foot Protection

- Construction workers should wear work shoes or boots with slip-resistant and puncture-resistant soles.
- Safety-toed footwear is worn to prevent crushed toes when working around heavy equipment or falling objects.

Hand Protection

- Gloves should fit snugly.
- Workers should wear the right gloves for the job (examples: heavy-duty rubber gloves for concrete work; welding gloves for welding; insulated gloves and sleeves when exposed to electrical hazards).

Head Protection

- Wear hard hats where there is a potential for objects falling from above, bumps to the head from fixed objects, or of accidental head contact with electrical hazards.
- Hard hats – routinely inspect them for dents, cracks or deterioration; replace after a heavy blow or electrical shock; maintain in good condition.

Hearing Protection

- Use earplugs/earmuffs in high noise work areas where chainsaws or heavy equipment are used; clean or replace earplugs regularly.

For more complete information:



OSHA 3090 (Rev. 11/10)

(Occupational Safety and Health Administration, 2009)



Protect Yourself Respirators

Respiratory protection must be worn whenever you are working in a hazardous atmosphere. The appropriate respirator will depend on the contaminant(s) to which you are exposed and the protection factor (PF) required. Required respirators must be NIOSH-approved and medical evaluation and training must be provided before use.

Single-strap dust masks are usually not NIOSH-approved. They must not be used to protect from hazardous atmospheres. However, they may be useful in providing comfort from pollen or other allergens.



Approved filtering facepieces (dust masks) can be used for dust, mists, welding fumes, etc. They do not provide protection from gases or vapors. **DO NOT USE FOR ASBESTOS OR LEAD**; instead, select from the respirators below.



Half-face respirators can be used for protection against most vapors, acid gases, dust or welding fumes. Cartridges/filters must match contaminant(s) and be changed periodically.



Full-face respirators are more protective than half-face respirators. They can also be used for protection against most vapors, acid gases, dust or welding fumes. The face-shield protects face and eyes from irritants and contaminants. Cartridges/filters must match contaminant(s) and be changed periodically.



Loose-fitting powered-air-purifying respirators (PAPR) offer breathing comfort from a battery-powered fan which pulls air through filters and circulates air throughout helmet/hood. They can be worn by most workers who have beards. Cartridges/filters must match contaminant(s) and be changed periodically.



A Self-Contained Breathing Apparatus (SCBA) is used for entry and escape from atmospheres that are considered immediately dangerous to life and health (IDLH) or oxygen deficient. They use their own air tank.



For more complete information:

OSHA Occupational
Safety and Health
Administration
U.S. Department of Labor
www.osha.gov (800) 321-OSHA

OSHA 3399-104-05

(Occupational Safety and Health Administration, 2006)

Assigned Protection Factors for the Revised Respiratory Protection Standard



OSHA 3352-02 2009

(Occupational Safety and Health Administration, Unknown)

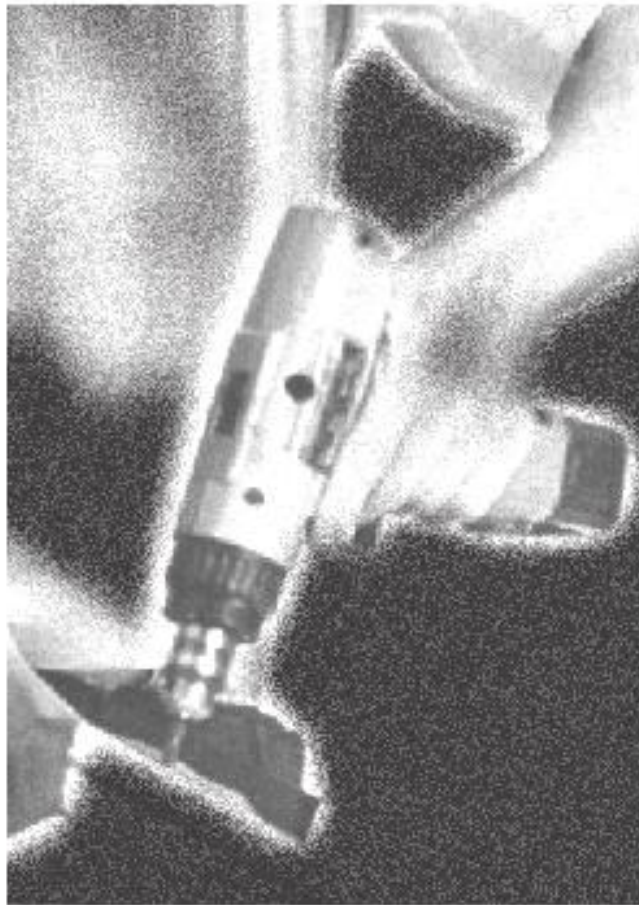
Hand and Power Tools



U.S. Department of Labor

Occupational Safety and Health Administration

OSHA 3080
1998 (Revised)



(Chao, 1998)

Protect Yourself **Amputations**



Amputations are widespread and involve a variety of activities and equipment. Each year, thousands of employees lose fingers, hands, feet, and other body parts—mostly through compression, crushing, or by getting them caught between or struck by objects. Most amputations involve fingertips.

High-Risk Activities

Amputations occur most often when employees operate unguarded or inadequately safeguarded:

- Mechanical power presses • Power press brakes
- Powered and non-powered conveyors • Printing presses
- Roll-forming and roll-bending machines
- Food slicers • Meat grinders • Band saws • Drill presses
- Milling machines • Shears, grinders, and slitters • Table and portable saws.

Recognize and avoid amputation hazards through guarding, safe work practices, employee training, administrative controls and operating in a safe manner.

The best way to prevent amputations caused by stationary or portable machinery is with machine safeguarding:

- **Guards** provide physical barriers to hazardous areas. They should be secure and strong, and employees should not be able to bypass, remove, or tamper with them. Guards should not obstruct the operator's view or prevent employees from working.
- **Devices** help prevent contact with points of operation and may replace or supplement guards. Devices can interrupt the normal cycle of the machine when the operator's hands are at the point of operation.

For more complete information:

OSHA[®] Occupational
Safety and Health
Administration
U.S. Department of Labor
www.osha.gov (800) 321-OSHA

OSHA 2004-1084-04

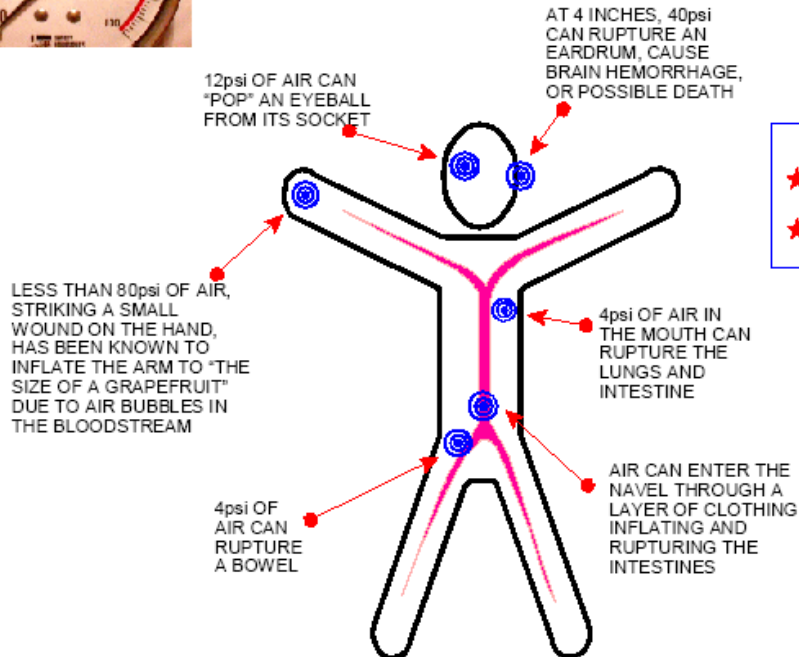
(Occupational Safety and Health Administration, 2004)

COMPRESSED AIR HAZARDS

If used for cleaning purposes,
must be maintained less than 30psi:
29 CFR 1910.242(b)



BOTH
of these guns can
KILL



NEVER

- ★ LOOK INTO THE "BUSINESS" END
- ★ POINT IT TOWARD ANY PART OF THE BODY, Yours or Others

Additional Information on Back

(Occupational Safety and Health Administration, 2009)

Portable Ladder Safety Tips



Falls from portable ladders (step, straight, combination and extension) are one of the leading causes of occupational fatalities and injuries.

- Read and follow all labels/markings on the ladder.
- Avoid electrical hazards! – Look for overhead power lines before handling a ladder. Avoid using a metal ladder near power lines or exposed energized electrical equipment.
- Always inspect the ladder prior to using it. If the ladder is damaged, it must be removed from service and tagged until repaired or discarded.



3-Point Contact

- Always maintain a 3-point (two hands and a foot, or two feet and a hand) contact on the ladder when climbing. Keep your body near the middle of the step and always face the ladder while climbing (see diagram).
- Only use ladders and appropriate accessories (ladder levelers, jacks or hooks) for their designed purposes.
- Ladders must be free of any slippery material on the rungs, steps or feet.
- Do not use a self-supporting ladder (e.g., step ladder) as a single ladder or in a partially closed position.
- Do not use the top step/rung of a ladder as a step/rung unless it was designed for that purpose.

(continued on reverse)

(Occupational Safety and Health Administration, 2007)

HANDOUTS

TOOLS BASICS COURSE

This product was funded by a grant awarded under 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 product was created by a grantee organization and does not necessarily reflect the official position of the U.S. Department of Labor. All references to non-governmental companies or organizations, their services, products, or resources are offered for informational purposes and should not be construed as an endorsement by the Department of Labor. This product is copyrighted by the institution that created it and is intended for individual organizational, non-commercial use only.

TOOL BASICS COURSE

PURPOSE: Have the student become familiar with the different types and uses of hand and power tools.

HAND TOOLS: These tools are the basic tools that each and every carpenter is expected own and have at his disposal. Tool belt, hammer, tape measure, pencil, speed square, knife, level and pliers.



Hammer



Tape Measure



Speed Square

POWER TOOLS: These tools are generally supplied by the contractor for the carpenter's use. These tools generally include power saw, battery drill, power drill, and various other power tools.



Battery Drill



Reciprocating Saw

Students will be show the proper use the basic hand tools such and allowed to use these tools in the Lab exercises. The students will have limited access to power tools due to their danger in inexperienced hands. The student will be allowed to use the battery drill and reciprocating saw under the guidance of the lab instructors.

TOOL EXERCISES:

TAPE MEASURE:

1. Tape measure exercise: Show the students a tape measure and explain how to read it.
 - Have each student stretch out their tape measure and find the 1 inch line.
 - Have each student stretch out their tape measure and find the 1 foot line.
 - Have each student stretch out their tape measure and find the 6 ½ inch line.
2. Measuring a line: Using the Measuring Worksheet, (Lesson 1) has the students measure each line and write the correct measurement in the blank at the right side of the sheet. Once all students have completed the worksheet go around the classroom and have each student give their answer to the next line on the worksheet.

SPEED SQUARE:

1. Demonstration: Show students how to use the speed square to measure different angles and how it is used to find rafter pitches.
2. Measuring an Angle: Provide the students with scrap lumber and ask them to mark 45, 60 and 90 deg angles using the speed square. Once the students are able to correctly mark these angles ask them to find and mark a 4/12, 6/12 and 8/12 rafter pitch using the speed square.

