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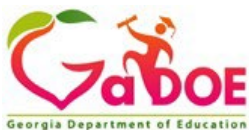
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PREFACE AND INTRODUCTION



Special Note

The contents of this document are subject to constant change and revision. Please refer to the latest version of this document found on the Georgia Department of Education website for the most accurate and up to date information.



GEORGIA WORK-BASED LEARNING MANUAL

Standards and Guidelines

Revised 2022

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WBL Program Specialist, Georgia Department of Education

2022 Committee on Standards and Guidelines Revision

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These stakeholders include:

Georgia Department of Education Staff

Local System Administrators

Career, Technical, and Agriculture Education Instructors

Work-Based Learning Coordinators

State Executive Board for the GACTE WBL Affiliate

Region Chairpersons and Vice-Chairpersons

CTAE Resource Network

Georgia WBL Website: <https://gawbl.org/>

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Preface

Work-Based Learning is by design a necessity concerned with knowledge that is often unsystematic, socially constructed and is action focused by the worker in order to achieve specific outcomes of significance to others. The importance and complexity of the work-based context for learning makes work-based learning different from formal classroom-based training or education. It is a truism that we learn from experience, but unplanned, unstructured and often accidental learning alone is at best unlikely to enable the individual to reach their potential and at worst may be drawing upon negative experiences resulting in future negative behavior. Work based learning is just too important for the individual worker or their employer to leave to chance.

Professor Jonathon Garnett, Director of the
National Center for Work-Based Learning

Working with the Work Based Learning program in the Jackson County School System has helped Caterpillar build our pipeline of talent. Plus, we love working with the high school students! We are proud to be a part of the community and honored to be part of this great program.

Karen L. Johnson, Human Resources
Communicator of Caterpillar

BM&K Construction & Engineering is proud of our 4-year partnership with our local schools to provide apprentice level opportunities in the engineering and construction fields. The Work Based Learning program has enabled us to work with aspiring engineers and provide young people from our community insight into our profession. Every student we have worked with has come to us very prepared and eager to learn more.

Don Clerici, PE, President of BM&K
Construction & Engineering

We have participated in the Work Based Learning Program for nearly two decades and are thrilled with the results. It has enabled us to teach business skills to our high school students as well as learn new ideas from them.

Susan Sutherland, Office Administrator of
Talley, Richardson & Cable

Georgia's Career Pathways programs provide our students with the technical skills they need to be successful in the workplace when they exit high school, but that is no longer enough. For any student to be successful in the modern workplace, they must have the personal and relationship skills that will enable them to integrate into the workplace. Employability skills, coupled with the technical knowledge and skills gained through Career Pathways, provide Georgia's students with the maximum chance for success as they enter the workforce.

Dr. Jimmy Stokes, Executive Director, Georgia
Association of Educational Leaders

Our communities and employers are being extremely clear in identifying these skills the future workforce needs in order to be successful. Universal employability and soft skills are consistently at the forefront. The Georgia Department of Education's Employability Skills Task Force has done an excellent job of articulating recommendations, goals, and strategies to address those skills. What are we going to do to ensure all of Georgia's students are prepared for the world that awaits them?

Will Schofield, Superintendent of Hall County
Schools

"A ray of sunshine to a most difficult situation" is how one of our patient's families described the WCHS Work-Based Students working with Hospice Satilla Hospice House. Another visitor described the students as caring and professional and not afraid of work. Hiring the students has been a highlight for Hospice Satilla. They are Professional, Hardworking, Teachable, Team Players and remind us all of the energy and aspirations we had as young healthcare providers. The students believe they have a chance to change the world for the better, and their enthusiasm is contagious to all who are around them. In return the patients, family members, visitors and staff are helping to prepare the students for the workforce. It is the goal of Hospice Satilla to instill in our student employee's excellence in healthcare, work ethic and attitude that truly will change the world to those they serve.

Debra Golden, RN Executive Director of Satilla
Hospice, Waycross, Georgia

What is Work-Based Learning (WBL)?

Work-Based Learning Programs (WBL) is a continuum of awareness, exploration, preparation, and training activities, including developing employability and technical skills that support success in careers and postsecondary education. Structured learning and authentic work experiences are implemented through an education and industry partnership. Students have the opportunity to connect what they learn in school with worksite application, enabling a smooth transition into the work force and/or education beyond high school. Work-Based Learning activities culminate in an assessment and recognition of acquired knowledge and skills.

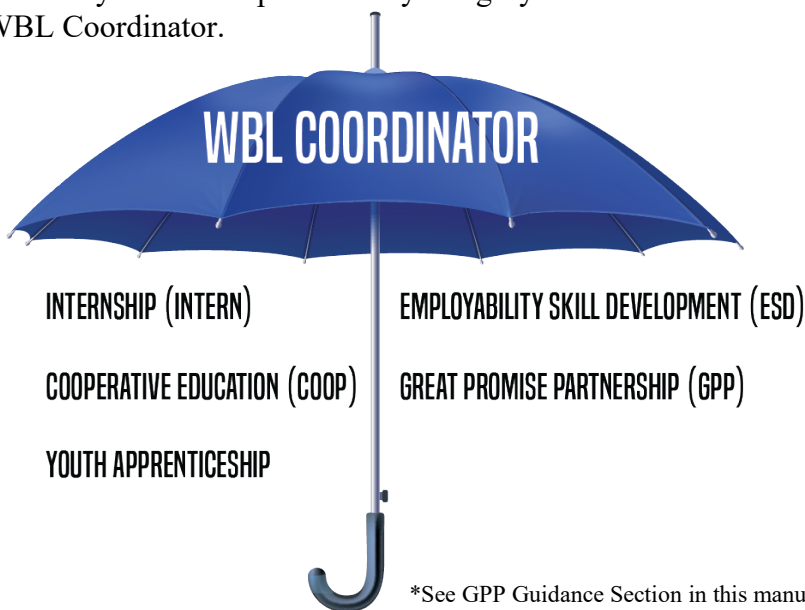
What is Career, Technical, and Agricultural Education (CTAE)?

Career, Technical and Agricultural Education (CTAE) consists of various program concentrations of Career Pathways that have been developed for students to select and complete. Career Pathways have three or four specialized courses developed to provide students rigorous core elements, performance standards, and skills necessary after high school graduation to go straight into the workforce or choose college/university, or the military for additional training. Each career pathway provides students with the necessary tools to be successful at the next level of their educational career. Performance standards will allow instructors to teach to the depth each student needs and deserves.

Who is a Work-Based Learning Coordinator?

Historically, as WBL evolved in Georgia, many programs attached an option to place students on worksites as an application of the curriculum. The curriculum of Marketing was specifically designed with an option for some students to participate in a cooperative learning (Co-op) experience. The curriculum of healthcare has always included an opportunity for students to participate in a clinical experience as well as an internship experience. Business Education identified a Co-op component for students who aspire to work in an office environment but required students to take a matching CBE class. Diversified Cooperative Training (DCT) was designed to make similar opportunities available to students in trade and industrial areas. Very limited Co-op experiences have been implemented in Family and Consumer Science. The YAP (Youth Apprenticeship Program) was created in 1994 to provide a skilled workforce for highly technical industries. The Supervised Agricultural Experience is an integral part of the overall Agricultural program for all students, which allows them to learn from real-life situations and on-the-job skills. The SAE program has provided many opportunities for some students to participate in WBL activities, such as job shadowing, entrepreneurship projects, and Co-op placements. Great Promise Partnership (GPP) joined the GaDOE 2021 and was added to WBL opportunities for students in danger of not graduation. The Career and Technical Instruction (formerly Related Vocational Instruction) has used the option of Co-op placement as an appropriate option of the student’s Individual Education Plan (IEP), and Coordinated Career and Academic Education (formerly Coordinated Vocational Academic Education) once used Co-op placement as an intervention strategy and an effective tool toward “post-school employment.”

Today, Georgia uses a “one school-wide coordinator” model to deliver Work-Based Learning. The Work-Based Learning coordinator at each school serves all students and coordinated placements related to the student’s career pathway. All categories of Work-Based Learning are administered by the coordinator with a few exceptions for Healthcare Clinical experiences and Practicum courses that are part of the defined pathway. This concept is explained in more detail in Sections 6 and 7 of this manual. Anyone who supervises any category of Work-Based Learning placement is referred to as a WBL Coordinator.



*See GPP Guidance Section in this manual.

GEORGIA C-NET

Career, Technical and Agricultural Education Work-Based Learning Student Database on the Internet

Where did the name C-NET come from? C-NET is not a true acronym. The first letter and the last three letters of the title above were combined to form the term.

The Georgia Department of Education requires the use of C-NET, the student database for Work-Based Learning students in Career, Technical, and Agricultural Education classes. The CTAE Resource Network provides each CTAE administrator and instructor with a profile page. This profile page, for all persons managing work-based learning programs, is connected to C-NET, the on-line database. It allows coordinators to customize training plans, track progress, and keep complete histories of employer/student information.

The C-NET function for creating individual training plans utilizes the job titles and tasks lists available on ONET. The entire ONET business-industry occupational task list is incorporated into C-NET. Training plans created on C-NET which are derived from the ONET task list include an icon recognizing the ONET source. The section of this manual that discusses training plans reflects the use of C-NET for development of customized training plans using the ONET task lists. If coordinators place students in positions for which ONET does not have task lists, the coordinator is responsible for creating a customized training plan using resources such as the Occupational Handbook or job descriptions provided by the employer.

Training on the use of C-NET is provided as part of the WBL Staff Development provided through the CTAE Resource Network. The Georgia Department of Education can provide information about other training opportunities available.

Reports are provided as a part of C-NET. Reports for needed data are available to Program Specialists within the Georgia Department of Education, as well as local system employees. Data for managing WBL programs is extracted from three sources:

1. C-NET Reports
2. YAP Annual Data Report
3. WBL Annual Data Report

C-NET is a function provided by the CTAE Resource Network which is operated with federal funds and is available to all local school systems in Georgia. There is no cost to local school systems for instructors and coordinators using C-NET.

SECTION ONE

INTEGRATING CRE INTO CTAE PROGRAMS

AND

PARTICIPANTS' RESPONSIBILITIES



Special Note

The contents of this document are subject to constant change and revision. Please refer to the latest version of this document found on the Georgia Department of Education website for the most accurate and up to date information.

Standard 1: A wide array of Career Related Education (CRE) activities are integrated into all CTAE classes to support WBL placements and help students become college and career ready.

Exemplary	3	Meets Expectation	2	Does Not Meet Expectation	1	Evidence
<p>Include all criteria from "meets expectations" plus the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> CTAE instructors collaborate with middle school and elementary instructors about CRE activities that support college and career readiness. <input type="checkbox"/> The school's CTAE department has a mission statement that supports CRE activities. <input type="checkbox"/> There is a comprehensive guidance program in place to ensure that all CTAE students are aware of career opportunities. <input type="checkbox"/> A wide range of pathway options exist to meet the needs of students. <input type="checkbox"/> Instruction is provided which correlates academic, career technical education and employability skills. <input type="checkbox"/> Many, if not most, students enrolled in CTAE classes participate in CRE activities. <input type="checkbox"/> A school-based enterprise exists which is properly linked to the Georgia Performance Standards. 	<ul style="list-style-type: none"> <input type="checkbox"/> Instructors in CTAE programs use the WBL Resource Manual in planning career awareness, career exploration, instructional related or connecting activities. <input type="checkbox"/> There is a guidance program in place to introduce career opportunities to the students. <input type="checkbox"/> An adequate number of CTAE programs are offered to meet the needs of students. <input type="checkbox"/> Most CTAE programs offer students enrolled in CTAE classes the opportunity to participate in job shadowing or other CRE activities. <input type="checkbox"/> Students participate in school-based enterprises which are properly linked to Georgia Performance Standards. <input type="checkbox"/> CTAE programs and pathways are available to meet the needs of students in the school. 	<ul style="list-style-type: none"> <input type="checkbox"/> Limited information or opportunities are available to the students about career awareness, career exploration, instructional related or connecting activities. <input type="checkbox"/> There is limited guidance available to the students about career opportunities. <input type="checkbox"/> Few students enrolled in CTAE classes participate in job shadowing or other CRE activities. <input type="checkbox"/> There is little or no difference in school-based enterprises and fundraisers. 	<ol style="list-style-type: none"> 1. List of career awareness, career exploration, instructional related and connecting activities conducted in the CTAE curricula. 2. Lesson plans that include CRE activities. 3. Use of the WBL manual by CTAE instructors. 4. Documented guidance program that relates to the WBL student. 5. Evidence of activities which are clearly linked to the Georgia Performance Standards. 6. Documentation of the process for conducting job shadowing. 7. CTAE programs and curricula offered. 			

Integrating Career-Related Education into Georgia's Secondary Schools

Career-Related Education (CRE) activities in Georgia's secondary schools should be conducted within the parameters of the CTAE course standards. Courses are organized into Pathways within the Career Cluster model. Georgia has adopted the federal career cluster framework with the addition of an Energy cluster. Georgia's CTAE program is organized around the following Career Clusters:

- Agriculture, Food & Natural Resources
- Architecture & Construction
- Arts, Audio/Video Technology & Communications
- Business Management & Administration
- Education & Training
- Energy Systems
- Finance
- Government & Public Administration (ROTC)
- Health Science
- Hospitality & Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections & Security
- Manufacturing
- Marketing
- Science, Technology, Engineering & Mathematics
- Transportation, Distribution & Logistics

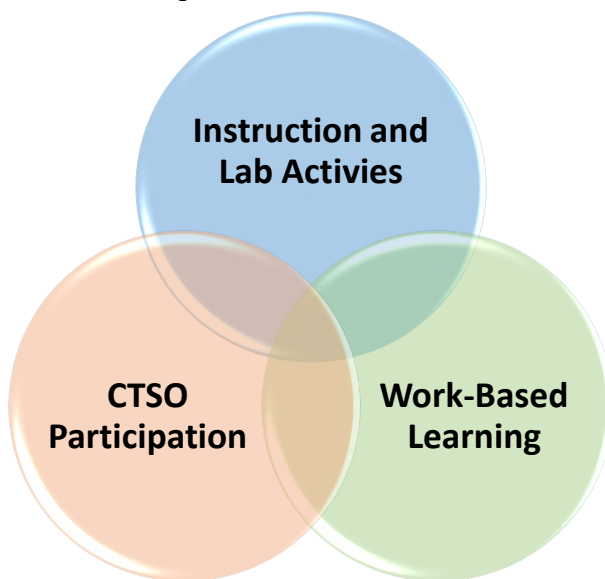
In addition, Career-Related Education (CRE) opportunities are available for students enrolled in Coordinated Career and Academic Education (CCAЕ) and Career and Technical Instruction (CTI) programs.

This section provides a brief overview of how CRE is an integral part of each Career Cluster/Pathway as well as information concerning WBL placements associated with each. Some information about the intervention programs for CCAЕ and CTI students is also given. WBL Coordinators should be familiar with specific information related to each program concentration and should attend conferences and other meetings in order to receive updated information. Program Specialists at the Georgia Department of Education's Career, Technical, and Agriculture Education Division may also be contacted by WBL Coordinators if questions arise, or specific information is needed. Additional information may be accessed using the Georgia Department of Education's website at <http://www.doe.k12.ga.us/>

Career, Technical, and Agricultural Education

As a part of the overall educational program, Career, Technical, and Agricultural Education (CTAE) is designed to provide students with competencies to make them aware of and prepared to pursue further education or successfully enter a related career field. Each career cluster is subdivided into pathways which lead to careers in dynamic, rapidly changing industries that have exciting futures. A major goal of CTAE is college and career readiness. While CTAE prepares students for careers requiring less than a baccalaureate degree, CTAE has a long tradition of preparing students who continue their education at the post-secondary level. These programs concentrate on the development of essential technical skills that are vital to the success of people entering the workforce. Just as important as the technical skills are the skills developed in leadership through the comprehensive nature of the programs. Since their inception, Career, Technical, and Agricultural Education programs have trained youth in the skills necessary to assume leadership positions. Competition has increased as we have moved from a national to an international economy, and leadership training has taken on increasing importance among our youth. People will be needed who not only have an understanding of the technical aspects of the issues but who also have an understanding of the ethical and philosophical issues.

For example, each of the areas listed above is also composed of three distinct yet interrelated components. In the classroom, students learn concepts and theories dealing with a broad spectrum of topics related to the particular career cluster area of study. Instruction is followed by application in the laboratory. There, concepts and theories are carried through to their application. Students are learning “hands-on” skills that are practical and usable.



In each of these career clusters, both classroom and laboratory instruction may be put to use in the Work-Based Learning component of the program. Any student, sixteen years of age or older, may qualify to participate in a work placement where they will obtain on-the-job skills by working in a part-time capacity at a local business.

In specific situations, students may participate in a Work-Based Learning experience as early as 15 years of age. Child labor laws prohibit student workers less than 16 years of age unless specific permission is granted under the Work Experience and Career Exploration Program (WECEP). Georgia has applied and been granted permission under WECEP for a specific group of manufacturing companies associated with GACATT (German Apprenticeship Program), which is offered through a few of the Career Academies. Any student under 16 in a Work-Based Learning placement not covered by Georgia’s WECEP is a violation of the child labor law.

The third component, the Career Technical Student Organization (CTSO), provides an avenue to learn teamwork and develop leadership skills. CTSOs give students the opportunity to compete either as an individual or on a team at the local, state, and even national level. Each career cluster has its own organization that serves as an integral, intra-curricular component of the program.

The optimal benefit of each program is received when a student is an active participant in all three parts of the program. A program that is developed to include the three components with equal weighting is said to have a “balanced approach” and, therefore, is providing optimal opportunities for all students. The challenge is developing and maintaining the balance. The goal of all programs in relation to total school improvement is to stay focused on the balanced approach. Instructors should develop strategies to ensure this focus and continually evaluate the effectiveness of the balanced program.

Each career cluster contains multiple pathways. Students will be able to choose a Career Pathway* which will help them navigate through high school, college, or another post-secondary educational opportunity or career-related training.

More information about these areas of career concentration is available at the Georgia Department of Education, Career, Technical, and Agricultural Education website listed below.

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/default.aspx>

*See GPP Guidance Section in this manual.

CAREER, TECHNICAL, AND AGRICULTURAL EDUCATION DELIVERY MODEL

- Curriculum
- Career Pathways
- Facility Specifications
- Recommended Equipment
- Professional Learning
- Advisory Committee

Instruction and Lab Activities

CTSO Participation

Work-Based Learning

- Leadership
- State Affiliation
- National Affiliation
- Chapter Events
- Team Events
- Individual Events

- Career Awareness
- Career Exploration
- Instructional Related
- Connecting Activities
- WBL Placements

Specific Information Concerning Career-Related Educational Activities in Career, Technical, and Agricultural Education

Five categories of Career, Technical, and Agricultural Education (CTAE) activities help students become college and career ready. Some CTAE activities are appropriate for middle school whereas others apply only to high school students. CTAE is the foundation to support Work-Based Learning placements. Following are examples of CTAE activities:

Career Awareness Activities, Grades 6-12 (activities conducted with an entire class)

- Guest Speakers
- Career Day
- Study (Field) Trips
- Career Fairs
- Presentations
- Videos
- Transition visitations: Middle School to High School/High School to Post-Secondary

Career Exploration Activities, Grades 6-12 (activities for individuals or groups of students)

- Career Guidance/Advisement
- Career Interviews
- Job Shadowing
- Student Portfolios
- Internet Searches/Reports
- Research Projects
- Internet Based Career Planning Tools
- CTSO Projects/Competitions

School Based (Instructional Related) Activities, Grades 6-12 (applications of school-to-career appropriate for groups or individuals)

- Entrepreneurship Projects
- Assisting with Job Placements
- School Based Enterprises
- Teaching Employability Skills
- Clinical Experiences

Connecting Activities, Grades 6-12 (activities conducted by related instructors and WBL Coordinators)

- Arranging Student Placements/Mentor Training
- Advisory Committee Participation
- Assisting Students with Articulation Credits
- Assisting Students in Dual Enrollment Classes
- Creating Business Partnerships

WBL Placements, (Students aged 15 or over in any public school in this state)

- Employability Skill Development
- Cooperative Education
- Internship/Practicum
- Youth Apprenticeship
- Great Promise Partnership

The next page shows a continuum of age-appropriate Career Related Activities that begin in middle school and culminate with student completion of a post-secondary education beyond high school.

College & Career Readiness

WBL Placements

Work-Based Learning Placement:

- ❖ Employability Skill Development
- ❖ Cooperative Education
- ❖ Internship
- ❖ Great Promise Partnership
- ❖ Youth Apprenticeship Program

Instructional Related

Connecting

- Entrepreneurship Projects
- School Based Enterprises
- Employability Skill Attainment
- Clinical Experiences
- Advisory Committee**
- Articulation
- Creating Business Partnerships

Career Exploration

- Career Guidance/Advisement
- Career Interviews
- Job Shadowing
- Student Portfolios
- Internet Searches/Reports
- Research Projects
- Internet Based Career Planning Tool
- CTSO Projects/Competitions

Career Awareness

- Guest Speakers
- Career Day
- Study / Field Trips
- Career Fairs
- Presentations
- Videos
- Transition visitation to HS and Post-Secondary Schools

Continuum of Age-Appropriate Career Related Activities

Key Participants in Career, Technical, and Agricultural Education

Several key components must be in place for Career, Technical, and Agricultural Education (CTAE) to be successful. It is the responsibility of the WBL Coordinator, the administration, and faculty to make sure these components are in place for success of the WBL program.

For a WBL program to be effective, responsibilities for different aspects of the program must be assumed by all parties involved with the program.

The **local school system's** responsibility to WBL programs is as follows:

- Support the CTAE program(s) and advisory committee(s).
- Utilize the WBL Resource Manual for implementation of all CTAE programs.
- Provide students enrolled in career and technical education and academic programs the opportunity to participate in WBL and CTAE experiences.
- Maintain specific records as required by local, state, and federal regulations.
- Disseminate copies of materials related to WBL and CTAE programs to principals, faculty, students, parents/guardians, and employers.
- Provide scheduling flexibility, whenever possible, to assist in promoting WBL and CTAE programs and recruiting students.
- Ensure that the health, safety, and working conditions of the students enrolled in WBL programs are satisfactory.
- Assist in identifying potential WBL sites.
- Provide sufficient time for WBL Coordinators to supervise on-the-job work experience.
- Provide adequate resources for the faculty to provide CTAE experiences and to cover expenses associated with the WBL program.

The **local Post-Secondary Institution's** responsibility to WBL programs is as follows:

- Participate in developing agreements for advanced standing/dual credit arrangements to facilitate transition to post-secondary education.
- Link structure of youth apprenticeship to post-secondary training.
- Assist in curriculum development.
- Provide instruction for WBL students is required.
- Orient personnel to the program.
- Monitor and evaluate program for purposes of improvement.

The **local CTAE supervisor's/administrator's** responsibility to WBL programs in the school is as follows:

- Review the standards and indicators for the WBL program in order to implement, administer, and monitor the programs.
- Recognize the WBL program as an integral part of the school's curriculum.
- Support the activities involved in the operation of the WBL program.
- Adhere to federal, state, and local regulations in regard to student employment.
- Monitor the coordination activities of the WBL Coordinator.
- Monitor record-keeping forms for the WBL program.
- Support training and professional learning activities.
- Participate in the development of general marketing efforts, presenting to service clubs, and working with area Chambers of Commerce, and local businesses.
- Promote the WBL program to faculty, parents/guardians, and other community members.
- Provide orientation for new WBL Coordinators.
- Participate in career awareness and connecting activities and provide an externship opportunity for the WBL Coordinator annually.

The **WBL Coordinator's** responsibilities are as follows:

- Plan and coordinate the WBL program with the individual instructors and students.
- Locate, analyze, and evaluate the suitability of WBL sites.
- Explain the WBL program continuum to prospective employers.
- Review student applications for the WBL program.
- Interview students and notify students of acceptance into the WBL program.
- Verify that students are prepared for job interviews and capable of completing job application forms.
- Process student agreement and parental permission forms.
- Prepare the educational training agreement and secure proper signatures.
- Assist in the development of the educational training plan.
- Maintain student and coordination records and submit all required reports.
- Keep local administrators abreast of the WBL program's operation.
- Ensure that each student in the WBL program has a meaningful, on-the-job experience.
- Monitor the WBL program for compliance with state and federal regulations and inform the employers of these regulations.
- Make regularly scheduled coordination visits to the WBL site to consult with the worksite supervisor and to render any needed assistance with training or education problems and/or concerns of the student.
- Complete evaluation forms with the worksite supervisor each grading period and conduct follow-up session with the student.
- Verify that eligible students receive the unit(s) of credit.
- Assist graduates in securing full-time employment and/or further education and conduct follow up on program completers.
- Serve as a public relations person for the WBL program and publicize, whenever possible, the program to all audiences.
- Maintain required program documentation.

The **academic and CTAE instructors'** responsibilities to WBL programs are as follows:

- Recommend qualified students who meet criteria for the WBL programs. GPP is one of the categories now under the WBL umbrella.
- Assist the WBL Coordinator in locating potential WBL sites.
- Assist in coordinating the learning activities on the job with those in the educational program through both academic and CTAE classes.
- Meet with individual students and the WBL Coordinator when necessary to discuss academic and occupational competencies required for successful completion of CTAE activities.
- Include appropriate Career Awareness and Career Exploration activities in the CTAE curriculum.
- Concentrate on developing School-Based Enterprises and Entrepreneurship projects as an integral part of instructional activities.
- Organize an active Advisory Committee and conduct other connecting activities.
- Participate in career awareness opportunities and connecting activities, such as externships.

The **guidance counselors'** responsibilities to WBL programs are as follows:

- Assist with the recruitment of students for the WBL programs.
- Advise CTAE instructors and WBL Coordinators about prospective students who could benefit from participation in their programs.
- Assist in scheduling.
- Provide career and educational planning assistance to students.
- Provide transcripts, attendance records, and discipline records for initial screening.
- Participate in career awareness opportunities, such as externships.