HAND SAW:

1. Demonstration: Show students the hand saw and demonstrate how it cuts. Be sure to emphasize that the saw on both strokes and that not to force it forward or it will bind.
2. Cutting a Board: Give the students the hand saw and allow them to cut a 2x4 in two. Once all students have cut the 2x4 select a couple of students that feels that he or she has mastered the hand saw and allow them to do a timed cut.

NAILING EXERCISE:

1. Demonstration: Take a couple of nails and scrap pieces of 2x4 and using a hammer, drive the nails flush.
2. Nailing Exercise: Give each student a few nails, scrap pieces of 2x4 and a hammer and allow them to join the two pieces of lumber. Once all the students have exhausted their nail supply select a couple of students that feel that they have mastered the skill of nailing and allow them to do a timed nailing exercise.

BATTERY DRILL:

1. Demonstration: Take a few screws and some scrap 2x4 and using the battery drill join the two pieces of wood.
2. Student Exercise: Give each student a few wood screws, scrap 2x4 and the battery drill and allow them to join the pieces of lumber.

HANDOUTS

MATH FUNDAMENTALS

This product was funded by a grant awarded under 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 product was created by a grantee organization and does not necessarily reflect the official position of the U.S. Department of Labor. All references to non-governmental companies or organizations, their services, products, or resources are offered for informational purposes and should not be construed as an endorsement by the Department of Labor. This product is copyrighted by the institution that created it and is intended for individual organizational, non-commercial use only.

Estimating Slope

Slope is used by the operations section in several different ways: to estimate the amount of time it takes to construct a fireline; to determine whether or not a dozer, engine, or hand crew can work in a specific area; to calculate pump pressure needed to reach a location; and to calculate fire behavior characteristics, such as rate of spread.

On incidents, slope is the degree of inclination or steepness and it is usually expressed in percent. A one percent slope indicates a rise or drop of one unit over a distance of 100 horizontal units. For example, a one percent slope rise would indicate a one foot rise over a 100 foot horizontal distance. Slope can be calculated using a topographic map or it can be determined in the field with a clinometer (see Chapter 4, Using a Compass and Clinometer).

To calculate slope using a topographic map, you will need to determine the following:

- Vertical Distance (also referred to as Rise) – This is the difference in elevation between two points; it is calculated by subtracting the elevation of one point from the elevation of the other point.
- Horizontal Distance (also referred to as Run) – This is the distance from one point to the other and is calculated by measuring distance with a ruler and applying the map scale. For example, if the map scale is 1:24,000 and the distance between the two points when measured with a ruler is $\frac{1}{2}$ inch, the horizontal distance would be 12,000 inches or 1,000 feet.

Slope can then be calculated using the slope formula:

$$\frac{\text{Vertical Distance}}{\text{Horizontal Distance}} \times 100 = \% \text{ Slope}$$

Another way to write the slope formula is:

$$\frac{\text{Rise}}{\text{Run}} \times 100 = \% \text{ Slope}$$

There are a number of slope calculation aids in the form of tables that show the relationship between map scale and contour interval. Be careful when using slope calculation aids because they are tailored to specific map scales and contour intervals.

(National Wildfire Coordinating Group, Unknown)

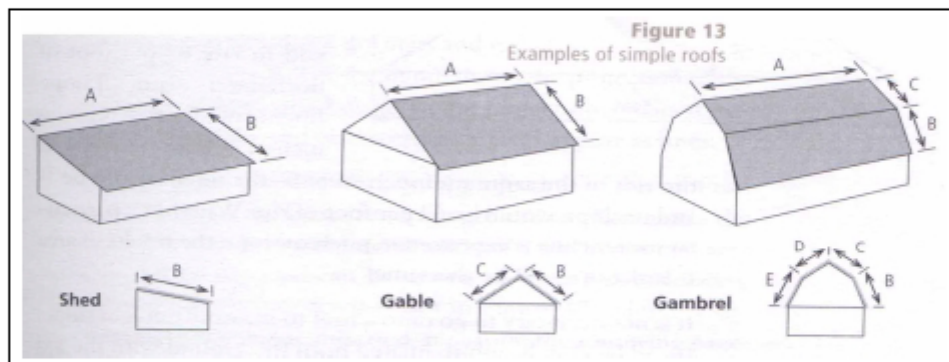
Estimating How Much Roofing Is Required

Various types of asphalt roofing materials, and accessories are required to complete a typical roofing job, including shingles or roll roofing, underlayment, starter strips, drip edges, valley flashing and hip and ridge shingles. Before the job begins, estimates of the required quantities of each material, based on calculations derived from the dimensions of the roof, must be made.

Fairly simple calculations are all that are required. Certain measurement and calculation methods also may be used that simplify the process even further. These are described in the following sections along with suggestions on how to take measurements without getting onto the roof.

Roofs come in a variety of shapes and styles but virtually every kind of roof is comprised of plane surfaces that can be subdivided into simple geometric shapes - squares, rectangles, trapezoids and triangles. Thus, roofing area calculations simplify to area calculations for these basic shapes.

The simplest type of roof is one without any projecting dormers or intersecting wings. Each of the illustrated roofs is comprised of one or more rectangles (See Figure 13.) The area of the entire roof in each case is the sum of the areas of each rectangle.



For the shed roof which has only one rectangle, the area is found by simply multiplying the rake line by the eaves line, or $B \times A$.

A. The gable roof is comprised of two rectangular planes and its area is found by multiplying the sum of the rake lines by the eaves line, or $A(B+C)$. For the gambrel roof, four rake lines are involved and the total area calculation is found by multiplying the sum of the rake line, or $A(B+C+D+E)$.

The more complex roofs include those with intersecting wings or dormer projections through the various roof planes. Area calculations for these roofs use the same basic approach taken for simple roofs, but involve a number of subdivisions of the roof surface that are calculated separately, then added together to obtain the total roof area.

If plans of the building are available, use them to obtain the required roof dimensions from which area calculations can be made. Otherwise, direct measurements may have to be taken on the roof.

However, another alternative exists that enables the estimator to indirectly measure the areas. It involves calculating the projected horizontal areas of the roof, then combining these areas with the roof slope or slopes to obtain the true areas. Both the roof slope and the horizontal projection of the various roof surfaces are determined directly as described in this chapter. Tables are also included in the following sections for converting the indirect measurement and calculations to actual lengths and actual roof areas.

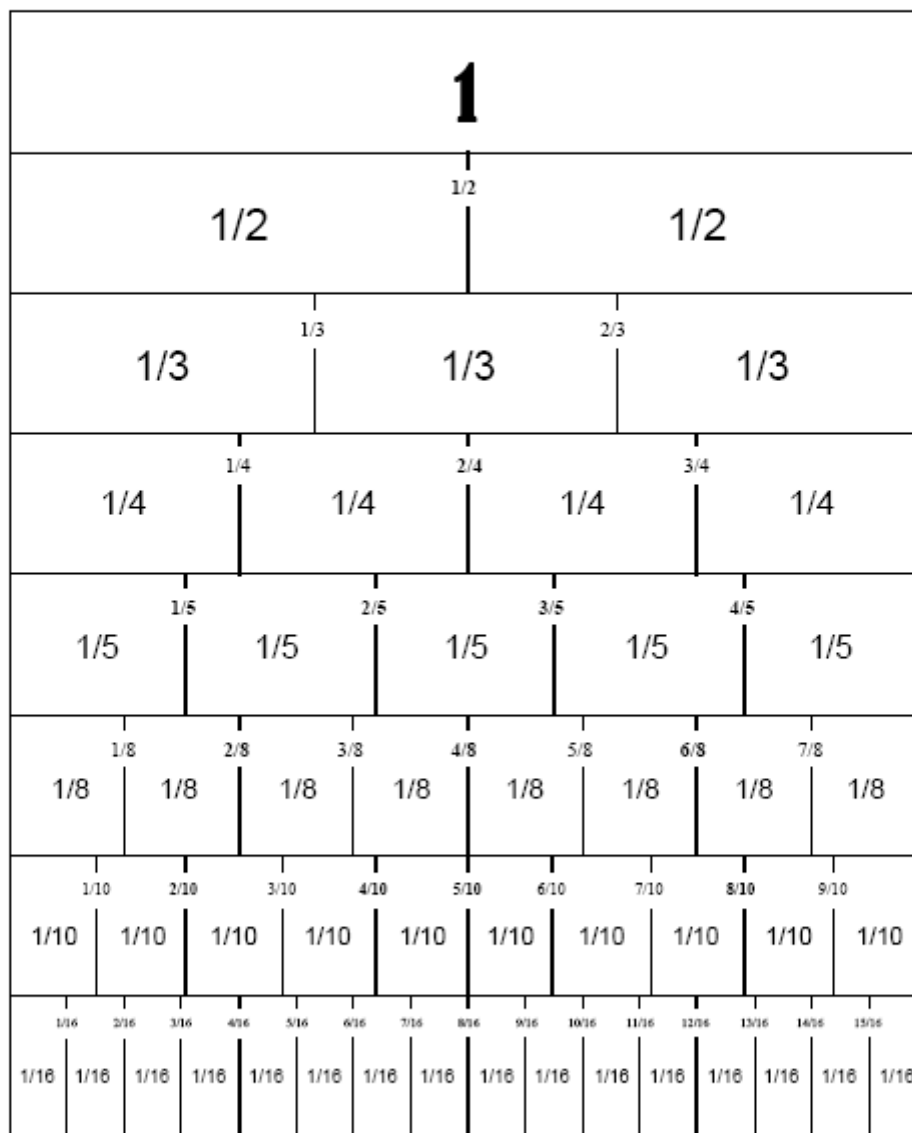
(IKO, Unknown)

Decimals

1. What is $\frac{7}{10}$ expressed as a decimal?
(A) 70 (B) 7 (C) 0.7 (D) 0.007 (E) 0.0007
2. What is $\frac{73}{100}$ expressed as a decimal?
(A) 73 (B) 7.3 (C) 0.73 (D) 0.073 (E) 0.0073
3. What is $\frac{21}{1,000}$ expressed as a decimal?
(A) 0.21 (B) 0.021 (C) 0.0021 (D) 0.00021 (E) 0.000021
4. What is $\frac{557}{1,000}$ expressed as a decimal?
(A) 5.57 (B) 0.557 (C) 0.0557 (D) 0.0057 (E) 0.00057
5. What is $\frac{34}{10,000}$ expressed as a decimal?
(A) 0.00034 (B) 0.0034 (C) 0.034 (D) 0.34 (E) 3.4
6. What is $\frac{1}{1,000,000}$ expressed as a decimal?
(A) 0.01 (B) 0.001 (C) 0.0001 (D) 0.00001 (E) 0.000001
7. What is $\frac{30}{100}$ expressed as a decimal?
(A) 3 (B) 0.3 (C) 0.03 (D) 0.003 (E) 0.0003
8. What is $\frac{1,000}{4,000}$ expressed as a decimal?
(A) 0.25 (B) 0.025 (C) 0.0025 (D) 0.00025 (E) 0.000025