The **parent's/guardian's** responsibilities to the WBL program are as follows:

- Be involved in their child's participation in any CTAE activities, especially if he/she is placed on a WBL job site.
- Share responsibility for the student's conduct on the job and while in the WBL program.
- Sign the educational training agreement, parental permission form and any other forms related to participation in the WBL program.
- Provide transportation for the student to and from the WBL job site.
- Understand the parent's/guardian's responsibility for accident insurance coverage and automobile insurance coverage.
- Encourage the student to perform both classroom and WBL responsibilities in an efficient and effective manner.
- Contact the WBL Coordinator, rather than an employer, about concerns and inquiries.
- Attend orientations on WBL programs prior to child's enrollment in order to learn about the WBL program components and benefits.
- Be advised of dismissal and other policies as set forth by the school or employer.

The **student's responsibilities** in a WBL program are as follows:

- Meet the criteria for admission to the WBL program.
- Maintain regular attendance, both in school and at WBL placements.
- Exhibit honesty, integrity, punctuality, courtesy, a cooperative attitude, proper health and grooming habits, appropriate attire, and a willingness to learn.
- Conform to all rules and regulations of the WBL program.
- Complete all of the necessary forms and reports required in the WBL program.
- Provide transportation to and from the WBL site if involved in a WBL placement.*
- Remain in the WBL position unless there is prior knowledge and consent by the WBL Coordinator.
- Continue to make satisfactory progress in the academic and CTAE classes.
- Consult the work-site supervisor and WBL Coordinator about any difficulties at the WBL job site.
- Exhibit proper conduct in school as well as on the job.
- Be on track for graduation.
- Maintain a good Grade Point Average.
- Have good discipline and attendance records in school.
- Adhere to any dress-code or other policies set by the employer.
- Give appropriate notice if terminating employment.
- Be aware of dismissal and other policies as set forth by the school or employer.
- YAP students must maintain contact and report data to the WBL Coordinator after graduation in order to document completion of the program.

The **employer's responsibilities** to the WBL program are as follows:

- Follow all federal, state, and local regulations regarding the employment of students.
- Follow the guidelines established by the WBL Coordinator and educational institution.
- Provide workers' compensation insurance for students as required by law.
- Provide each employed student with a work site supervisor.
- Complete an educational training agreement and educational training plan.
- Assist in the evaluation of the student each grading period.
- Treat the student as a regular employee.
- Avoid displacing other workers who perform similar work.
- Provide safety instruction.
- Endeavor to employ the student for the entire agreed-upon training period.
- Avoid exploitation of the student for private gain.
- Avoid student solicitation of any kind. Avoid door-to-door selling.
- Avoid endangering the student ethically, morally, or physically.
- Be willing to participate on an Advisory Committee.
- Be available for Career Day activities, speaking to classes, judging CTSO competitions, and other events which serve to connect the school to the business community.
- Be willing to create externship opportunities for administrators, instructors, and counselors.

*See GPP Guidance Section in this manual.

The **work site supervisor/mentor**'s responsibilities to the WBL program are as follows:

- Provide direct supervision of assigned student.
- Participate in mentor orientation and mentor training.
- Guide student in acquiring skills outlined in the Education Training Plan.
- Help the student understand the dynamics and rules, written and unwritten, of the workplace.
- Monitor the progress of the student.
- Follow the guidelines established by the WBL Coordinator and the school system.
- Follow all federal, state, and local regulations regarding the employment of students.
- Serve as coach and role model by showing an ongoing interest in fostering and supporting the career development of a less experienced person.

Useful Websites

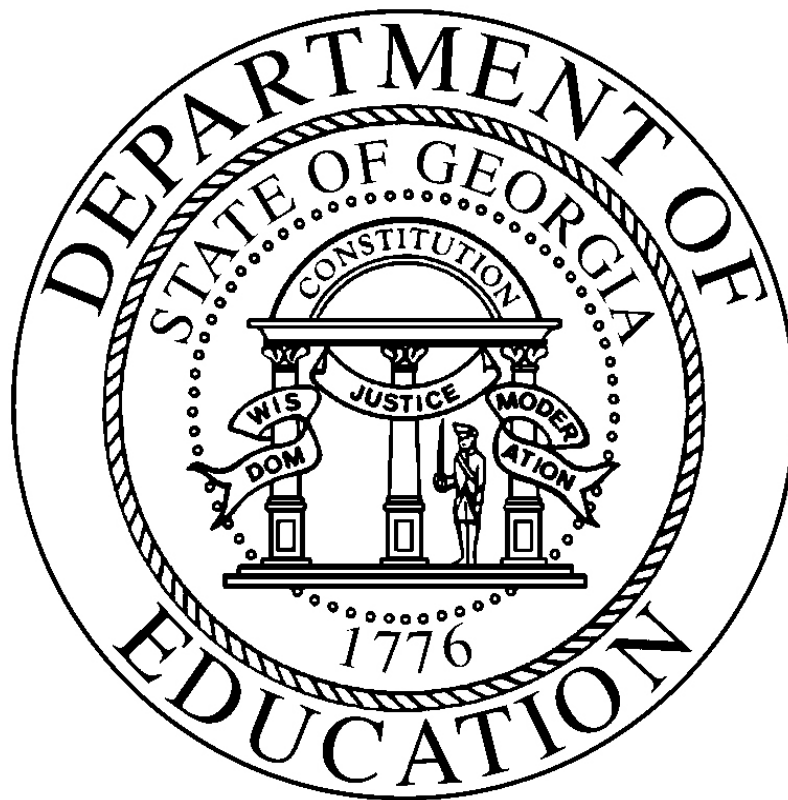
Due to advances in computer technology, software development, the internet, and on-line access, WBL Coordinators today have a myriad of resources at their disposal for teaching employability skills. Information is presented here to make WBL Coordinators aware of some of the resources available. This is in no way an endorsement of any one organization or company responsible for these resources. The Georgia Department of Education does not endorse vendors of educational products but relies on local school districts to decide which resources should be used for their educational programs.

Georgia CTAE Curriculum Assessments gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/default.aspx

Georgia Department of Education www.doe.k12.ga.us

SECTION TWO

CAREER AWARENESS ACTIVITIES



Special Note

The contents of this document are subject to constant change and revision. Please refer to the latest version of this document found on the Georgia Department of Education website for the most accurate and up to date information.

Standard 2: Age-appropriate Career Awareness activities in the Career Technical and Agricultural Education class are designed to make students aware of career choices and promote college and career readiness. (Including virtual)

Exemplary	3	Meets Expectation	2	Does Not Meet Expectation	1	Evidence
<p>Include all criteria from "meets expectations" plus the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> A comprehensive program of age-appropriate career awareness opportunities is incorporated into career pathway classes with comprehensive, systematic, and sequential approach. <input type="checkbox"/> There are a significant number of business and community representatives involved with career awareness activities. <input type="checkbox"/> Practically every CTAE class offered at the school includes some career awareness activities. <input type="checkbox"/> School leaders encourage awareness activities and monitor lesson plans for inclusion. 	<ul style="list-style-type: none"> <input type="checkbox"/> Most CTAE programs provide career awareness activities and collaborate with feeder schools and business/industry. <input type="checkbox"/> Students include evidence of career awareness activities in their portfolios and/or documents and artifacts related to their pathway. <input type="checkbox"/> Many artifacts of career awareness activities are displayed or found in CTAE labs. <input type="checkbox"/> Most teachers, even if not on extended day, meet the WBL standards for the extended day POW. 	<ul style="list-style-type: none"> <input type="checkbox"/> Limited information, programs or activities are available to the students about career awareness. <input type="checkbox"/> There is limited guidance available to the students about career pathways. <input type="checkbox"/> Most CTAE classes and/or some grade levels do not include career awareness activities in the curriculum. <input type="checkbox"/> Very few teachers meet the extended day standard for WBL. <input type="checkbox"/> Counselors do not engage in the career awareness activities conducted school wide. 	<ol style="list-style-type: none"> 1. CTAE teacher lesson plans. 2. List of Career Awareness activities conducted with students in CTAE classes. 3. Documentation of the ongoing and sequential nature of WBL activities. 4. Extended day program of work for CTAE. 5. WBL Coordinator lessons/presentations. 6. Brochures, documents, etc. from career days/fairs. 7. System documentation of field trips. 8. Career awareness media on display or available in classrooms/labs. 			

Career Awareness Activity Guide

Career Awareness Activities in the CTAE classes are those designed to make students aware of career choices and promote the school-to-career transition. These activities focus on **group participation** and are usually conducted with an entire class, or in some cases with several classes combined. The goal of career awareness activities is to help students begin to develop a general awareness of themselves, the world of work, and the role that education plays in connecting the two. These activities provide the basis for guiding students as they go about the process of career decision-making. When properly planned and organized, these can be valuable learning experiences that are integral to classroom learning as well as enjoyable for all involved.

Some examples of Career Awareness Activities are:

- Guest Speakers
- Career Days
- Study (Field) Trips
- Career Fairs
- Presentations
- Videos
- Transition Visits
 - Elementary to Middle School
 - Middle School to High School
 - High School to Post Secondary

Career awareness activities are appropriate in grades Pre-K-12 and should be an integral part of every CTAE program. The WBL Coordinator should work with CTAE instructors, counselors, administrative personnel, and business partners in planning and conducting these activities. All CTAE instructors should appreciate the importance of such activities in the process of a student's career development.

Following is information and suggestions for conducting Career Awareness activities.

Guest Speakers

One of the time-honored, tested, and true educational activities is bringing a guest speaker into the classroom. A good speaker can make a significant contribution to the study of any subject but is uniquely appropriate for career awareness. Speakers sharing career information stand as living testament to the concept that the goal of education, and CTAE classes are to prepare students to be successful in the workplace. Career speakers can come from almost any background and represent any concentration area. They can bring not only expertise but authenticity into the classroom or laboratory, and often serve as an inspiration to younger students with similar interests. Guest speakers can be good contacts for future job shadowing or WBL placement opportunities. Many times, speakers will serve on advisory committees, help as judges for CTSO competitions, or assist instructors in obtaining materials, publications, or other resources they might otherwise lack. In short, a good guest speaker can be an invaluable asset to any CTAE program.

Career Days/Career Fairs

A Career Day or Career Fair is a structured opportunity organized to expose students to business and industry representatives. These are ideal ways to enable many students to explore a variety of career concentration areas, to practice social skills and even solicit job shadow opportunities. Career Day Events or Career Fairs can be held in the media center, commons area, or gymnasium of an individual school or maybe events sponsored at the system level in a larger facility in the community. They can range in size from a relatively modest gathering of businesses and related interest groups from the local community to an extensive production that draws participants from the wider spectrum of business, industry, and education. They can be held once a year or more often, depending upon the scope of the undertaking. Career Day Events or Career Fairs are an excellent way to build partnerships with the business community and get prospective business partners involved in the efforts of CTAE instructors.

Depending upon the grade level of the students, Career Day or Career Fair presenters should be encouraged to provide students with an understanding of all aspects of their industries and to show them how academic and technical skills are integrated on the job. Presenters can explain the role their businesses play in the community. An emphasis on career choice is paramount.

Career Day Events or Career Fairs are held regularly throughout the state. It is very likely that several teachers, counselors, and administrators in every school have helped organize and have participated in these before. They will be able to help guide the planning and share their wisdom. Another source of information is the Internet, where almost unlimited sites can be found describing every aspect of such events.

Field Trips

Field trips are visits by groups of students to prospective employers in the community. Field trips enable teachers to expand student learning beyond the walls of the classroom into the local community. They provide students with experiences that cannot be duplicated in the school but are nonetheless an integral part of school instruction. Perhaps a field trip can best be described as a living laboratory in which learning is acquired through active hands-on experience with the rich resources of the local community.

Research has shown that field trips are important for many reasons, such as follows:

- Increase student knowledge and understanding of a subject.
- Add realism to the topic of study.
- Provide an opportunity to develop and enhance a student's socialization and citizenship skills.

Because of high fuel costs, security concerns, and a variety of other reasons, some systems have severely restricted or even denied the option of field trips as a career awareness activity. CTAE instructors should be aware that “virtual field trips” are another way to expose students to the world outside the school building. Many companies and organizations have developed videos and

interactive materials, which introduce students to a wide variety of information about careers. Once again, the Internet is an excellent resource when researching information about virtual field trips.

Business and Industry Presentations

Business and industry representatives are often eager to visit classrooms to make presentations of material or media regarding employment opportunities. This activity is very similar to having a guest speaker but differs in that the presenter is usually more professional as he or she probably speaks to student groups on a regular basis and is accustomed to dealing with students. The representative probably has a planned presentation and will be prepared with handouts and whatever technology is required. Despite these differences, however, most of the advantages and potential problems that can be associated with having a guest speaker in the classroom are equally prevalent with these types of presentations. Planning, preparation of the students for the activity, and close supervision are always necessary.