FRACTIONS

FRACTIONS



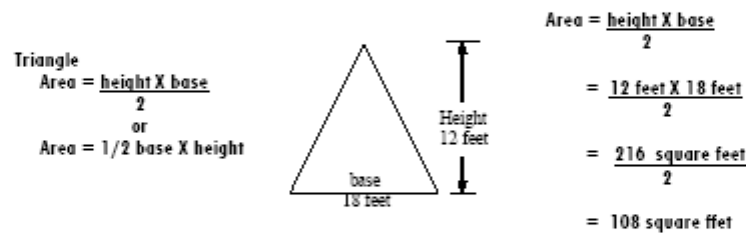
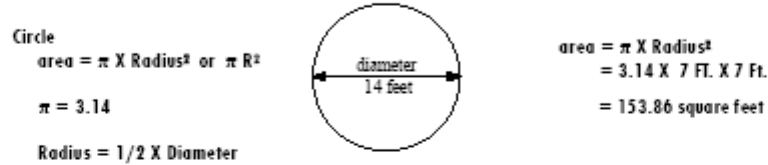
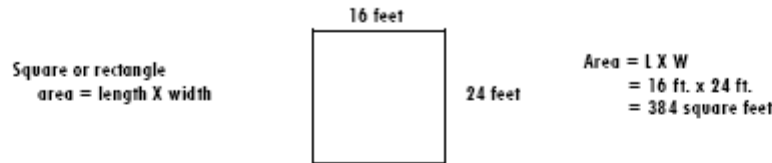
© Stevan Kravtsov

www.TimesaversForTeachers.com

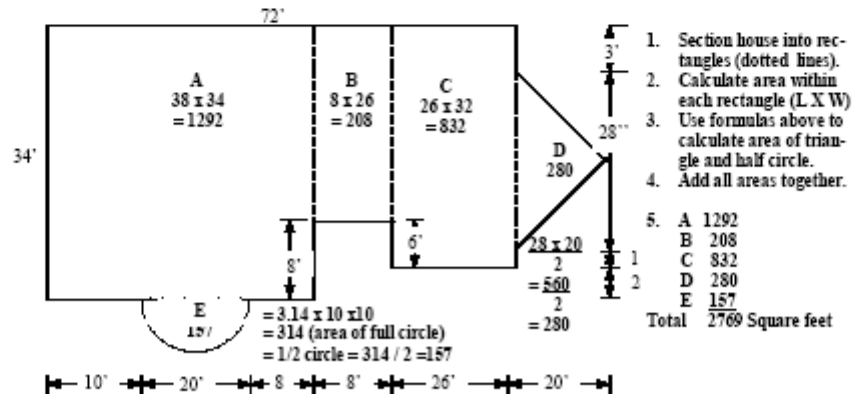
Math Timesavers

(Timesavers for Teachers, Unknown)

How to calculate area.



Calculating the square footage of a house (floor and ceiling area)



(Energy Marketing Services, Unknown)

BOARD FOOT CALCULATIONS

A board foot is a piece of lumber 12" wide by 1' long by 1" thick for estimating purposes.



Some customers and most suppliers still use board feet as a unit of measure. It's important for you to know and understand how to calculate board feet and board feet pricing.

The basic calculation for board feet (BFT) is:

$$\text{Thickness X Width X Length} / 12 = \text{BFT}$$
$$1" \text{ T X } 12" \text{ W X } 1' \text{ L} / 12 = 1 \text{ BFT}$$

A 2 X 4 - 10' has 6.667 board feet:

$$2 \text{ X } 4 \text{ X } 10 / 12 = 6.667$$

A 2 X 10 - 16' has 26.67 board feet:

$$2 \text{ X } 10 \text{ X } 16 / 12 = 26.667$$

To calculate the board footage for a number of pieces at one time:

$$\text{PCS X T X W X L} / 12 = \text{BFT}$$

To calculate the board footage in an 84 piece unit of 2 X * - 12:

$$84 \text{ X } 2 \text{ X } 8 \text{ X } 12 / 12 = 1,344 \text{ BFT}$$

(Wood-Mizer, Unknown)

Lumber Dimension Chart

Nominal Size	Actual Size
1 X 1	3/4" X 3/4"
1 X 2	3/4" X 1 1/2"
1 X 3	3/4" X 2 1/2"
1 X 4	3/4" X 3 1/2"
1 X 6	3/4" X 5 1/2"
1 X 8	3/4" X 7 1/4"
1 X 10	3/4" X 9 1/4"
1 X 12	3/4" X 11 1/4"
2 X 2	1 1/2" X 1 1/2"
2 X 3	1 1/2" X 2 1/2"
2 X 4	1 1/2" X 3 1/2"
2 X 6	1 1/2" X 5 1/2"
2 X 8	1 1/2" X 7 1/4"
2 X 10	1 1/2" X 9 1/4"
2 X 12	1 1/2" X 11 1/4"

Board foot Calculator

Width in Inches	Length in feet of 1" thick board					
	6'	8'	10'	12'	14'	16'
Board Feet						
2"	1.0	1.33	1.67	2.0	2.33	2.67
3"	1.5	2.0	2.5	3.0	3.5	4.0
4"	2.0	2.67	3.33	4.0	4.67	5.33
6"	3.0	4.0	5.0	6.0	7.0	8.0
8"	4.0	5.33	6.67	8.0	9.33	10.67
10"	5.0	6.67	8.33	10.0	11.67	13.33
12"	6.0	8.0	10.0	12.0	14.0	16.0

For thicker material multiply by thickness rounded to next full inch.

Terminology

S4S

Finished on all four sides, usually sold at building supply stores. Actual size will be smaller than listed nominal size do to loss of material when run through planer.

4/4, 4/8. etc.

Actual dimensions of material given in quarters of an inch, usually rough lumber sold directly by mill.

Board Foot

A volume measurement of lumber, 1 board foot is equal to 144 cubic inches, to calculate multiply width in inches X length in inches x thickness in inches.

Measurements are rounded to next full inch. Prices are usually given per thousand board feet.

Lineal Foot

Material is priced per running foot, according to width and thickness.

"If it doesn't feel good, don't do it"

Mendoc Media®

(Saw Dust Making, Unknown)

HANDOUTS

MATH LESSONS

LESSON #1

Measuring a Line

OBJECTIVE: Using the Measuring Worksheet have the students measure each line (with fractions of halves, fourths, eights, and sixteenths) on the worksheet and write the correct measurement in the blank at the right side of the sheet.

Instructors: Worked the first example

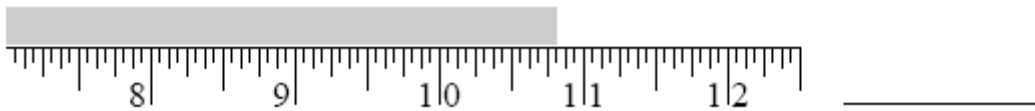
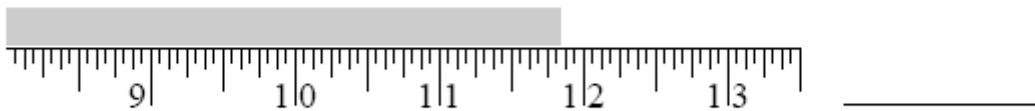
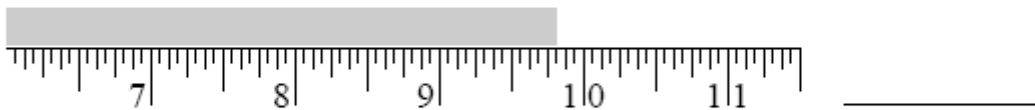
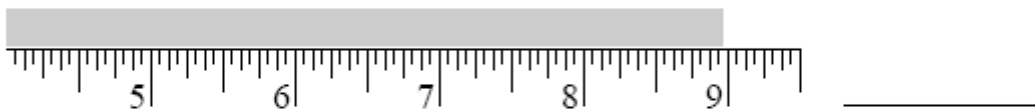
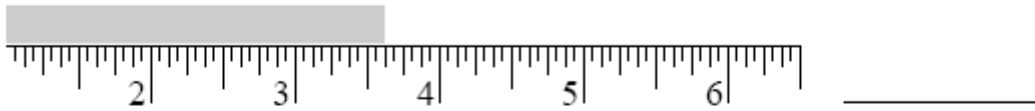
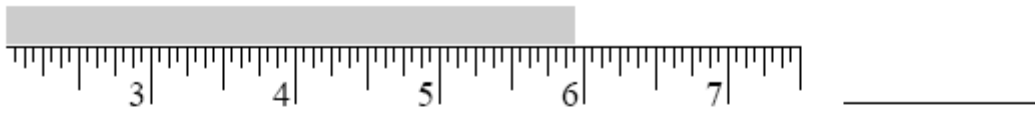
Students: Worked the remaining examples

All: Reviewed together as a class, worked out the ones students had troubles on

MATERIALS: Worksheet #1, pencil

Once all students have completed the worksheet go around the classroom and have each student give their answer to the next line on the worksheet. Discuss the incorrect answers by allowing for volunteers to give the right answer and how they arrived at that answer.

Name _____ Date _____



(Math Works, Unknown)

TheMathWorksheetSite.com

LESSON #2

Measuring Feet and Inches

OBJECTIVE: After working several examples of measuring lengths exceeding 12 inches on a tape measure, the student will complete worksheet #2 having various lengths with measurements. The students will then convert the inches into an equivalent measurement of feet and inches by dividing by 12. Examples may include measures exceeding 30, 40, 50, 60, 70, 80, and 90 inches.

Instructors: Worked the first example

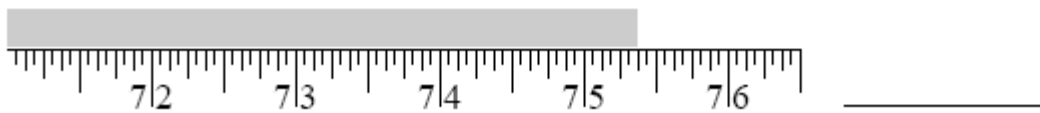
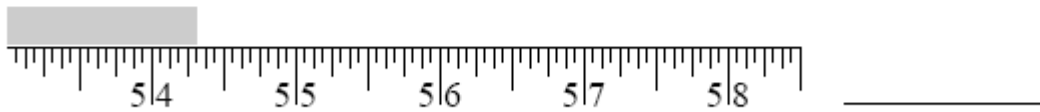
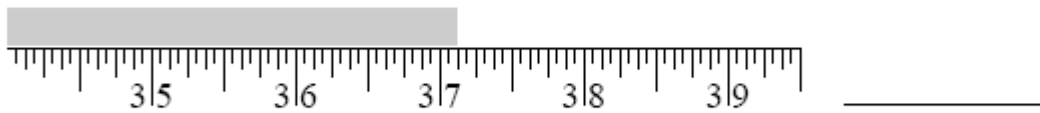
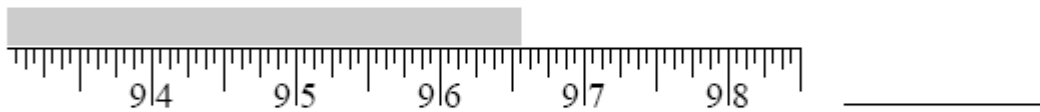
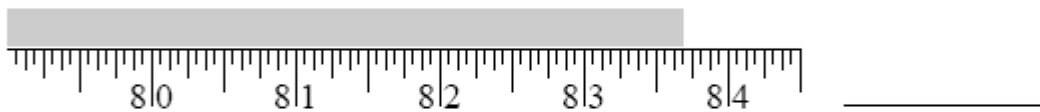
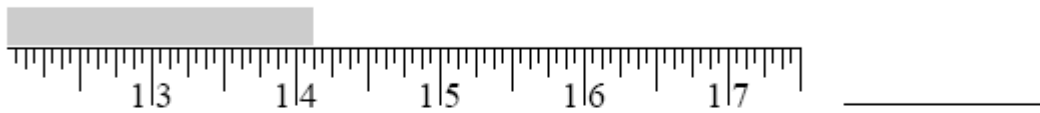
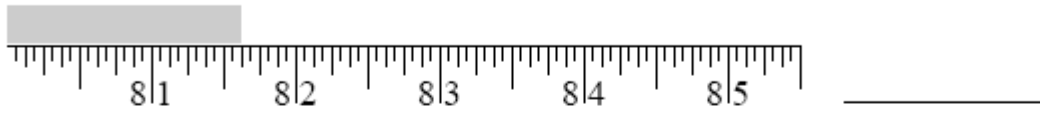
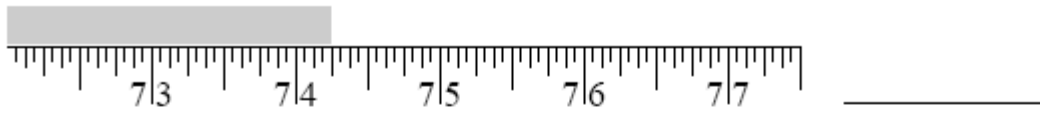
Students: Worked the remaining examples

All: Reviewed together as a class, worked out the ones students had troubles on

MATERIALS: Worksheet #2 and a pencil

Once all students have completed the worksheet go around the classroom and have each student give their answer to the next line on the worksheet. Discuss the incorrect answers by allowing for volunteers to give the right answer and how they arrived at that answer.

Name _____ Date _____



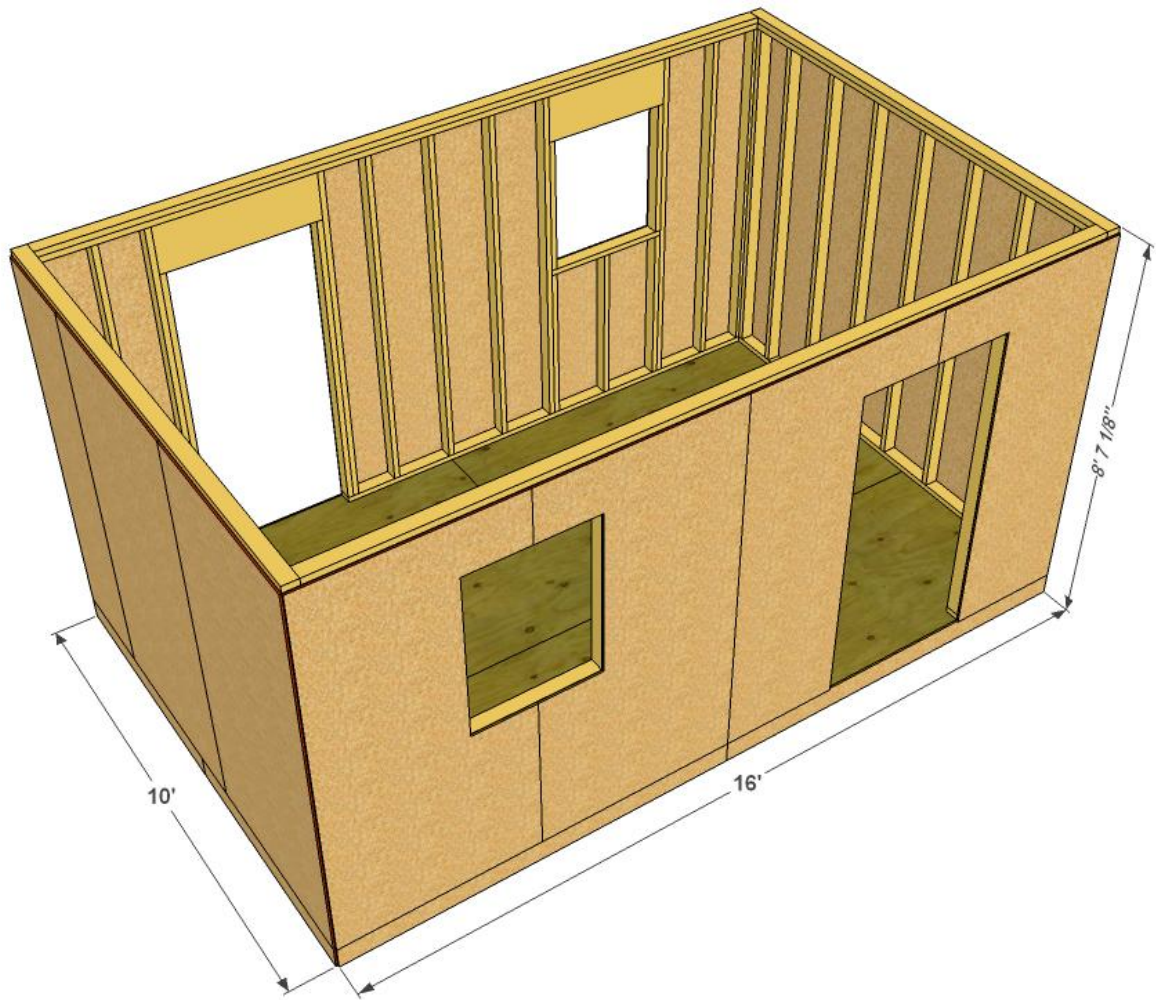
TheMathWorksheetSite.com

(Math Works, Unknown)

HANDOUTS

CONSTRUCTION PLANS

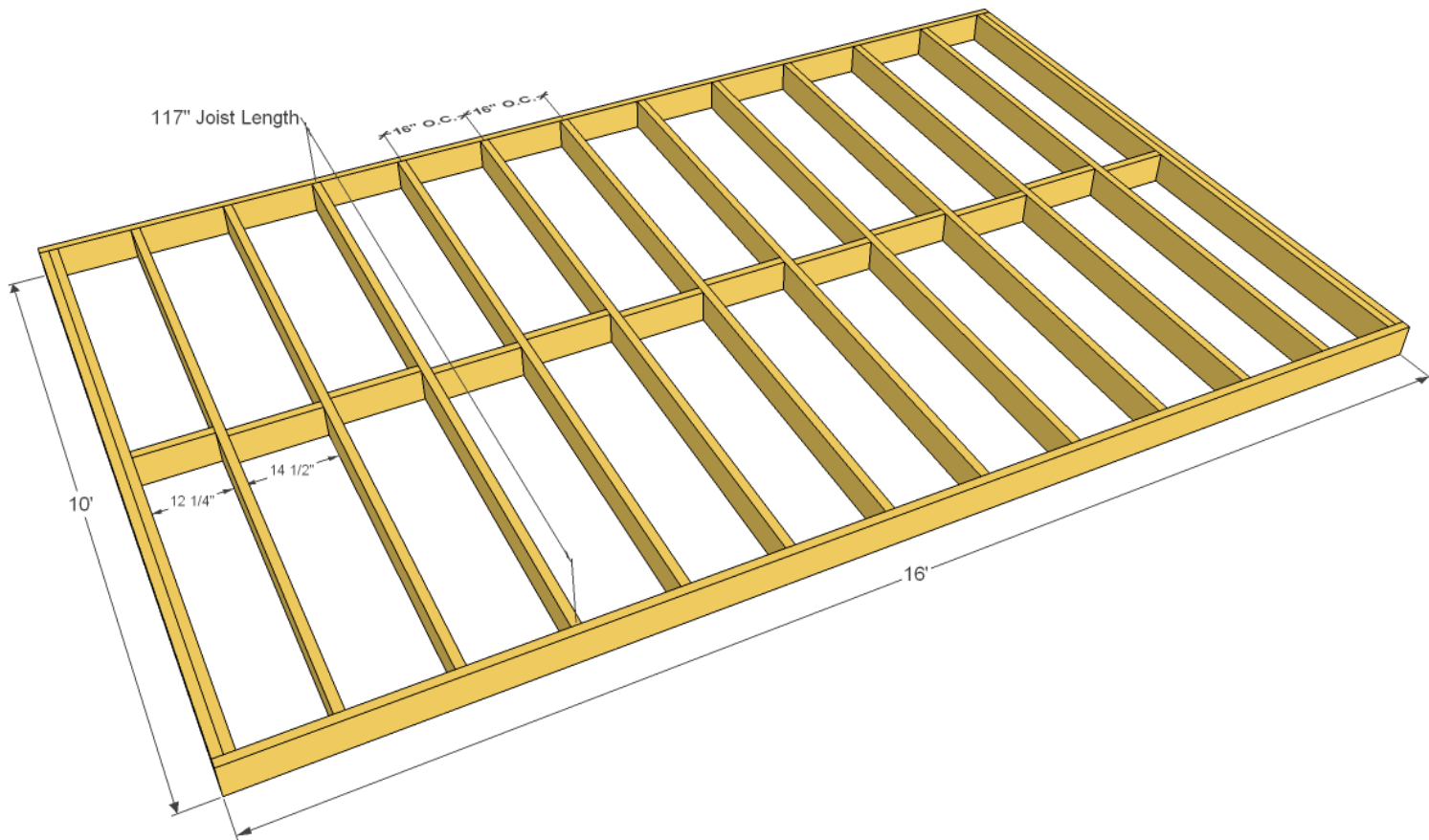
This product was funded by a grant awarded under the President's Community Based Job Training Grants as implemented by the U.S. Department of Labor's Employment and Training Administration. The information contained in this product was created by a grantee organization and does not necessarily reflect the official position of the U.S. Department of Labor. All references to non-governmental companies or organizations, their services, products, or resources are offered for informational purposes and should not be construed as an endorsement by the Department of Labor. This product is copyrighted by the institution that created it and is intended for individual organizational, non-commercial use only.