Transition Visits to Feeder Schools

Similar to field trips, transition visits are when elementary school students come to tour feeder middle schools, middle school students come to tour feeder high schools, and high school students go to visit post-secondary schools in the community. All the preparations and cautions associated with field trips to local businesses apply to these types of visitation activities. Transition visits provide excellent opportunities to recruit for CTAE programs by helping middle school students understand what course will be available to them at the high school and allow them to get a first-hand view of the facilities. This can be a valuable teaching tool for the students currently enrolled in CTAE courses, as they can play an important role in hosting the younger students and “learn by teaching” them about the programs being visited. Furthermore, high school students who visit post-secondary institutions not only learn more about the opportunities available to them after graduation, but they may also become more motivated in their current class work, having seen the relevance of what they are studying and the importance of mastering the material.

Summary

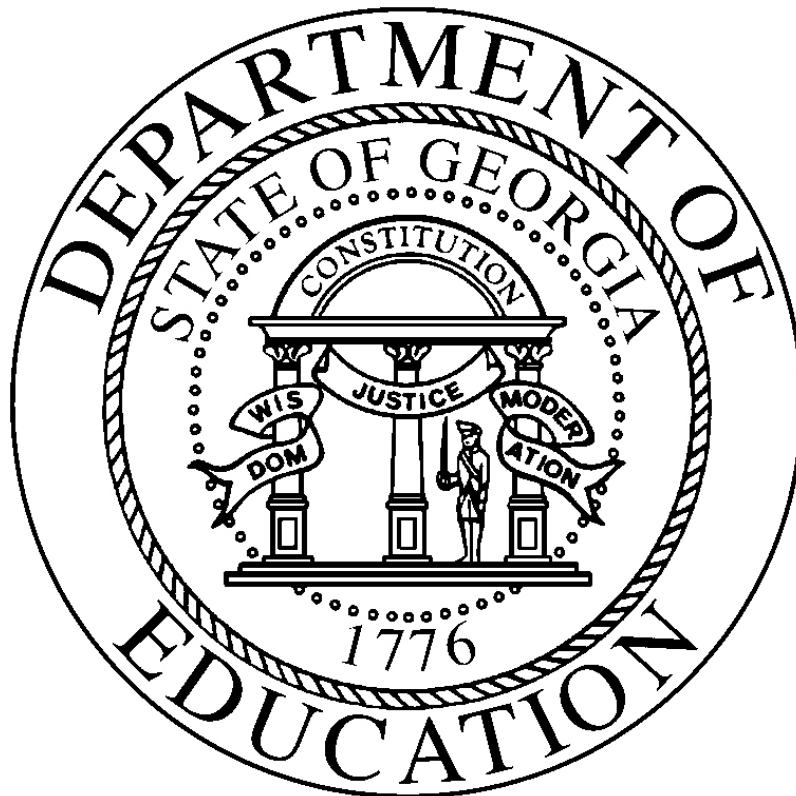
Career awareness activities are critically important in CTAE efforts. The planning and execution of many of these activities share common elements. The CTAE Instructor will find an almost unlimited amount of information and hundreds of examples on the Internet. The following are some general suggestions and tips from experienced educators who have conducted these types of activities numerous times over the years. Use them as a starting point when planning Career Awareness activities for CTAE classes:

Twenty Tips for Career Awareness Activities

1. **ALWAYS HAVE ADMINISTRATIVE APPROVAL FOR ANY CAREER AWARENESS ACTIVITY INVOLVING GUESTS VISITING THE SCHOOL OR STUDENTS LEAVING CAMPUS!**
2. Contact all participants well in advance. Always inform the speaker or presenter about the nature of the class and subject matter to be covered. Put everything in writing.
3. Go over exactly what topics the speakers or presenters will cover. Recommend topics.
4. Get information about and prepare for any equipment or materials the speaker or presenter may need.
5. Never invite a speaker or presenter to spend the entire school day unless he/she has proven to be interesting and effective in at least one presentation.
6. Make all visitors aware of school and class rules that may apply to him/her as well as students (no smoking on campus, proper attire).
7. Prepare the class for the speaker, presenter, or field trip with an introduction and assignments (research the speaker and topic, break into groups to prepare questions).
8. Be prepared to offer light refreshments to individual speakers and consider a hospitality room for Career Fairs/Career Day Events.
9. Never leave speakers or presenters alone with the class.
10. Arrange for publicity when appropriate.
11. Designate a specific area with plenty of room for displays and good traffic flow.
12. Have greeters ready to meet presenters. Be prepared to help carry things. Have runners available at all times.
13. Have a thank you bag for each presenter. Include items that promote the school and specifically CTAE programs included.
14. Always present each presenter with a certificate of thanks. They will display them at their place of business and give free publicity by doing so.
15. Take pictures of everything and everybody. Post them throughout the school.
16. Get all the presenters to sign a big poster complete with their name and the name of the business they represent. Display the poster at PTA meetings, etc.
17. Encourage presenters to try to identify one student to encourage and maybe even contact later (through the school) to establish a mentor-like relationship.
18. Remember to send everyone handwritten thank you notes: presenters, counselors, administrators, and parents.
19. Follow up the event with written assignments for each student involved. Count it as a major grade.
20. Make transportation arrangements well in advance. Don't forget to file all system-required forms, permission slips, parental consents, etc.

SECTION THREE

CAREER EXPLORATION ACTIVITIES

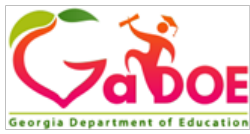


Special Note

The contents of this document are subject to constant change and revision. Please refer to the latest version of this document found on the Georgia Department of Education website for the most accurate and up to date information.

Standard 3: Age-appropriate Career Exploration Activities in the Career Technical and Agricultural Education classes are conducted with individuals or small groups of students to explore career options. (Including virtual)

Exemplary	3	Meets Expectation	2	Does Not Meet Expectation	1	Evidence
<p>Include all criteria from "meets expectations" plus the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> All students have an opportunity to use internet career planning tools. <input type="checkbox"/> Practically every CTAE class offered at the school includes some career exploration activities in the curriculum. <input type="checkbox"/> Guidance and counseling focused on career exploration is provided by CTAE instructors as well as the Career Guidance staff. <input type="checkbox"/> Many businesses and community leaders are involved in exploration activities such as job shadowing and mock interviews. <input type="checkbox"/> Evidence of student success in CTSO activities related to career exploration is abundant. 	<p>3</p>	<ul style="list-style-type: none"> <input type="checkbox"/> An organized plan exists for providing students an opportunity to use technology for exploring career options. <input type="checkbox"/> School leadership encourages career exploration and monitors lesson plans to ensure inclusion. <input type="checkbox"/> Many CTAE classes offered at the school include some career exploration related activities in the curriculum. <input type="checkbox"/> Students include evidence of Career Exploration related activities in their portfolios and/or individual career plans. <input type="checkbox"/> Some students participate in CTSO activities related to Career Exploration. <input type="checkbox"/> Students receive guidance about career options. 	<p>2</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Very few students are involved in CTSO activities linked to career exploration or very few CTSO opportunities exist. <input type="checkbox"/> Limited information, programs or activities are available to the students about career exploration. <input type="checkbox"/> There is limited guidance available to the students about career exploration and career pathways. <input type="checkbox"/> Very few instructors meet the extended day standard for WBL. 	<p>1</p>	<ol style="list-style-type: none"> 1. CTAE instructor lesson plans. 2. List of career exploration activities conducted with students in CTAE classes. 3. WBL Coordinator lessons/presentations. 4. Extended day program of work for CTAE instructors. 5. Documents used to conduct job shadowing (i.e. student packets) 6. Student portfolios. 7. Internet access available in CTAE classes. 8. Student presentations. 9. CTSO records and documentation. 10. Availability of internet career planning tools.



Career Exploration Activity Guide

Career Exploration encompasses activities in the CTAE class conducted with **individuals or small groups of students** to explore career options. These activities allow students to closely examine careers that they feel may match their own interests and aptitudes. They provide the opportunity to learn about what people do for a living and to observe and interact with work-based staff to learn more about the demands of the workplace. These activities are essential as they provide valuable learning experiences that help students think about the world of work and understand the importance of considering postsecondary options. The WBL Coordinator should consider using an array of career planning tools that meet the needs of students with various learning styles.

Examples of career exploration activities include the following:

- Career Guidance/Student Advisement
- Mock (practice) Interviews (including virtual)
- Job Shadowing (including virtual)
- Internet Searches/Reports
- Research Projects
- Student Portfolios
- Internet-Based Career Planning Tools
- CTSO Projects/Competitions for individual students
- Capstone Project
- YouScience or similar interest and aptitude assessment

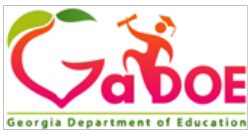
Career Exploration activities are appropriate in Grades PreK-12 and should be an integral part of CTAE Education. All CTAE instructors should work with counselors, administrators, and business partners in planning and conducting these activities. Everyone involved in the CTAE process should appreciate the importance of such activities in a student's career development.

The following provides some information and suggestions about each of these activities.

Guidance/Advisement Sessions

Instructors and counselors will meet with individuals or small groups of students to discuss career options and enrollment requirements for WBL placements. They will help each student complete a Career Pathway* to connect the relevance of school and work. This will increase the student's motivation to stay in school and to perform at a higher level academically. These sessions will help students develop more relevant curricula by connecting courses with career and workplace expectations.

*See GPP Guidance Section in this manual.



Mock Interviews

Mock interviews (including virtual) are organized to give students information, practice, and skill development in job interviewing. They provide an opportunity for students to participate in actual interviews with community representatives and receive feedback regarding their interviewing skills. During this activity, the company representative will conduct personal interviews with students as if they were preparing to enter the workforce. The interviews might be videotaped. For students that have participated in one-on-one mock interviews, other interviewing methods such as panel interviews or group interviews could be considered as an option to provide students with opportunities to experience various types of interviewing. When the interview is over, the representative(s) will complete a checklist or rubric for each student and/or provide verbal comments.

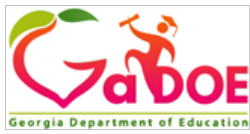
Sample questions are as follows:

- In what school and/or extracurricular activities have you participated? Why? Which did you enjoy most?
- How would you describe your personality?
- Tell me about several of your positive accomplishments?
- What are your post-high school plans?
- Why should we consider you for this position?
- Tell me about your hobbies, talents, and interests outside of school.
- What are questions you would like to ask me about this position?
- Have you ever been employed before? If so, describe your job.

Job Shadowing

Job shadowing (including virtual) is a structured activity, which allows the student to learn about a particular career by observing a person who performs the job in a community business or industry for one or more days. Job shadows introduce students to potential careers by allowing them to observe the jobs including daily routines and activities. Employers provide students with a look at the world of work and the range of career opportunities available to them. While job shadowing, students are encouraged to participate in safe working activities. It is helpful if the business representative can spend a few minutes providing an orientation of the company and then give a tour of the facility. Other than this initial introduction to the career, the representatives are encouraged to perform their normal work activities and maintain their daily routines.

The online resource Virtual Job Shadowing is a tool that can be used that allows students to participate in job shadows virtually. It empowers individuals to discover, plan and pursue their dreams with their unique video-based career-planning platform. This interactive tool helps students and job seekers develop career paths based on choice, not chance. Virtual Job Shadow requires a fee so check with your administration regarding the implementation of this platform into your program.



Student Portfolios

Student portfolios (including electronic portfolios) are an organized collection of documents which profile various careers that interests the student, outlines the student's strengths and capabilities, and documents employability skills. Using textbooks, software, the Internet, study guides, bulletins, trade journals, etc., students are encouraged to evaluate an occupation/career, develop an employment plan, and prepare a career/employment portfolio. CTAE instructors must provide an adequate supply of current resource materials and software or have web-based resources on each career represented by student employment. Many good instructional materials may be secured from websites referenced in this manual or from the manufacturers and distributors of software, tools, machines, materials, etc. Online resources are valuable in preparing current, relevant information.

Internet Searches

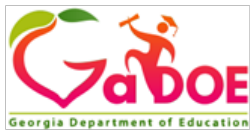
Assignments are designed by the CTAE instructor to direct students in locating information about their career interests. There are several websites included in this manual that are safe and informative resources in this type of research, but CTAE instructors should closely monitor all student searches involving the Internet. For best results, instructors should create a list of questions or objectives that help students clarify the scope of the search. Internet searches can be valuable learning experiences in helping students identify what questions to ask as they research career opportunities in their local community.

Career-Related Reports

Career-related reports are structured, formal assignments that allow students to apply academic skills and organize information related to career aspirations. See Student Portfolios and Internet Searches for related information.

Student Presentations

A student presentation is a structured activity in which students develop presentation skills related to career and employment. This activity is best coupled with some of those mentioned above. For example, students can present their portfolios to the class or at a parent night. Also, after they have completed their Internet Searches or Career Reports, they can prepare a visual presentation, such as PowerPoint, Google Slides, or any other visual presentation software, either individually or in teams. They can then present this to another technical class, at a Career Fair or Career Day, or at faculty or parent meetings. Inviting community leaders or business partners to these presentations can help communicate the great learning that is taking place at the school.



Career Technology Student Organizations

CTSO projects and competitions provide opportunities for students to participate in leadership activities and sanctioned competitive events directly related to employability skills and/or specific career skills. CTSO activities are co-curricular parts of the CTAE classroom and students are expected to participate, just as they would be expected to complete homework assignments. Specific organizations for each career concentration area are listed below. The websites for each CTSO are listed at the end of this section in the useful website section.

DECA ...An Association of Marketing Students

DECA chapters operate in high schools across the U.S., Puerto Rico, Guam, and Canada. DECA is a co-curricular student organization that is perfectly aligned with National Marketing Education Curriculum Standards. DECA has a two-fold mission: (1) Focusing on leadership development and (2) Increasing and/or enhancing skill development through comprehensive competitive events.

Georgia DECA provides students with the opportunity to test their marketing, management, and entrepreneurial skills through regional, state, and national competitions. These competitive events help prepare students to successfully pursue post-secondary education and compete for careers in marketing, management, and entrepreneurship.

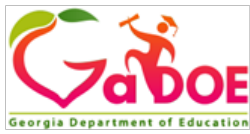
Future Business Leaders of America (FBLA)

Georgia FBLA is a nonprofit student organization committed to preparing today's students for success in business leadership. With over 50 years of experience, Georgia FBLA is the premier organization for student leaders.

Georgia FBLA is an affiliate of Future Business Leaders of America-Phi Beta Lambda, Inc., the largest student business organization in the world. Georgia is also the largest FBLA chapter in the nation.

FBLA is an important partner in the success of school-to-work programs, business education curriculums, and student leadership development. FBLA is recognized by the U.S. Departments of Education and Labor as an integral part of a co-curricular approach to business and leadership education.

The FBLA mission is to bring business and education together in a positive working relationship through innovative leadership and career development programs. We bring our mission to life through the application of our motto: Service, Education, and Progress.



Family, Career and Community Leaders of America (FCCLA)

FCCLA - Family, Career and Community Leaders of America, founded in 1945, is a dynamic and effective national student organization that helps young men and women become leaders and address important personal, family, work, and societal issues through family and consumer science education.

Chapter projects focus on a variety of youth concerns including teen pregnancy, parenting, family relationships, substance abuse, peer pressure, environment, nutrition and fitness, inter-generational communication, and career education.

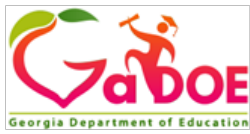
Involvement in FCCLA offers members the opportunity to expand their leadership potential and develop *skills for life* - planning, goal setting, problem-solving, decision making, and interpersonal communication - necessary in the home and workplace. Through cooperative and competitive programs, FCCLA members develop skills for life including character development, creative and critical thinking, interpersonal communication, practical knowledge, and career preparation. Participation in national programs and co-curricular chapter activities enables FCCLA members to learn cooperation, take responsibility, develop leadership, and give service.

Georgia SkillsUSA

SkillsUSA Georgia is the CTSO for students enrolled in Trade and Industrial, Technical, Health Science Technology, and Service Occupations Training Programs in Georgia's secondary schools.

SkillsUSA empowers members to become world-class workers and responsible American citizens. SkillsUSA improves the quality of America's skilled workforce through a structured program of citizenship, leadership, employability, and technical training. SkillsUSA enhances the lives and careers of students, instructors, and industry representatives as they strive to be champions at work.

The mission of SkillsUSA is to develop leadership skills and workplace competencies in secondary career/technology students that will be necessary to succeed in a constantly changing global workplace, through an integrated SkillsUSA state curriculum.



Georgia Technology Student Association (GA TSA)

The Georgia Technology Student Association (TSA) is committed to providing students with opportunities to excel and advance. Georgia TSA is an organization for technology education students. Members are comprised of middle and high school students, alumni, educators, parents, and business leaders who are interested in learning how technology can best be implemented in discovering technological solutions for present, as well as future challenges. Georgia TSA promotes technology education as a means of preparing students for our dynamic world, inviting them to become critical thinkers, problem solvers, and technologically literate, leaders.

The Georgia Technology Student Association strives to meet and exceed the expectations of its membership. Two diverse groups, chosen by their peers, make up our State Officer team and Advisory Council. These two groups are charged with planning, organizing, and participating in GA TSA yearly activities. The input they provide is vital to the growth and development of this organization.

GeorgiaFIRST Robotics

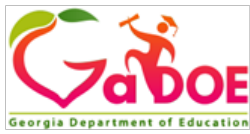
The mission GeorgiaFIRST Robotics is to inspire young people to be science and technology leaders by engaging them in exciting mentor-based programs that build science, engineering, and technology skills that inspire innovation and that foster well-rounded life capabilities including self-confidence, communication, and leadership. FIRST values include gracious professionalism and cooperation.

Career and Technical Instruction (CTI)

The Career and Technical Instruction (CTI) support service is designed to support students with disabilities enrolled in a Technology/Career support service. The goal of the secondary (grades 9-12) level services is to provide these students with job-entry skills at the completion of the Technology/Career experience.

The role of the Career and Technical instructor are as follows:

- Provide resource assistance to students with disabilities served under the Individuals with Disabilities Act (IDEA) in the Technology/Career cluster and to coordinate the services needed for the learner to acquire his/her goal of job placement.
- Provide support services to students with disabilities enrolled in a Technology/Career program.
- Enable students to acquire entry-level job skills through a Technology/Career education plan.
- Coordinate student's course of study with short and long-range career goals through an Individualized Education Plan (IEP).
- Participate in the development of the transition section of an IEP.
- Provide Work-Based Learning experience.



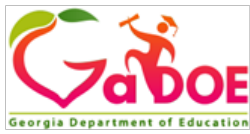
Georgia HOSA Future Health Professionals

HOSA is a student organization whose mission is to promote career opportunities in healthcare and to enhance the delivery of quality healthcare to all people. Through this organization's website, members, advisors, and guests can access a wide array of services from basic organization information to online membership services.

HOSA provides a unique program of leadership development, motivation, and recognition exclusively for secondary, postsecondary, adult, and collegiate students enrolled in Healthcare Science Programs. Since its inception in 1976, HOSA has grown steadily.

Georgia FFA Association

FFA is an integral component of the agricultural education program. It is the student development and leadership application piece for agricultural education. FFA offers a variety of experiential learning opportunities through competitive proficiency awards and career development events. Competitions focus on leadership and public speaking, communications, agriscience, and biotechnology as well as production agriculture. Agricultural education instructors and FFA advisors stress problem-solving and decision-making and use a learning-by-doing method. By applying a science-based curriculum learned in a classroom to real-life projects, teamwork, and competition. FFA members develop into successful, productive citizens. The strength of FFA and agricultural education lies in the dedication of the instructors; whose philosophy is, "We don't just teach agriculture, we teach students!"



Summary of the Role of CTSOs in CTAE

CTSOs have several common characteristics. First, they exist as a complement to CTAE courses. Next, students enrolled in the instructional program, along with graduates/alumni, comprise the student membership. Third, the instructor of the instructional program serves as the chapter advisor. Finally, the organizations are accessible in both secondary and postsecondary institutions.

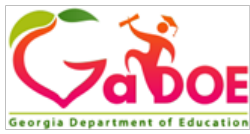
Students benefit from an organization's three-pronged approach: participation, cooperation, and competition. Participation in activities is diversified because students can listen to community resource speakers during chapter meetings, serve on committees to plan and organize programs and events, assume leadership positions as elected officers within the chapter and at the state/national levels, and collaborate with community/business groups on local events and community service projects.

As a demonstration of their talents, skills, and experiences, students can be involved in healthy competitive events. At the district/region level, students demonstrate their academic and technical knowledge as well as leadership and personal development. Through competitive events, students match their skills against those of their peers to seek recognition for achievements, which enhances personal and school pride.

The spirit of teamwork and leadership is encouraged through cooperation in group interactions within CTSOs. These interactions are positively impacted by components of the organization's focus, which include meetings, conferences, committee work, contests, fundraising, community service, and advisor-student mentoring. Even though the organization's immediate school and community are its focus, a CTSO's involvement can extend beyond the school walls to the district, state, and national levels. As an advisor and guide, the instructor's responsibilities include the following:

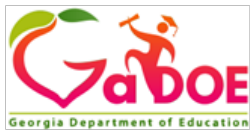
- To relate meaningful learning activities as the objectives of the organization.
- To support projects and activities that are successful for the organization.
- To ensure that the organization's activities follow school policies and guidelines with proper authorization.
- To plan and hold regular meetings that support the organization's program of work during the school year.

CTSOs benefit numerous groups: students, instructors, schools, community, and parents. Through involvement and collaboration, all groups develop a better understanding of the valuable learning experiences that enhance classroom instruction in the peer-centered settings of Career and Technical Student Organizations.



Twenty Tips for Career Exploration Activities

- 1. ALWAYS FOLLOW ALL LOCAL POLICIES AND ADMINISTRATIVE PROCEDURES WHEN STUDENTS LEAVE CAMPUS OR SOMEONE FROM THE COMMUNITY VISITS THE CAMPUS!**
2. Don't overlook parents, instructors and their spouses, friends, advisory committee members, civic organizations, and others as resources.
3. Almost any form you will need can be found at the Web sites referenced.
4. Plan well in advance.
5. Most Career Exploration activities should account for major grade opportunities. Students should be graded for these activities.
6. Communicate with administrators, parents, and other instructors about these activities, especially those which will result in missed class time.
7. Keep good records of names, phone numbers, and so on for future years.
8. Be careful not to go to the same source too often. Don't burn out your best supporters.
9. Remember to always say "Thank You" in writing.
10. Pictures, pictures, pictures!
11. Remember to publicize.
12. Require student feedback. Count it as a grade.
13. Get CTSO student rosters in on time so students will be eligible for competitions!
14. Remember how important proper dress scores are in CTSO competitions.
15. Talk to experienced sponsors at CTSO and other regional and state meetings as they can give a great deal of useful advice.
16. Always keep in mind that CTSO activities are co-curricular and considered to be an important component of every CTAE program.
17. Monitor internet activities.
18. Be mindful of an individual student's strengths and weaknesses in presentations.
19. Do not accept sloppy, incomplete, or inaccurate work in a portfolio.
20. Be sure to display outstanding portfolios as examples for students to follow.



Useful Websites

Due to advances in computer technology, software development, the internet, and on-line access, WBL Coordinators today have a myriad of resources at their disposal for teaching employability skills. Information is presented here to make WBL Coordinators aware of some of the resources available. This is in no way an endorsement of any one organization or company responsible for these resources. The Georgia Department of Education does not endorse vendors of educational products but relies on local school districts to decide which resources should be used for their educational programs.

Career Exploration Websites

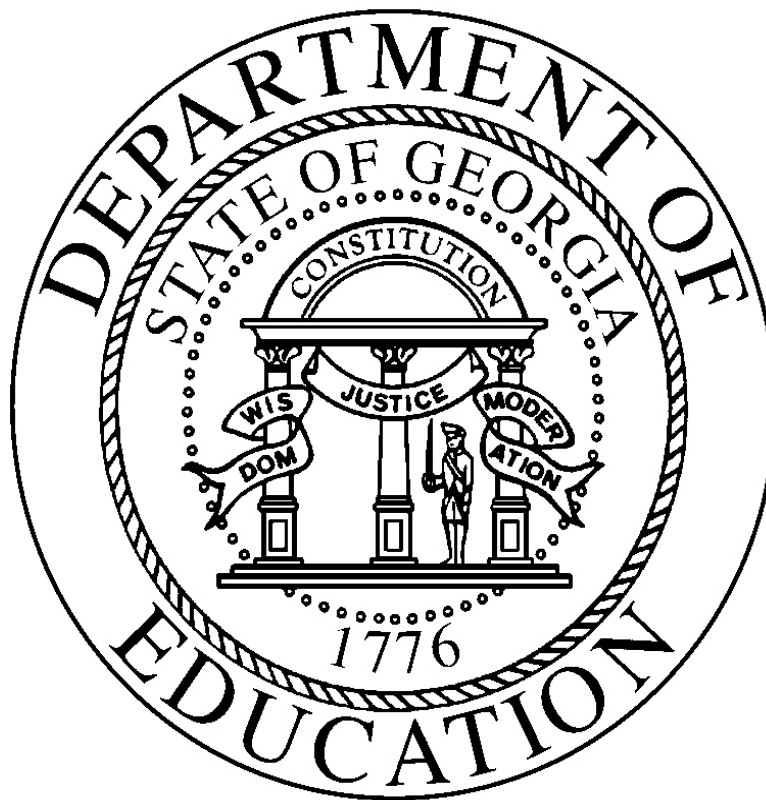
- America's Promise Alliance for Youth, Junior Achievement..... www.americaspromise.org
Career Cruising..... public.careercruising.com
U.S. Department of Labor..... www.dol.gov
Virtual Job Shadowing..... www.virtualjobshadow.com
YouScience www.youscience.com
Check with local school system to see how students access YouScience through SLDS

Georgia CTSO Websites

- Georgia CTSO Overview..... http://www.gactso.org
Georgia Agricultural Education Student Association..... www.georgiaffa.org
Georgia Career and Technical Instruction Association www.georgiacti.org
Georgia DECA www.gadeca.org
Georgia Family, Career, and Community of Leaders of America..... www.gafcccla.com
GeorgiaFIRST Robotics..... www.gafirst.org
Georgia Future Business Leaders of America www.gafbla.org
Georgia HOSA Future Health Professionals www.georgiahosa.org
Georgia Skills USA..... www.skillsusageorgia.org
Georgia Technology Student Association www.gatsa.org

SECTION FOUR

INSTRUCTIONAL RELATED ACTIVITIES



Special Note

The contents of this document are subject to constant change and revision. Please refer to the latest version of this document found on the Georgia Department of Education website for the most accurate and up to date information.