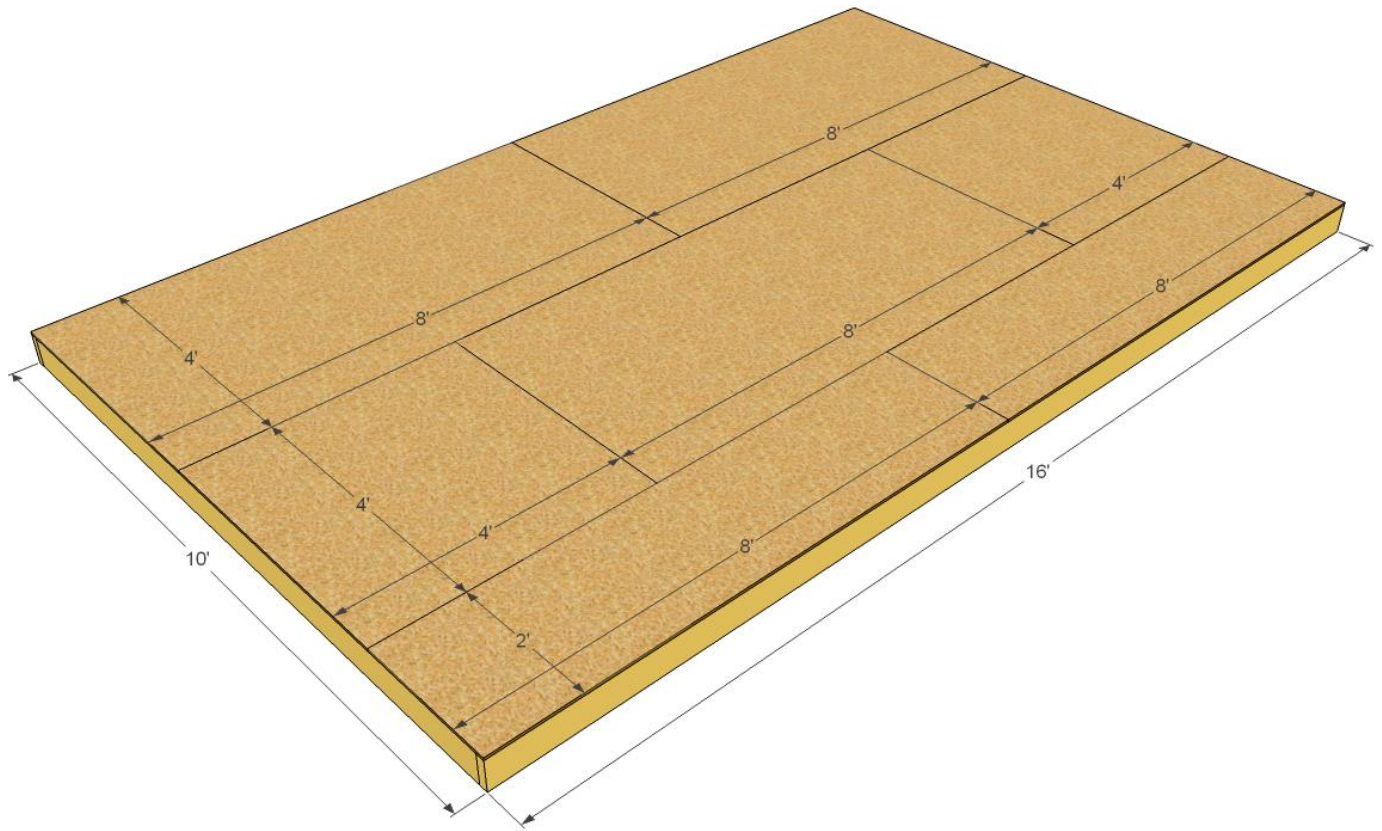
10' x 16' room
Advanced Project

This product was funded by a grant awarded under 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 product was created by a grantee organization and does not necessarily reflect the official position of the U.S. Department of Labor. All references to non-governmental companies or organizations, their services, products, or resources are offered for informational purposes and should not be construed as an endorsement by the Department of Labor. This product is copyrighted by the institution that created it and is intended for individual organizational, non-commercial use only.

Floor frame

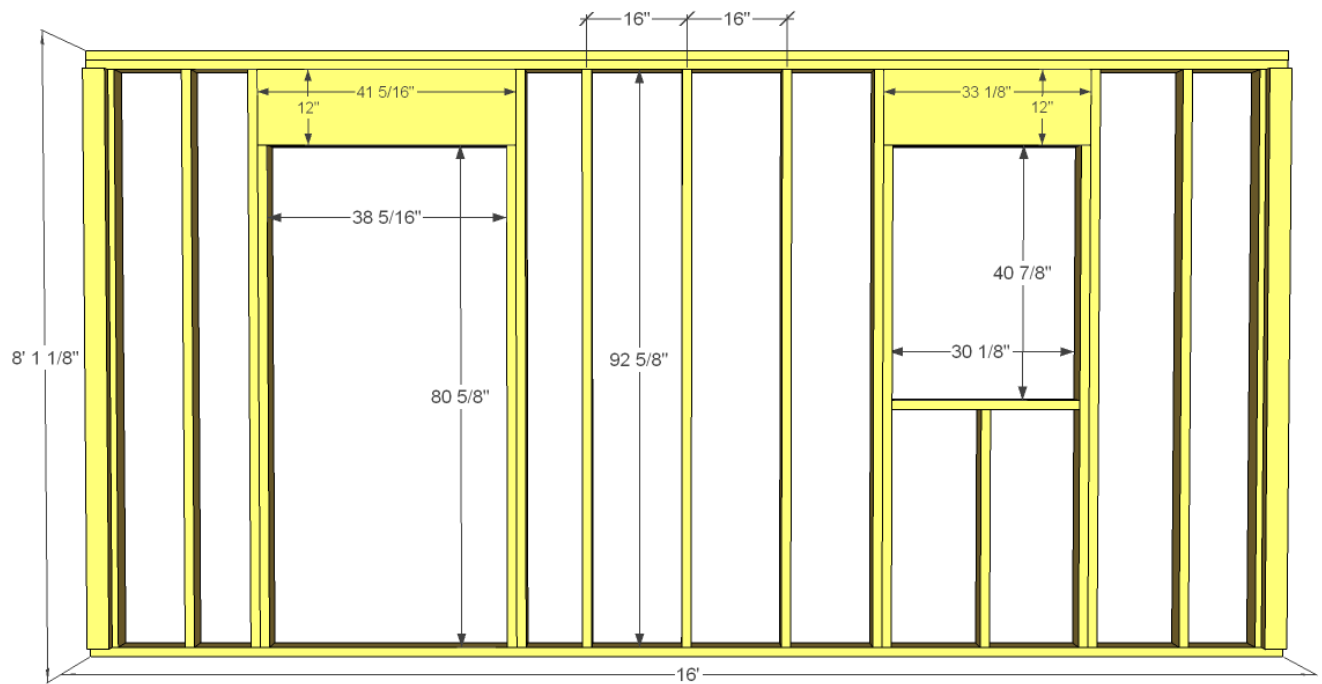


This product was funded by a grant awarded under the President's Community Based Job Training Grants as implemented by the U.S. Department of Labor's Employment and Training Administration. The information contained in this product was created by a grantee organization and does not necessarily reflect the official position of the U.S. Department of Labor. All references to non-governmental companies or organizations, their services, products, or resources are offered for informational purposes and should not be construed as an endorsement by the Department of Labor. This product is copyrighted by the institution that created it and is intended for individual organizational, non-commercial use only.

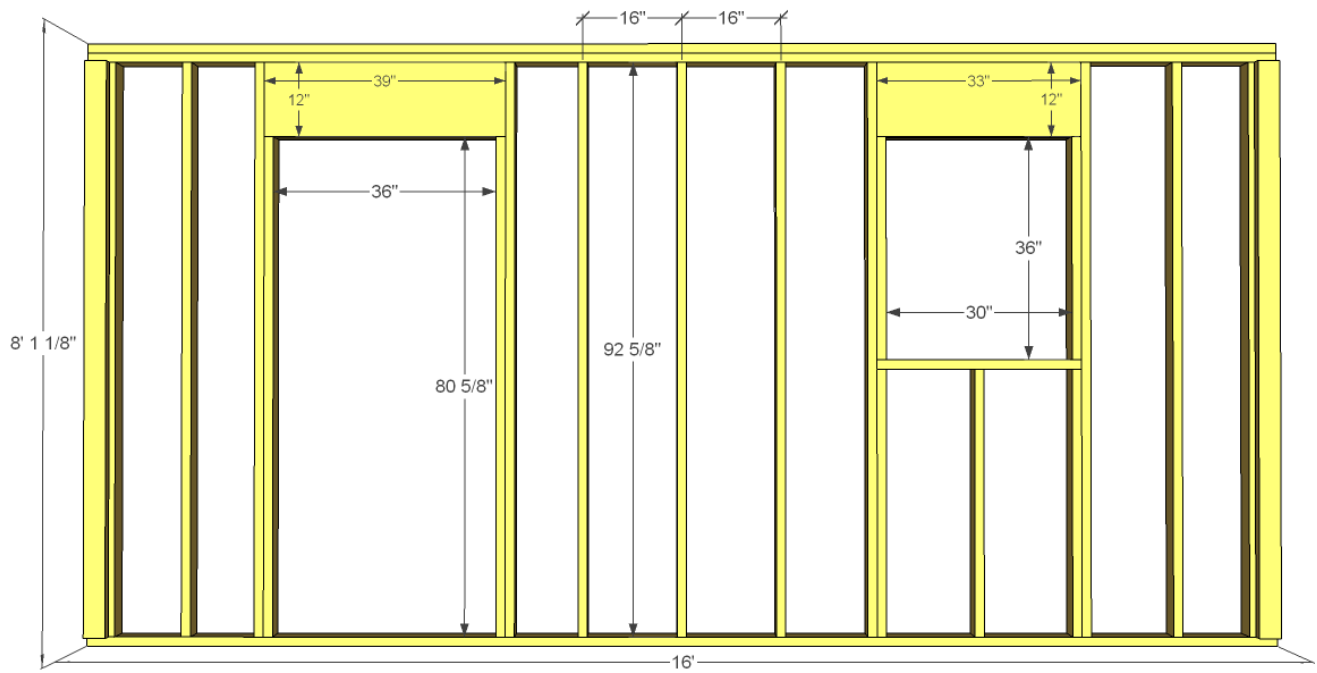


Subfloor installation

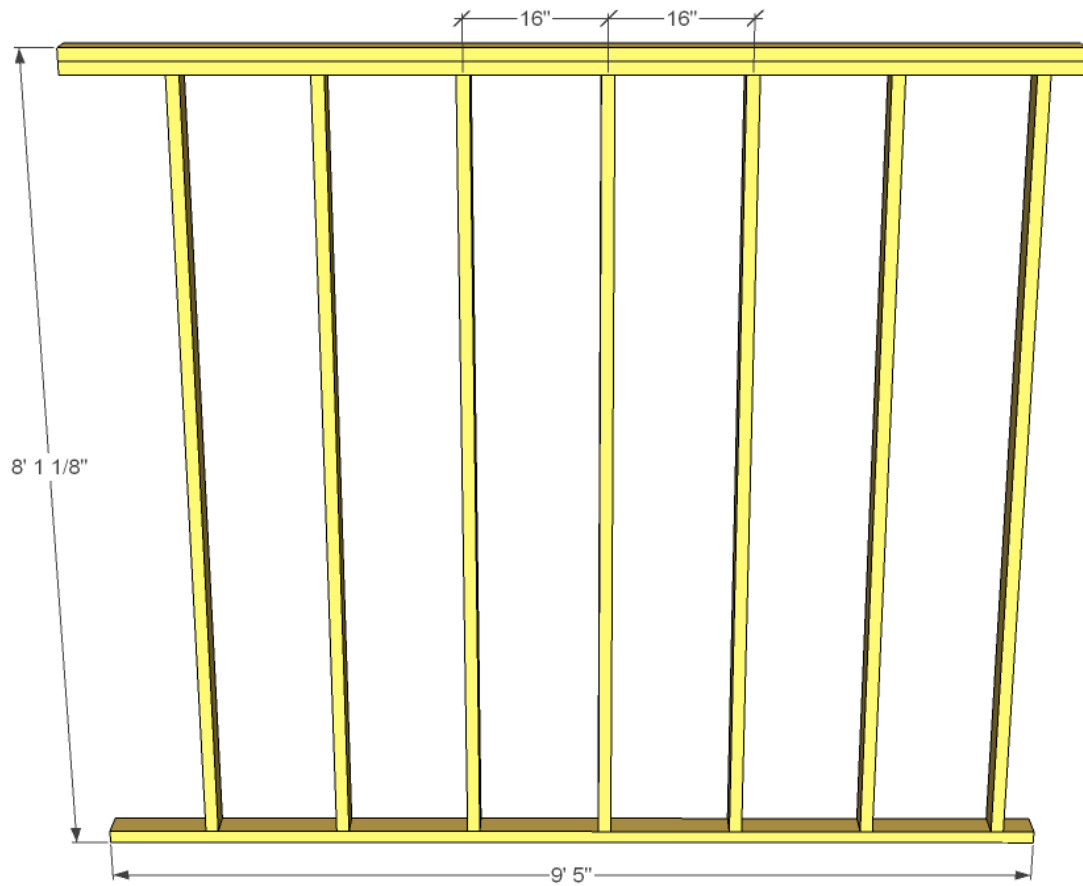
This product was funded by a grant awarded under the President's Community Based Job Training Grants as implemented by the U.S. Department of Labor's Employment and Training Administration. The information contained in this product was created by a grantee organization and does not necessarily reflect the official position of the U.S. Department of Labor. All references to non-governmental companies or organizations, their services, products, or resources are offered for informational purposes and should not be construed as an endorsement by the Department of Labor. This product is copyrighted by the institution that created it and is intended for individual organizational, non-commercial use only.