Standard 4: Instructional Related Activities in The Career, Technical, and Agricultural Education class promote an understanding of the business and work environment and help students develop employability skills.

Exemplary	3	Meets Expectation	2	Does Not Meet Expectation	1	Evidence
<p>Include all criteria from "meets expectations" plus the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student entrepreneurship projects are a high priority. <input type="checkbox"/> Numerous exemplary business plans for student entrepreneurship projects exist. <input type="checkbox"/> School-based enterprises teach a comprehensive business model and are operated as outlined in the curricula of the Georgia Performance Standards. <input type="checkbox"/> Non-traditional delivery models for employability skills training exists and exposes practically all CTAE students. 		<ul style="list-style-type: none"> <input type="checkbox"/> Some instructional related activities are present in the curriculum. <input type="checkbox"/> Students include evidence of instructional related activities in their portfolios and/or individual career plan. <input type="checkbox"/> Business plans are required for student entrepreneurship projects. <input type="checkbox"/> School-based enterprises are operated as outlined in the curricula of the Georgia Performance Standards. <input type="checkbox"/> Many CTAE instructors incorporate employability skills into their program and WBL Coordinators assist in the delivery of employability skill training. 		<ul style="list-style-type: none"> <input type="checkbox"/> Limited opportunities, programs or instructional related activities are available to students. <input type="checkbox"/> No school-based enterprises exist. <input type="checkbox"/> A Marketing program exists without a school store. <input type="checkbox"/> Student entrepreneurship enterprises are rare or absent. <input type="checkbox"/> School-based enterprises are confused with fundraising events. <input type="checkbox"/> Teaching employability skills is not a priority of CTAE instructors. 		<ol style="list-style-type: none"> 1. CTAE instructor lesson plans. 2. Extended day program of work for CTAE. 3. Business plans from student entrepreneurship activities. 4. Operation of School-Based Enterprises. 5. Lessons/presentations on employability skills. 6. Delivery plan for employability skills.

Instructional Related Activities

Instructional Related Activities in the CTAE classes are those that promote understanding of the business and work environment and teach employability skills. Activities that integrate academic skills learned in the classroom with skills learned on the job provide the bridge for transitioning from school-to-work and/or postsecondary education. By integrating job instruction and career exploration with a program of study-based on high academics and skill standards, the following School Based Activities are vital components of the school-to-work continuum.

School Based Activities include:

- Entrepreneurship Projects
- School-Based Enterprises
- Teaching Employability Skills
- Assisting Students with Job Placements

School-Based Activities are appropriate in grades 6-12 and should be an integral part of every CTAE program. The WBL Coordinator should work with related instructors, counselors, administrative personnel, and business partners in planning and conducting these activities. All CTAE instructors should appreciate the importance of such activities in the process of a student's career development.

Following is some information and suggestions about each of these activities.

Entrepreneurship Projects

An Entrepreneurship Project is an activity where an individual or group of students becomes a business owner and as such, plan and operate an enterprise or business to produce goods or services. Involvement in such a project will help students develop the competencies needed to own and manage enterprises. Students must maintain complete and accurate records, as well as manage materials needed to produce a product or service. Entrepreneurship projects are excellent examples of applied learning. Students must develop and implement a business plan by operating and assuming the financial risk of a business that distributes good and/or services. This activity will provide students with the opportunity to develop skills needed to become established in their own business or will be valuable in employment. A mentor is critical in making entrepreneurship a legitimate WBL placement for students. Consider locating a retired person in the same business field or an active business owner who will serve as the mentor, help evaluate the performance of the company, and assess the student to determine the appropriate grade to be assigned for the WBL course credit.

School-Based Enterprises (SBE)

A School-Based Enterprise involves students producing goods and services as part of their educational program of study. School-Based Enterprises assist students in developing the competencies needed to own and manage entrepreneurial businesses. The students plan, implement, conduct, and evaluate the operation of the business, including the production and distribution of goods and/or services. Examples of enterprises include building houses, running restaurants, managing school stores, publishing periodicals and newspapers, conducting marketing research studies for local business and industry, developing websites, or engaging in small-scale manufacturing.

Some benefits of SBE's include:

For the student

- The development of leadership and management skills
- The opportunity to build on skills and attitudes vital to career success
- The opportunity to perform actual business functions
- The chance to apply principles and concepts in an actual business environment

For the Instructor

- The ability to actively demonstrate business management concepts (verses lectures)
- The availability of current technology for student training
- An opportunity to involve the local business community
- An opportunity to develop relationships with local highly effective business leaders
- SBE's are an excellent recruiting tool

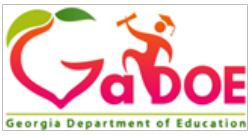
For the School

- A source of income to fund materials, equipment and supplies
- The opportunity for inter-curricular partnership
- An avenue through which to involve local business leaders

School-Based Enterprises often involve public and private partnerships. In such partnerships, the private business provides the equipment and materials necessary to establish and operate the business, while the local school district provides faculty and staff for instructional and supervision purposes.

A community development approach can be very effective in designing student-run enterprises. Students can assess and research their community's resources and develop an economically viable business, such as a childcare center or housing rehabilitation business. School-Based Enterprises and related programs allow students to assume highly responsible roles that would not be accessible in the adult workplace.

An important consideration for all SBE's is the *Mission Statement*. A mission statement identifies the role of SBE business and the audience to be served. It provides the beginning of expectations and desired results from both the instructor's and the student's perspective.



Similarly, the *Business Plan* is a critical component of the SBE endeavor. Business plans clearly define what the enterprise will do, how it will accomplish desired goals, why the venture is important, and what timelines or benchmarks are to be met. Ultimately, the business plan will identify whether or not the ideas for an SBE venture are realistic and financially sound. As with entrepreneurial ventures in the business community, a business plan is the foundation of all SBE projects.

CTAE instructors need to be fully aware of the difference between a School-Based Enterprise and the seemingly ongoing series of fundraising activities that are so much a part of the educational landscape today. While the well-planned SBE venture will almost certainly generate profits, the emphasis must always remain on the *educational facets* of the enterprise. SBEs are on-going and co-curricular, not one-time, short term events focused almost entirely on money.

School Stores

The most widely practiced form of a School-Based Enterprise (SBE) is the operation of a school store. A school store is an example of a SBE designed to provide a real-world marketing educational environment that lets students practice marketing fundamentals and skills needed for running an actual business. Students gain valuable business operational skills such as managing a small business, determining inventory requirements, developing financial models, and working together as a business team.

This SBE model allows students to embark on a marketing journey that will increase productivity, help them create new ideas about how a SBE functions, and learn how an entrepreneur provides superior customer service in order to establish an all-important competitive edge.

SBE's are one of the most effective instructional tools in schools across the nation. Each CTAE instructor should examine the possibility of including such activities into his or her curriculum.

Teaching Employability Skills

Involving students in learning activities that result in skill development is the essence of what CTAE instructors are hired to do. It is true that the philosophy of “teaching students, not subjects” is certainly admirable, and all CTAE programs do follow a model that emphasizes the three interrelated components of class/laboratory, CTSO participation, and SAE/CRE participation. Yet the fact remains that the core component of any CTAE curriculum is focused on student mastery of the skill-set critical to that particular concentration area, and the majority of time and effort during the school year will be spent in the pursuit of that goal.

Instruction in the CTAE classroom is driven by the detailed, sequential curriculum, which has been painstakingly developed through the efforts and insight of experienced professional educators and other experts in those concentration areas. Instructors are mandated to follow these curricula. Each individual will deliver the material in a unique way according to his or her background, personality, and talents. It is through these personal efforts that the process of educating students becomes as



much art as science, and students will be motivated and empowered to achieve mastery over the subject matter.

Another core component of the CTAE program is teaching students skills vital for employment, often referred to as “soft skills”. Many employers cite employability skills as the most crucial part of a student’s skill set. For example, many younger students have trouble making eye contact with adults or strangers, their body language is not appropriate for interviews or other business situations, or they may not be aware of what constitutes appropriate business dress. One role of the WBL Coordinator is to prepare lesson plans which cover these topics and present them in CTAE classes. Section 10 includes detailed information and strategies related to teaching employability skills.

Assisting Students with Job Placements

Work-Based Learning (WBL) is designed to culminate with work site placements for qualified students. The goal is to place students who have mastered skills in CTAE programs at an appropriate work site, one that represents the career concentration taught in the CTAE classroom and also provides the work experience that will help the student develop a successful career in that area. The WBL Coordinator at every school will be presenting lessons to CTAE students that will help prepare them with transferable skills, such as how to prepare résumés or how to complete a job application. More refined and area-specific information, however, may need to come from the CTAE instructor in each discipline.

Because instructors in any particular area have the background, knowledge, and expertise to communicate effectively with employers in that field, they are more likely to be able to build the trust that will open doors of opportunities for students that might otherwise go undeveloped. For example, because a construction instructor might understand the culture and vernacular of the workplace (“talk the language,” so to speak), he may have more success in convincing a local construction company or the electrical workers’ union to consider a student placement than the WBL Coordinator, who may not have that experience in his or her background. Therefore, the CTAE instructor is uniquely positioned to help prepare a student in his or her concentration area for an interview with a business partner or potential WBL placement.

Counseling with a student on how to dress, what questions to expect, the culture of a particular workplace, and other “insider-type information” may be the difference in a successful interview or one where the student does not make the right kind of impression. While work site placements fall primarily under the auspices of the WBL Coordinator, the CTAE instructor can often provide the fine tuning that will make the difference between success and failure.

Fifteen Tips for Instructional Activities

1. When developing a School-Based Enterprise project, be very clear about where fundraising ends and learning begins.
2. Remember that students learn better by doing than by listening and watching.
3. Base School-Based Enterprise projects on real needs of the students, instructors, and community. Include items such as school supplies, snack items, school spirit gear, seasonal items (Christmas wreaths, Valentine flowers, and candy), etc.
4. Rotate students who are involved. Don't just include the same "clique."
5. Entrepreneurship projects are usually also an opportunity to enter CTSO competitions.
6. Junior Achievement, community/school mentoring, leadership programs, etc., are excellent resources for surveying project ideas.
7. Be sure to correlate entrepreneur and school-based learning projects with the curriculum.
8. Consider using bilingual students to serve as translators, and have them available in the welcome centers of your schools.
9. Have students develop a visual presentation to present and advertise items, instructional projects, items for sale, and programs for ninth and tenth graders. Use students to answer questions and recruit other students.
10. Publicize the great activities and projects in the school and local newspapers. Take pictures for billboards and articles so student's skills are showcased for the businesses and communities.
11. Have students learn and showcase their skills through demonstrations during middle school visits, parent nights, registrations, parent conference nights, etc.
12. Require neat, complete, and accurate financial records for School-Based Enterprises and entrepreneurial projects. Keep accurate records of students who worked the books and handled the currency in case of any discretionary questions.
13. Survey the community about what they believe is missing from their local economy, such as movie theaters, places for teens to socialize, etc. Have parents and business partners contribute ideas as to how to fill the gaps for meeting the needs of their community.
14. Get local religious communities involved in the school enterprises. Ask them to announce key dates and activities in their church bulletins.
15. Recruit mentors from local police and fire officers to visit classes and address school safety measures when sponsoring project presentations and demonstrations.



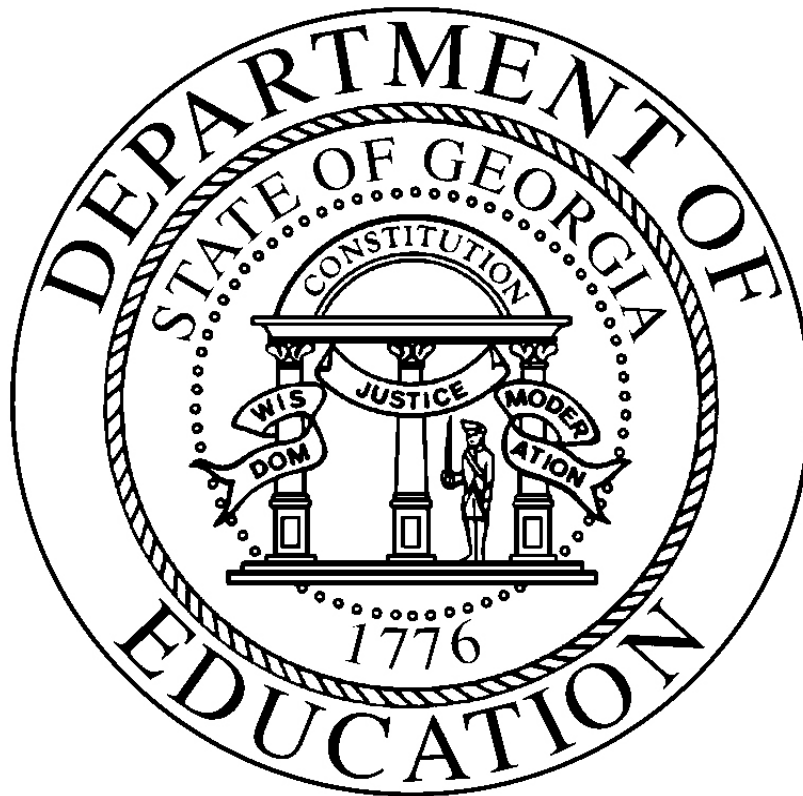
Useful Websites

Due to advances in computer technology, software development, the internet, and on-line access, WBL Coordinators today have a myriad of resources at their disposal for teaching employability skills. Information is presented here to make WBL Coordinators aware of some of the resources available. This is in no way an endorsement of any one organization or company responsible for these resources. The Georgia Department of Education does not endorse vendors of educational products but relies on local school districts to decide which resources should be used for their educational programs.

- Entrepreneurial Education www.edutopia.org/financial-literacy-curriculum
- GeorgiaBEST dol.georgia.gov/georgiabest
- PCRN: Employability Skills cte.ed.gov/initiatives/employability-skills-framework
- GaDOE Entrepreneurship Framework..... <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/Entrepreneurship-Framework.aspx>

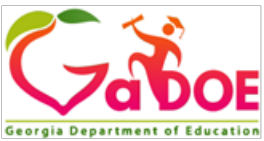
SECTION FIVE

CONNECTING ACTIVITIES



Special Note

The contents of this document are subject to constant change and revision. Please refer to the latest version of this document found on the Georgia Department of Education website for the most accurate and up to date information.



Standard 5: Work-Based Learning Coordinator is actively involved in planning, coordinating, and implementing connecting activities between the school and business community.

Exemplary	3	Meets Expectation	2	Does Not Meet Expectation	1	Evidence
<p>Include all criteria from "meets expectations" plus the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Connecting activities involve a comprehensive, systematic, and sequential approach that is supported by the school administration. <input type="checkbox"/> WBL Coordinators have an extensive network of business contacts. <input type="checkbox"/> A high percentage of WBL student placements exist where the CTAE instructor and WBL Coordinator work together in a proactive manner. <input type="checkbox"/> WBL Coordinator is actively involved in either a CTAE advisory committee or a WBL specific advisory committee. <input type="checkbox"/> A very high percentage of YAP students complete their post-secondary training and/or earn an industry recognized credential. 	<ul style="list-style-type: none"> <input type="checkbox"/> WBL Coordinator conducts some connecting activities. <input type="checkbox"/> WBL Coordinator actively involved in CTAE advisory committee/WBL specific advisory committee. <input type="checkbox"/> Instructors include evidence of connecting activities in their records and reports. <input type="checkbox"/> WBL Coordinator collaborates with CTAE teachers as needed to secure students' placements. <input type="checkbox"/> Students are aware of articulation agreements and dual enrollment options. <input type="checkbox"/> The WBL Coordinator has developed an extensive network of connections in the business and industry of the community. <input type="checkbox"/> Evidence exists of a systematic process to locate and contact local businesses about participation in the WBL program. 	<ul style="list-style-type: none"> <input type="checkbox"/> Limited evidence of connecting activities. <input type="checkbox"/> Limited collaboration between WBL Coordinator and CTAE teachers. The WBL Coordinator is not involved in CTAE advisory committee/WBL specific advisory committee. WBL students are not aware of articulated courses and matriculation processes. <input type="checkbox"/> WBL students are not aware of their dual enrollment options. <input type="checkbox"/> The WBL Coordinator has not attempted to create a working relationship with most of the local businesses. 	<ol style="list-style-type: none"> 1. Membership roster of advisory committees. 2. List of formal business partnerships. 3. Documents used in orienting or training business mentors. 4. Advisory committee minutes. 5. Number of WBL placements arranged in collaboration with CTAE teachers. 6. Community meetings (i.e.: Chamber of Commerce, Rotary, workforce development groups, etc.) attended by the WBL coordinator. 7. The representation of CTAE areas offered in the employer database. WBL student employers and the CTAE areas offered in the school. 			

Connecting Activities

Connecting activities are defined as duties performed by school personnel to connect the learning environment to business and industry. One of the greatest strengths of Career, Technical, and Agricultural Education (CTAE) is that it is contextual in the sense that every student needs the knowledge and skills necessary to earn a living. Because they are training students in a specific career cluster, CTAE instructors are in a unique position to be able to help their students understand the relevance of what they are learning. The answer to the age-old question, “Why do we need to know this,” is as close as local business or industry that hires workers based on the particular set of skills and abilities that are included in that programs curriculum. The instructor, who can depend on his or her experience and expertise to facilitate communication, can open doors for students which might otherwise have remained closed.

For connecting activities to be most effective, the WBL Coordinator needs to work with the CTAE instructors, counselors, and administrators to maximize strengths and consolidate efforts. It is optimal for the WBL Coordinator to work with CTAE instructors to develop outstanding placement opportunities that relate to their pathway curriculum. The WBL Coordinator should develop and present lesson plans on a variety of career related topics, which apply to all areas of the CTAE curriculum. Although no one person, such as a WBL Coordinator, can possess the knowledge needed to instruct students in a variety of career concentrations, he/she can develop and present lesson plans on a variety of career related topics, which apply to all areas of the CTAE curriculum. This type of cooperation is essential to providing the best education, training, and practical experience to every WBL student.

Listed below are examples of connecting activities. Connecting activities are appropriate in grades 9-12 and should be an integral part of every WBL program. Some of these activities may require collaboration with CTAE teachers, school administrators, and counselors.

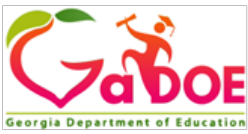
Some of the activities include:

- Arranging Student Placements/Mentor Training
- Advisory Committee Participation
- Assisting Students with Articulation Credits
- Assisting Students in Dual Enrollment Classes
- Creating Business Partnerships

Advisory Committees

Advisory committee participation is vital to the success of the WBL program. Being a part of a CTAE advisory committee and/or organizing a WBL specific advisory committee allows you to connect to business and industry representatives.

Section 9 of this WBL Coordinator Resource Manual provides details about organizing and maintaining advisory committees. Sample documents are also provided.



Arranging Student Placements

The goal is to place students at an appropriate work site to prepare students for success in their future career. It is important for the WBL Coordinator to cultivate a strong relationship with CTAE instructors because they are a great resource for optimal student placements. CTAE instructors should be able to provide information on employers specific to their industry. For example, because a construction teacher might understand the culture and vernacular of the workplace (“talk the language,” so to speak), he/she may have more success in convincing a local construction company or the electrical workers’ union to consider a student placement.

Assisting Students in Dual Enrollment Classes

Dual enrollment is an educational opportunity that allows high school students to simultaneously earn dual credit from both high school and college.

The WBL Coordinator should develop a working relationship with colleagues at local technical colleges, junior colleges, and universities to help students smoothly transition from high school to a post-secondary option. An example is to arrange a post-secondary campus tour for students who are interested in exploring the opportunities and learning about admission procedures.

Arranging Student Placements

While the responsibility for work site development lies chiefly with the WBL Coordinator, all CTAE instructors should recognize the importance of creating business partnerships with prospective employers, particularly those who operate businesses that are related to their concentration area. Because instructors in any particular area have the background, knowledge, and expertise to communicate effectively with employers in that field, they are more likely to be able to build the trust that will open doors to opportunities for students. As stated before, the CTAE instructor may have more success convincing someone in his/her field to accept a student into the WBL program, rather than the WBL Coordinator, who may not have that experience in his or her background.

Many such contacts can be made in the natural course of events: talking with suppliers, ordering materials, keeping up to date with technology, or attending conferences and other professional meetings where interested employers might be represented. Advisory committee members are another source of contacts, as is the local Chamber of Commerce. CTAE instructors should always be alert for openings and opportunities. Many systems will work with CTAE instructors to provide a substitute for a professional leave day, so the instructor can get out into the community and make contacts for potential partnerships.

Work-Based Learning is designed to culminate with work site placements for qualified students. The goal is to place students who have mastered skills in your program at an appropriate work site, one that represents the career pathway you teach and provides the work experience that will help the student develop a successful career in that area. To facilitate this process, CTAE instructors

must be willing to help develop the business partnerships that will help make such placements not only possible but likely.

Keep in mind that the CTAE instructor is *not* responsible for any of the paperwork involved or any of the administrative aspects of developing a work site, nor are they expected to supervise a student who has been placed through a contact they may have made. All these things are the responsibility of the WBL Coordinator. It *is* important for all CTAE instructors to help students prepare for interviews and make them aware of any “inside information” particular to the culture of certain workplaces. It *is also* desirable that they make an effort to keep in touch with the employer as well as the student who has been placed. They may also be called on to help prepare an on-site mentor to work with a high school aged employee. Again, because of their unique knowledge and communication skills, problems may be avoided, and learning may be enhanced. It is entirely possible that the WBL Coordinator may need to come to them for help or advice. But once an employer expresses interest in a WBL placement, the WBL Coordinator becomes the person responsible to follow up on all aspects of developing the work site.

Business Partnerships

"The most important component to any business's success and prosperity is a competent and skilled workforce. By pooling the resources of these two groups, [schools and business] we can help ensure that businesses have the educated, qualified, and skilled workers they need to keep America globally competitive." (Arthur Rothkopf, Senior VP, U.S. Chamber of Commerce)

Partnerships enhance academic achievement and connect student learning to the world of work. Business partners can also provide volunteers needed for career related events (mock interviews, career fairs, etc.), feedback on curriculum and even financial support.

School partnerships benefit students by:

- Enhancing student achievement, attendance, and motivation.
- Connecting students to caring, employed adults from businesses and the community.
- Providing contextual learning.
- Connecting the classroom to the outside world.

School partnerships benefit teachers and schools by:

- Attracting new volunteers and financial support to the schools.
- Helping teachers meet curriculum standards.
- Providing opportunities for student performance packages.
- Providing opportunities for professional development.
- Helping schools fulfill school improvement plans.

School partnerships benefit businesses by:

- Providing a source of competent, skilled workers.
- Opening lines of communication to help with problem solving.
- Enabling employees to develop rewarding mentor relationships.
- Building better relationships with local citizenry.

School partnerships benefit the community by:

- Expanding community volunteerism and engagement with youth.
- Supporting and enhancing the quality of life in the community.
- Helping students develop marketable skills to prepare them for their future roles as employees, customers, and vendors.

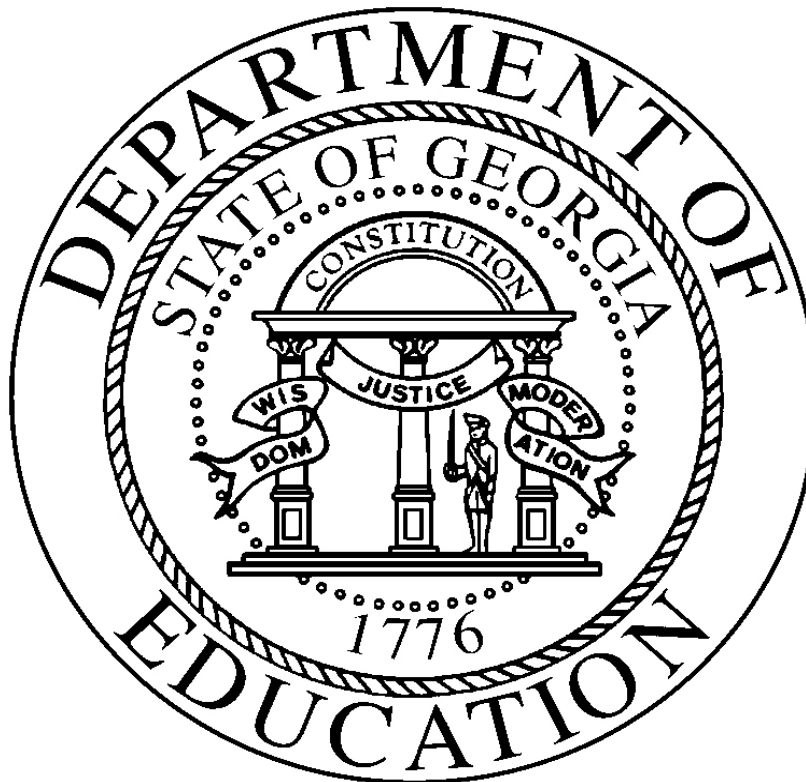
Every school system in the state should have some form of business partnership plan. CTAE instructors can make a great contribution towards building relationships with local businesses that are truly meaningful to all involved.