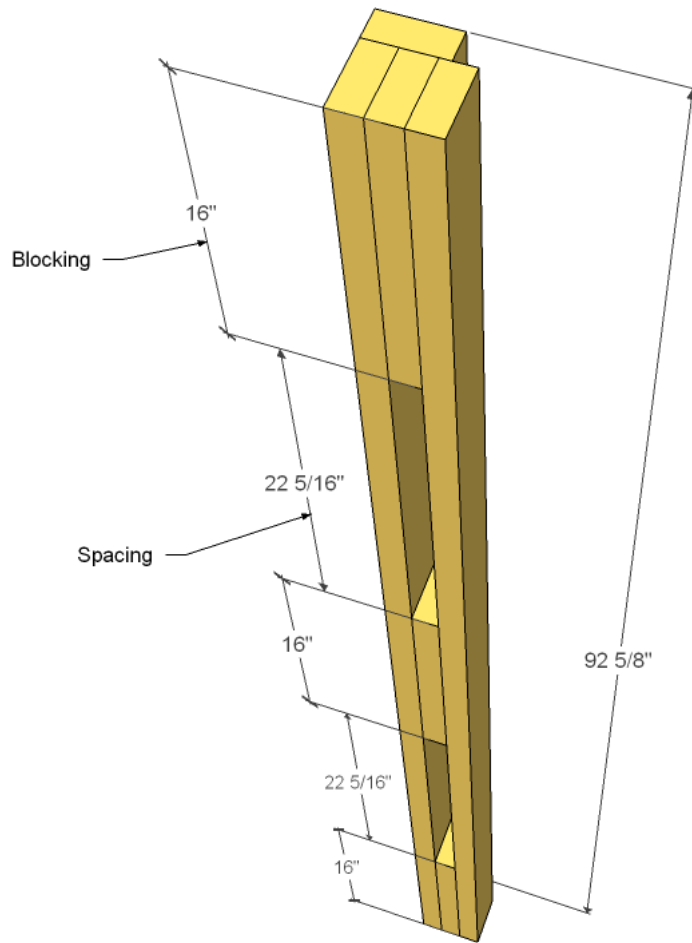
16 foot wall roughed out for door and window installation



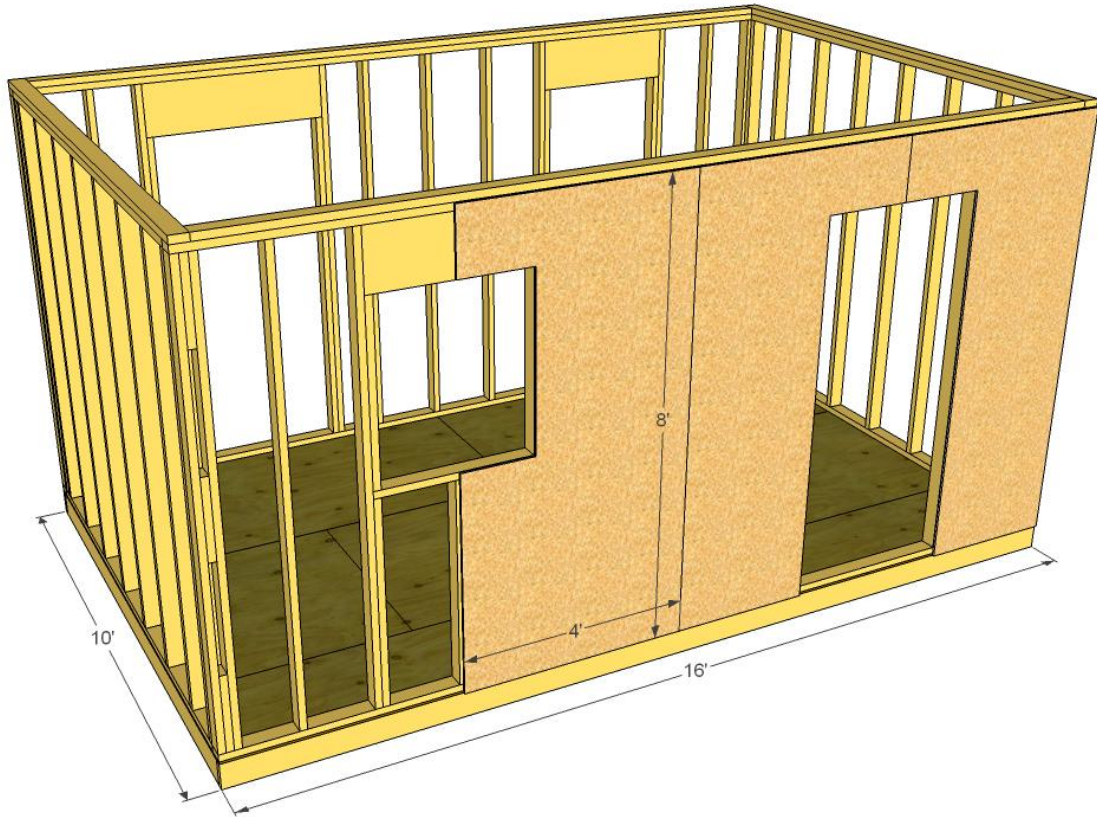
16 foot wall roughed out for *no* doors and windows to be installed



10 foot wall frame

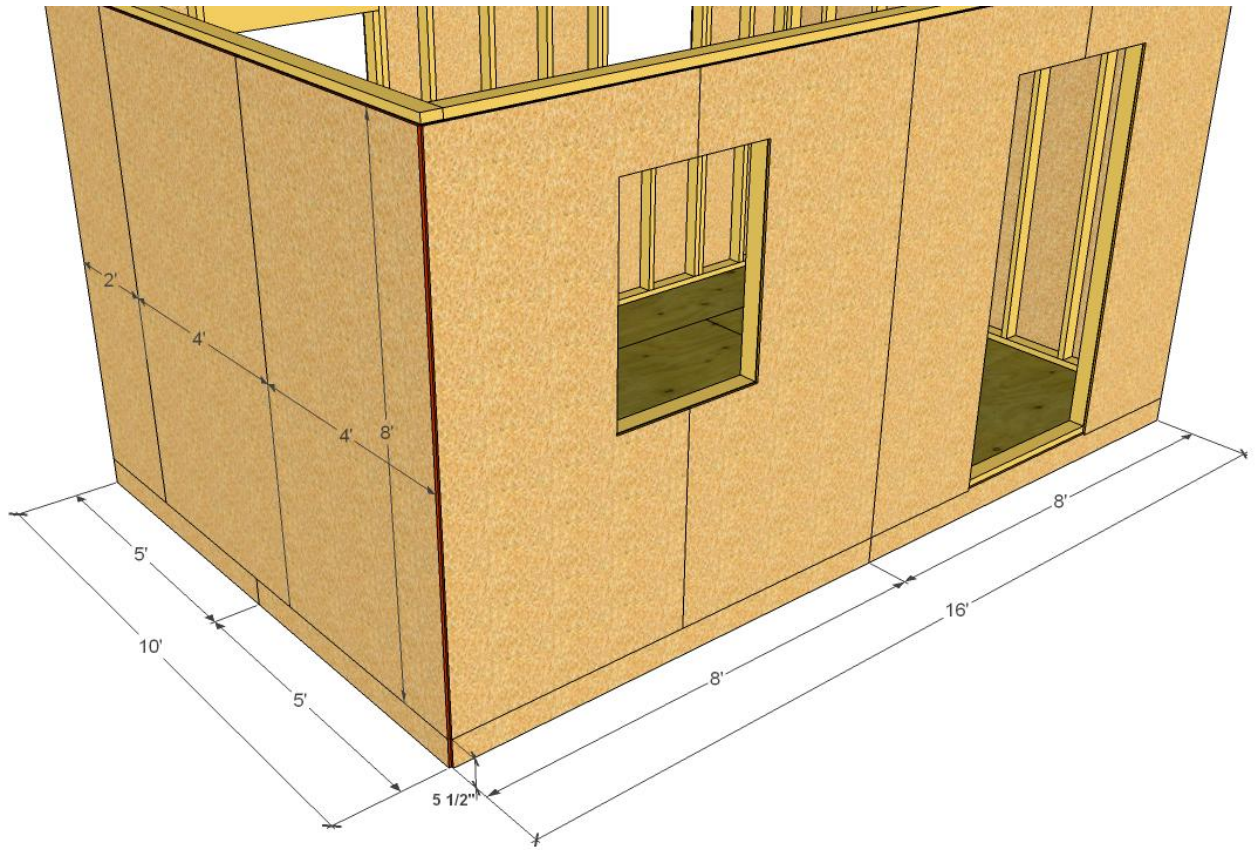


Corner post construction



OSB vertical installation

This product was funded by a grant awarded under 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 product was created by a grantee organization and does not necessarily reflect the official position of the U.S. Department of Labor. All references to non-governmental companies or organizations, their services, products, or resources are offered for informational purposes and should not be construed as an endorsement by the Department of Labor. This product is copyrighted by the institution that created it and is intended for individual organizational, non-commercial use only.



OSB vertical installation

This product was funded by a grant awarded under 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 product was created by a grantee organization and does not necessarily reflect the official position of the U.S. Department of Labor. All references to non-governmental companies or organizations, their services, products, or resources are offered for informational purposes and should not be construed as an endorsement by the Department of Labor. This product is copyrighted by the institution that created it and is intended for individual organizational, non-commercial use only.

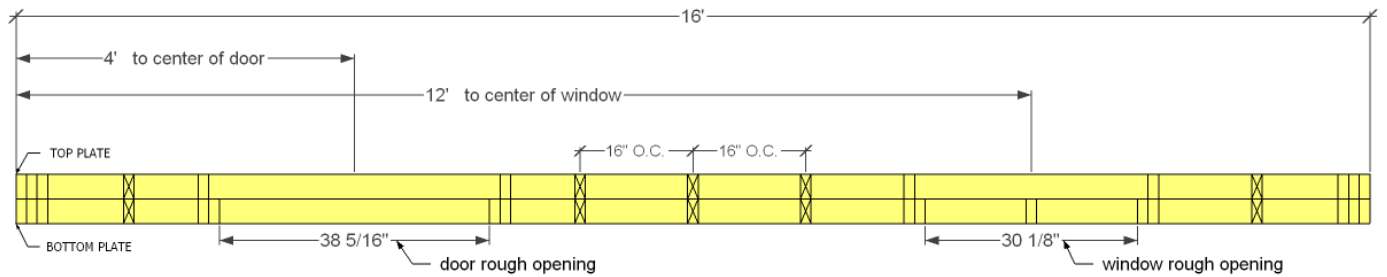


Plate layout for 16' wall to have a door and window installed

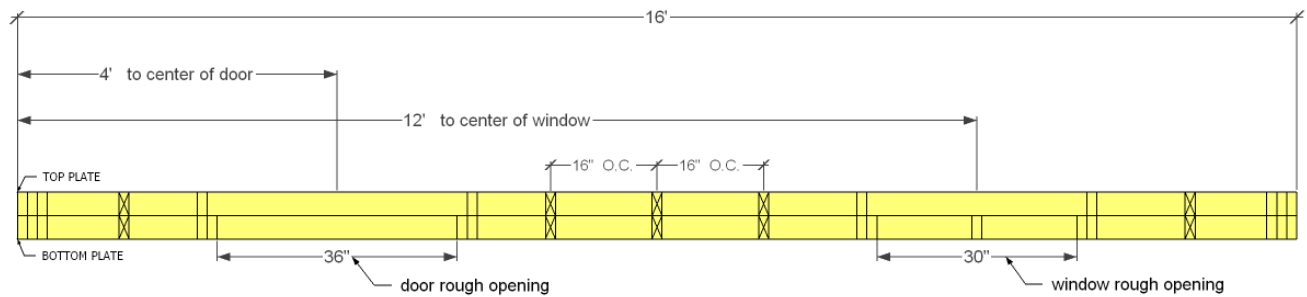
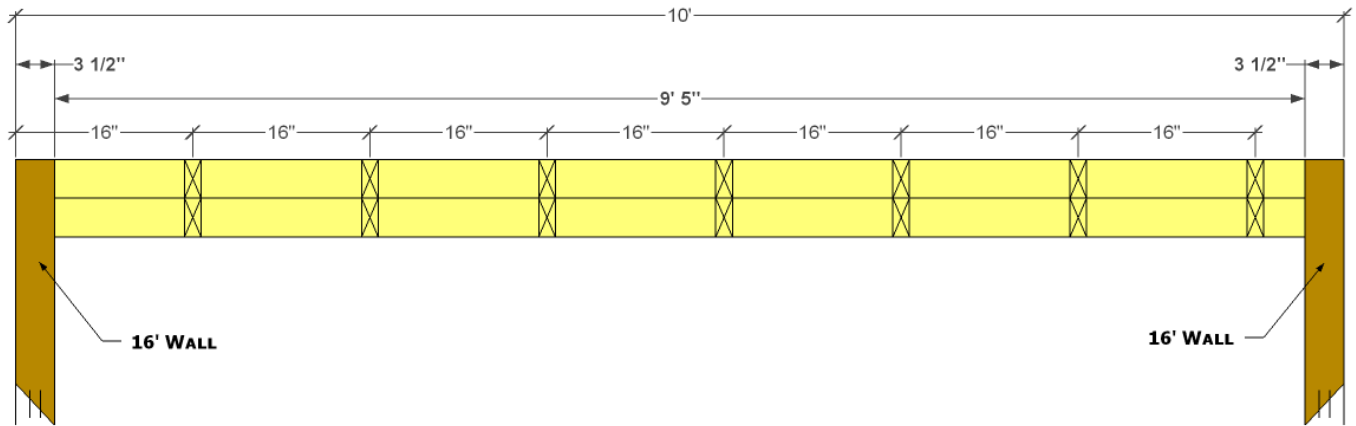
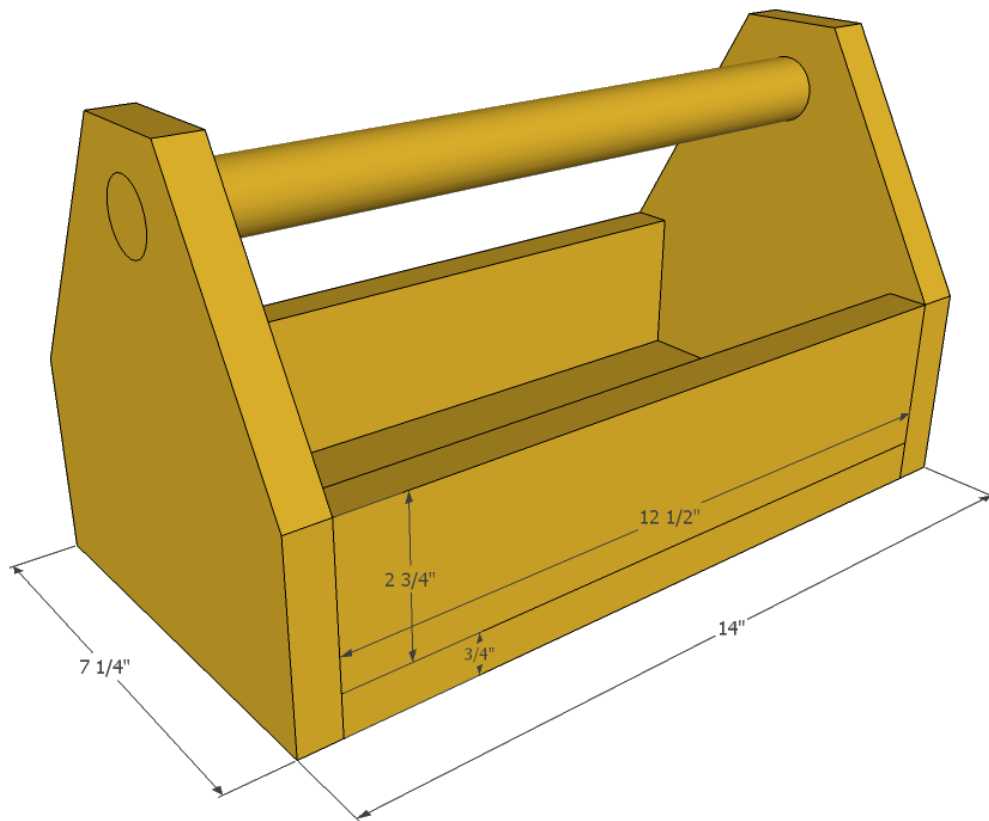


Plate layout for 16' wall with *no* doors and windows to be installed



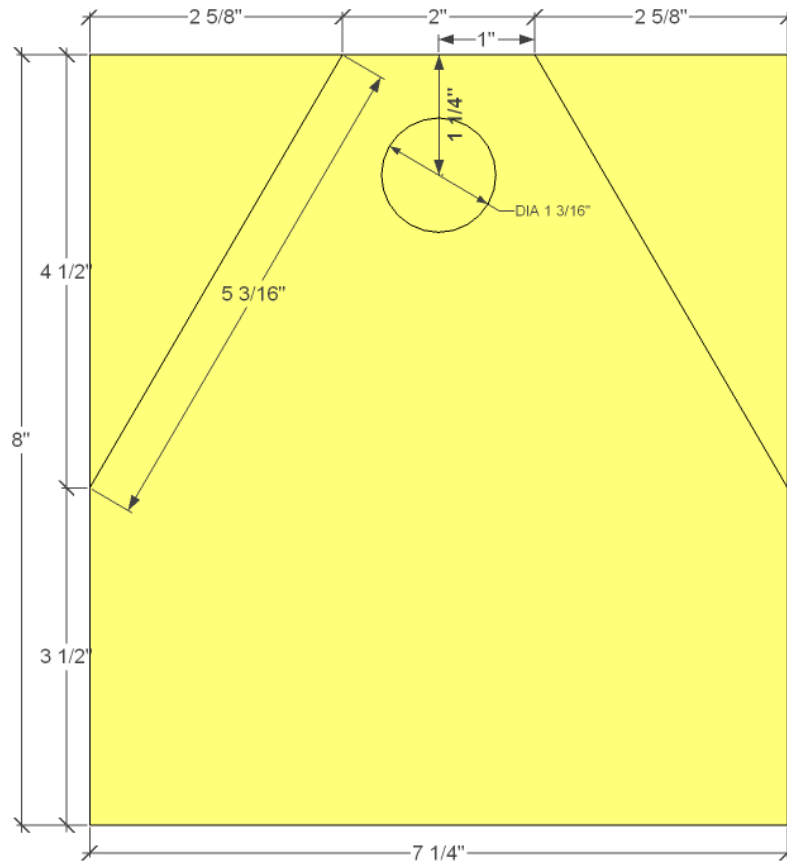
This product was funded by a grant awarded under the President's Community Based Job Training Grants as implemented by the U.S. Department of Labor's Employment and Training Administration. The information contained in this product was created by a grantee organization and does not necessarily reflect the official position of the U.S. Department of Labor. All references to non-governmental companies or organizations, their services, products, or resources are offered for informational purposes and should not be construed as an endorsement by the Department of Labor. This product is copyrighted by the institution that created it and is intended for individual organizational, non-commercial use only.



Tool Box

Basic project

This product was funded by a grant awarded under 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 product was created by a grantee organization and does not necessarily reflect the official position of the U.S. Department of Labor. All references to non-governmental companies or organizations, their services, products, or resources are offered for informational purposes and should not be construed as an endorsement by the Department of Labor. This product is copyrighted by the institution that created it and is intended for individual organizational, non-commercial use only.



Tool box end layout

HANDOUTS

HVAC NOTES

HVAC Notes

Tuesday, August 10th

- Introduction to HVAC
- Benefits of Processed Air
 - o Removes pollutants
 - o Products and services made available through this technology
- Green
 - o New chillers save on energy usage
 - o Environmentally friendly coolants
- What is cold? (slide)
 - o Definition handout
 - Refrigeration
 - Air conditioning
 - Heat index
 - Heat pump
- How heat travels (slide)
 - o Heat travels hot to cold
 - o Radio action
- Activity – go outside and measure the temperature
 - o Air
 - o Sidewalk
 - o Pole
- Heat Transfers
 - o Heat gain V heat loss
 - Radiation
 - Conduction
- Change of State
 - o BTU
 - o Sensible heat
 - Heat you can measure
 - Measured with a thermometer
 - o Latent heat
 - Heat you can feel
 - 4 types of LH
 - Freezing
 - Melting
 - Vaporization
 - Condensation

- Tool Heat
 - A combination of sensible/latent heat
- Absolute 0
 - Melting point / freezing slide
 - Latent heat
 - Dry ice
- Complete refrigeration cycle (slide)
 - If we can control pressure, we can control temperature
- Safety
 - 4 basic components of a refrigeration system and how they work
 - Metering device
 - Evaporator
 - Compressor
 - Condenser
 - Heat pump
 - Reverse of above
 - How to read a pressure temperature chart
 - Types of refrigerant
 - Hand out (pamphlet)
 - DuPont refrigerants hand out (pamphlet)

Wednesday, August 11th

- Safety
 - 10 safety tips
 - Blow out the cylinder valve before attaching the tank
 - Inspect valve for grease oil and dirt
 - Open valve to blow out
 - Adjust on valve before screw on regulator before opening valve on cylinder
 - Stand to one side of regulator before opening the valve
 - Open cylinder valve slowly
 - Acetylene no more than 15 psi – 7 psi is all that is needed
 - Purge oxygen and acetylene lines individually
 - Light acetylene before opening oxygen
 - Never use oil in regulators, torches, fittings, switches or any equipment
 - Do not use oxygen as a substitute for air
 - Keep work area clean
 - Always wear eye protection
 - Only store gas in protected area
 - Do not store oxygen and fuel next to each other
 - Use special carrier
 - Make sure cylinders are secure
 - Always close valve on empty cylinder
- Torch safety
- Introduction to refrigerant piping
- The role of copper in HVAC
- Preparation of tubing
- Types of tubing
- Hands on application

HANDOUTS

ELECTRIC NOTES

Electrical Notes

- Overview
 - Discussed careers in electrical engineering and construction
 - Discussed difference between commercial and residential electric
 - Discussed zoning and code restrictions
 - Safety
 - Most dangerous field of construction
 - Safety measures
 - What students need to know for lab
- Lab
 - Mr. Taylor brought the students to electric lab
 - Student were asked to identify wiring systems
 - Students were shown electrical applications
- Classroom
 - Mr. Taylor discussed how the electric can be applied to the 8' x 12' framing project
- Question and Answer Period

SPONSORSHIP AND DONATIONS

CONTACTS

This product was funded by a grant awarded under 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 product was created by a grantee organization and does not necessarily reflect the official position of the U.S. Department of Labor. All references to non-governmental companies or organizations, their services, products, or resources are offered for informational purposes and should not be construed as an endorsement by the Department of Labor. This product is copyrighted by the institution that created it and is intended for individual organizational, non-commercial use only.

Food Establishment Donations, Camp Two – August 3rd to August 13th

Tuesday, August 3rd Ale House – 25 Box Lunches
Mike Beck
(904) 565-2882 – store
(904) 996-8130 – fax
(904) 237-2244 – mobile
9711 Deer Lake Ct.
Jacksonville, FL 32216

Wednesday, August 4th Dominoes Pizza – 7 Pizzas
Todd
(904) 642-5190
9802 Baymeadows Road
Jacksonville, FL 32256-7987

Thursday, August 5th Checkers – 25 Burgers and 25 Fries
Stephanie Martin
(904) 422-7388
5927 University Boulevard West
Jacksonville, FL 32216-4911

Friday, August 6th Renna's Pizza – 8 Pizzas
Orlando
840 Nautica Dr., Suite 117
Jacksonville, FL 32218

Monday, August 9th Buffalo Wild Wings – 200 Chicken Wings
Vicki Mola
(904) 239-7745
9550-26 Baymeadows Rd.
Jacksonville, FL 32256

Tuesday, August 10th Bojangles – 25 Box Lunches
Al
(904) 564-9449 - store
(904) 955-0236 – cell
4463 Deerwood Lake Parkway
Jacksonville, FL 32216-2248

Wednesday, August 11th Dominoes Pizza – 7 Pizzas
Todd
(904) 642-5190
9802 Baymeadows Road
Jacksonville, FL 32256-7987

Friday, August 13th BJ's – Hot Dogs, Drinks, Chips, and Buns
Lea Grippi
(904) 221-2444
12200 Atlantic Boulevard
Jacksonville, FL 32225

Publix - \$50 Gift Certificate
Saprina
(904) 693-6105

SPONSORSHIP AND DONATIONS

MARKETING NEWSLETTER

This product was funded by a grant awarded under 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 product was created by a grantee organization and does not necessarily reflect the official position of the U.S. Department of Labor. All references to non-governmental companies or organizations, their services, products, or resources are offered for informational purposes and should not be construed as an endorsement by the Department of Labor. This product is copyrighted by the institution that created it and is intended for individual organizational, non-commercial use only.



August 30, 2010

We would like to take this time to thank all our sponsors for their involvement in the 2010 Florida State College at Jacksonville's Construction Summer Academy. The academy was a success, although we couldn't have done it without the many local businesses and organizations that donated goods, invited us to their organizations, spoke to the students, and providing career information. Below is a list of the sponsoring organizations that worked with Florida State College at Jacksonville to make this all possible:

Platinum Sponsors



5927 University Blvd. West



9802 Baymeadows Road



Gold Sponsors



Silver Sponsors

Bistro AIX
Chili's Grill and Bar
Cruisers Grill
C Squared Architects
Firehouse Subs
Hooters
Mellow Mushroom Pizza Bakers

Panera Bread
Renna's Pizza
Sam's Club
Sweet Tomatoes
Skate Station
Florida National Guard
Sally Corporation

United States Gypsum Corporation
Green Building Design, Inc.
Jacksonville Job Corp
Jacksonville Jaguar
Florida Specialty Promo, Inc.

Bronze Sponsors

Qdoba Mexican Grill
McAlister's Deli
Home Depot

Cold Stone Creamery
Ace Hardware

Cold Stone Creamery
Lowe's

These organizations generously donated their time, services, and goods to help the academy and the Community of Jacksonville. Please help join us in appreciating their time and cooperation!

This product was funded by a grant awarded under 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 product was created by a grantee organization and does not necessarily reflect the official position of the U.S. Department of Labor. All references to non-governmental companies or organizations, their services, products, or resources are offered for informational purposes and should not be construed as an endorsement by the Department of Labor. This product is copyrighted by the institution that created it and is intended for individual organizational, non-commercial use only.

SPONSORSHIP AND DONATIONS

THANK YOU LETTER

This product was funded by a grant awarded under 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 product was created by a grantee organization and does not necessarily reflect the official position of the U.S. Department of Labor. All references to non-governmental companies or organizations, their services, products, or resources are offered for informational purposes and should not be construed as an endorsement by the Department of Labor. This product is copyrighted by the institution that created it and is intended for individual organizational, non-commercial use only.



Certificate Number: 85-8012556864C-6

_____:

We would like to thank you for all your help for the Florida State College at Jacksonville's 2010 Construction Summer Academy. We are proud to say this year's academy was a success, but we couldn't have done it without your help and cooperation!

We held two separate academies, one for high school seniors which ran from July 12th to July 30th and one for high school juniors and sophomores which ran from August 3rd to August 13th. Both camps went incredibly well and we feel confident that we increased the participant's construction knowledge and provided them with the life skills needed to succeed in the workplace.

Enclosed you will find the marketing newsletter sent out to all employees at Florida State College at Jacksonville. This was also sent in a package to all the student's families. The newsletter has proven to be a great marketing tool for local businesses; however in the bigger picture you generously helped the Community of Jacksonville as a whole.

From everyone at Florida State College at Jacksonville, we sincerely appreciate you help this year. If you have any questions or ever need anything from the college please let us know.

Thank you,

Aaron Davis
Summer Camp Director
Community Based Job Training Grant
Florida State College at Jacksonville
(904)633-8433
aadavis@fcsj.edu

Story Thanks

So much

Chris Wolff

Thank you!!

Latia Blaylock



Heather Nathaway

Anderson

Bran

Had a lot of fun

THE 2010 CONSTRUCTION SUMMER ACADEMY

Michael Johnson

Michael

Thank you

Thank you for doing all that you do Corina can

Thank you for the good food.
Tara Johnson

Thanks for the donations

-Jason McDonald

Thank you J.S.

Unique Roberts
Thanks Hoi!!

Thanks

Carli P.

So much

Thank you!!
-Thanks to much we appreciate it!
Joe Odu

THANK YOU!!!

Erhis Brown

precise

everything

Robbie did,
Thank for the
Grab! - Jacobie Brown

Thanks for the donations
-K. Nicholas

CONCLUSION

WORKS CITED

Works Cited

1. "Board Foot Calculations." [www.woodmizer.com](http://www.woodmizer.com/us/customerservice/HowTo/docs/dbd36d14-a697-4cd9-83f2-3ef10fb3a072.pdf). Wood-Mizer, Unknown.
{<http://www.woodmizer.com/us/customerservice/HowTo/docs/dbd36d14-a697-4cd9-83f2-3ef10fb3a072.pdf>}.
2. "Decimal Exercise." [www.ce.ucf.edu](http://www.ce.ucf.edu/FileRepository/Docs/TestPrep/Resources/Ex_3_Decimals.pdf). University of Central Florida, 2006.
{http://www.ce.ucf.edu/FileRepository/Docs/TestPrep/Resources/Ex_3_Decimals.pdf}.
3. "Estimating Land Slope and Area." [www.nwcg.gov](http://www.nwcg.gov/pms/pubs/475/PMS475_chap2b.pdf). National Wildfire Coordinating Group, Unknown.
{http://www.nwcg.gov/pms/pubs/475/PMS475_chap2b.pdf}.
4. "Estimating How Much Roofing is Required". [www.iko.com](http://www.iko.com/misc/FaqPdf/estimate.pdf). IKO, Unknown.
{<http://www.iko.com/misc/FaqPdf/estimate.pdf>}
5. Elaine L. Chao. Hand and Power Tools. U.S. Department of Labor and OSHA, 1998.
6. "Fractions." [www.timesaversforteachers.com](http://www.timesaversforteachers.com/freeforms/fractions.pdf). Timesavers for Teachers, Unknown.
{<http://www.timesaversforteachers.com/freeforms/fractions.pdf>}.
7. Haun, Larry. Framing Floors and Stairs. Taunton Press, 2003.
8. Haun, Larry. Framing Walls. Taunton Press, 2003.
9. "How to Calculate Area." [www.johrwhite.net](http://www.johrwhite.net/contractor's%20math.pdf). Energy Marketing Services (EMS), Unknown.
{<http://www.johrwhite.net/contractor's%20math.pdf>}.
10. "Inches Exercise." www.themathworksheetsite.com. Math Works, Unknown.
11. "Inches Exercise and Feet." www.themathworksheetsite.com. Math Works, Unknown.
12. "Lumber Dimensions." [www.sawdustmaking.com](http://sawdustmaking.com/Free%20Charts/Lumber%20Dimension.pdf). Saw Dust Making, Unknown.
{<http://sawdustmaking.com/Free%20Charts/Lumber%20Dimension.pdf>}.
13. Occupational Safety and Health Administration. PPE Fact Sheet. OSHA, 2007.
14. Occupational Safety and Health Administration. Teen Worker Brochure. OSHA, 2003.
15. Occupational Safety and Health Administration. Young Worker Fact Sheet. OSHA, 2003.
16. Occupational Safety and Health Administration. Imminent Danger Fact Sheet. OSHA, Unknown.
17. Occupational Safety and Health Administration. Top Four Construction Hazards. OSHA, 2003.
18. Occupational Safety and Health Administration. Personal Protective Equipment. OSHA, 2003.
19. Occupational Safety and Health Administration. Young Worker Fact Sheet. OSHA, 2003.
20. Occupational Safety and Health Administration. Construction Personal Protective Equipment Quick Card. OSHA, 2009.
21. Occupational Safety and Health Administration. Respirators Quick Card. OSHA, 2006.
22. Occupational Safety and Health Administration. Respirators. OSHA, Unknown.
23. Occupational Safety and Health Administration. Amputations Quick Card. OSHA, 2004.
24. Occupational Safety and Health Administration. Compressed Air Hazards. OSHA, 2009.
25. Occupational Safety and Health Administration. Portable Ladder Safety Quick Card. OSHA, 2007.