Some suggestions towards these ends are to:

- Get involved
 - Relationships go a long way toward mutual understanding. Get involved with business groups in your community. Take the opportunity to open their eyes about what is going on in your school and to learn about their concerns.
- Communicate
 - Don't be afraid to share the successes of your program. For example, talk about the accomplishments of students and teachers. Show your excitement and let businesses know the extent to which your school is involved in the community. Be creative. Think outside the box when it comes to identifying potential partners.
- Use proven strategies
 - A wealth of information about school and business partnerships can be found on the Internet. Use these to research methods and strategies which have proven successful in the past. Talk to other CTAE instructors about what has worked for them.

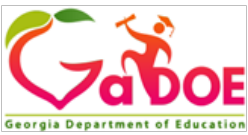
SECTION SIX

WORK-BASED LEARNING PLACEMENTS



Special Note

The contents of this document are subject to constant change and revision. Please refer to the latest version of this document found on the Georgia Department of Education website for the most accurate and up to date information.



Standard 6: Work-Based Learning placements are appropriate and accurately identified as Employability Skill Development (ESD), Cooperative Education (Co-op), Internship, Youth Apprenticeship (YAP), or Great Promise Partnership (GPP).

Exemplary	3	Meets Expectation	2	Does Not Meet Expectation	1	Evidence
<p>Include all criteria from "meets expectations" plus the following:</p> <p>WBL placements are available to and equitably represented by all college and career ready students.</p> <ul style="list-style-type: none"> <input type="checkbox"/> A low percentage of placements are identified as ESD, and such students are moved to another placement category as soon as possible. <input type="checkbox"/> Unique partnerships are developed to create new WBL placements. <input type="checkbox"/> A high percentage of WBL placements are YAP. <input type="checkbox"/> A high percentage of YAP students enrolled each year are tracked to completion of the program. <input type="checkbox"/> Many YAP placements are matched to the US Department of Labor's list of Officially Recognized Apprenticeships. <input type="checkbox"/> All student placements match the three interlocking components of WBL: Career Goal, Related Pathway Courses, and Work Experience. * 	<ul style="list-style-type: none"> <input type="checkbox"/> Students in all college and career ready pathways have availability to Youth Apprenticeship, Cooperative Education, Internships, and Employability Skill Development as appropriate. <input type="checkbox"/> There is a defined connection between school based and WBL instruction. <input type="checkbox"/> WBL placements are based on developed business partnerships and coordinated by the WBL Coordinator. <input type="checkbox"/> ESD placements consist of no larger than 25% of the total number of WBL student placed. <input type="checkbox"/> WBL students are required to complete a student portfolio that documents application of employability skills. * <input type="checkbox"/> Student placements are congruent with student career goals and pathway course(s). * <input type="checkbox"/> CTI student placements adhere to state standards with appropriate accommodations. <input type="checkbox"/> All WBL students have a "placement criteria checklist" on file to verify the appropriateness of the placement. 	<ul style="list-style-type: none"> <input type="checkbox"/> WBL placements not available to students in all college and career ready pathways. <input type="checkbox"/> Placements are not based on partnerships with the local community. <input type="checkbox"/> Students are in inappropriate placements or have their placement type inaccurately identified. <input type="checkbox"/> ESD placements consist of more than 25% of the total number of WBL students placed. <input type="checkbox"/> Standards of the WBL Manual are not followed for CTI student placements (excluding accommodations). <input type="checkbox"/> Student placements not congruent with student career goals and pathway course(s). <input type="checkbox"/> WBL students do not complete student portfolios. <input type="checkbox"/> Students are admitted into the program based on having a job and the WBL Coordinator has minor contact with the employer for approving the site or job experience. 	<ol style="list-style-type: none"> 1. WBL placement records. 2. List of employer-partners. 3. List of placements broken down by student pathways offered. 4. Plan for overseeing the development, design, implementation, and administration of a variety of WBL placements. 5. Written guidelines for worksite visitations. 6. Written grading procedures. 7. Proportion of YAP, Co-op, Internship, ESD and GPP students. 8. YAP completer percentage. 9. Student records in C-NET. 10. Student folders containing a check-off sheet for WBL criteria that must be met. 11. Application and selection process. 			

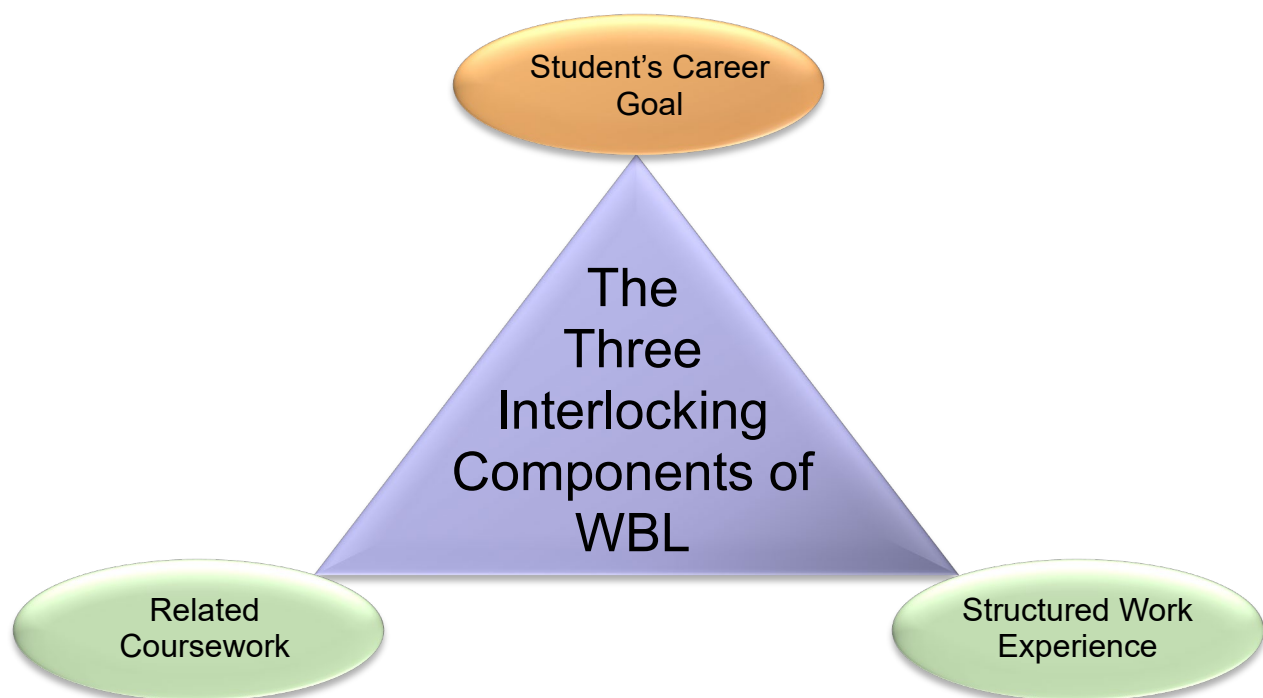
*See GPP Guidance Section in this manual.

Work-Based Learning Placements

Work-Based Learning placements represent the pinnacle of the Career, Technical, and Agricultural Experience. Enrollment in a WBL course is an extension of the student's work in their career pathway. Credit earned for enrollment in WBL may count toward graduation as part of the student's cluster or pathway. To qualify for a WBL placement, a student must be at least 15 years old or over in any public school in the state.

The optimal WBL placement has 3 elements in place:

- The student must have a defined career goal.
- The student must have taken or be enrolled in the appropriate related coursework.
- The structured work experience is in an approved placement, matching the career goal and coursework of the pathway.



Appropriate and legitimate WBL placements depend heavily on the effort of the WBL Coordinator. Work-Based Learning placements that do not have these three interlocking components do not allow the student an opportunity to apply skills learned in the related class on the job site and thus must focus only on development of employability skills. This type of placement (ESD) is explained in detail later in this section. The most effective coordinators will have the higher percentage of their students placed in settings where these three interlocking components can work to the maximum potential.

Employability Skill Development

Students may be enrolled in WBL under the category of Employability Skill Development (ESD) if they have a job, but the job does not have the correct relationship to their career goal and/or pathway courses taken. An ESD placement may last for up to one school year. Since the student's job is not directly related to the student's Career Pathway, the student's training plan will only contain employability skills being learned on the job site. The first standard of each of Georgia's career cluster/pathway courses is focused on employability skills. The ESD category is designed for situations where the work experience does not directly correlate to the technical skills of a related pathway course but rather a set of employability skills to be learned and developed. This placement opportunity exists in recognition of the fact that almost everyone at some point must experience entry-level work and begin to understand the culture of the workplace. Training plans for ESD students concentrate heavily on the skills and knowledge identified as being important to success on the job. An ESD placement lacks the curricular connection evident in other placements such as Cooperative Education, Internships, or Youth Apprenticeship, because there is no current or completed coursework that aligns with the placement.

The desired outcomes of an ESD placement are:

1. Develop transferable and employability skills.
2. Develop an awareness of the culture of the workplace.
3. Achieve mastery of a set of predetermined learning objectives.
4. Increase understanding of the workplace and self-awareness of related career interests.
5. Participate in culminating events such as portfolio development.

The goal is to move students to one of the other placement categories as soon as possible. All ESD placements must be paid positions. The WBL Coordinator is the school official responsible for supervision.

Note: A quality WBL program will keep in mind it is suggested that students classified as ESD not be larger than 25% of the total number of WBL students who are placed. In smaller more rural districts where a limited number of business and industry opportunities and limited CTAE pathways exist, this goal may be difficult or impossible to achieve.

Employability Skill Development **Placement Criteria Checklist**

The ESD student placement should pass the following checklist of criteria. If the following criteria do not apply, the placement is most likely another type of Work-Based Learning experience, such as internship or Cooperative Education.

1. The student is at least 15 years of age.
2. The student has earned at least **one unit** in their CTAE pathway or is concurrently enrolled in one of their CTAE pathway courses.
3. The student has a detailed **training plan** that focuses on development of employability skills. Standard 1 of the CTAE pathway courses should be used as a guide to develop employability skill related tasks on the training plan.
4. The student has a **training agreement** which has been completed and signed by all concerned parties (student, parent/guardian, employer, WBL Coordinator).
5. The student's job responsibilities are recognized to be an entry-level experience through which the student can master **basic employability skills** that are essential to future career success and that introduce the student to the culture of the workplace.
6. The student receives compensation in compliance with state and federal **labor laws**.
7. The student has a **mentor** assigned by the business and is evaluated on-site with the school providing any necessary remediation.
8. The student has an Individual Graduation Plan-(IGP).
9. The student has a Career Portfolio assignment which documents the transferrable employability skills learned from this experience.

Employability Skill Development placements are recognized as an entry-level introduction for some students to the working world. They are designed to be short-term experiences lasting no more than one year. Ideally, students who are working in an ESD placement will become qualified for one of the other placement opportunities and be re-categorized as soon as possible.

Cooperative Education (Co-op)

Cooperative Education students participate in a structured program that connects school-based occupational instruction and related paid work-site experiences. These educational experiences provide a rigorous and relevant curriculum with an occupational specialty. Co-op students are guided by a formal, written training plan that defines specific academic and workplace skills to be mastered. Students must be concurrently enrolled in a course directly related to the job placement. The WBL Coordinator is the school official responsible for supervision.

The training plan of the COOP student should contain items in three categories:

- Work Ethic/Soft Skills address and evaluate the student’s work ethics. For example: “The student’s attendance at work is outstanding.” “The student follows all company rules and regulations.”
- Specific Duties and Tasks Performed on the Job specify the actual duties and tasks performed by the student on the job. For example: “The student always cleans the workstation at the end of his/her shift.”
- Curriculum Activities Aligned to the Job specify the curriculum unit(s) taught during a given grading period as related to the job. For example, the student is asked to document in his or her portfolio how knowledge recently obtained from a unit of study covered in class (perhaps an explanation of how to use a specific tool or apparatus) was applied in a practical way at the job site.

By including this third component (Curriculum Activities Aligned to the Job), the student is applying all the competencies learned in the classroom to his/her WBL site. For this educational experience to be “cooperative” this component must be a significant part of the training plan and must be documented in the student’s portfolio. Without this component, the student is only performing his/her job duties/tasks (as assigned by the company) that may include only the core competencies and exclude the curriculum-specific, technical competencies. Without curriculum-based knowledge and information presented in the classroom, coupled with an opportunity to apply this knowledge on the job, the student experience may be no more significant than Employability Skill Development.

Cooperative Education Placement Criteria Checklist

The Cooperative Education student placement should pass the following checklist of criteria. If the following criteria do not apply, the placement is most likely another type of Work-Based Learning experience such as Internship or Employability Skill Development.

1. The student is at least 15 years of age.
2. The job placement is directly correlated to a course in the student's pathway in which the student is **concurrently** enrolled.
3. The student has a detailed **training plan** based on tasks that are an application of what is being learned in the pathway course in which he/she is concurrently enrolled.
4. The student has a **training agreement** which has been completed and signed by all concerned parties (student, parent/guardian, employer, WBL Coordinator).
5. The student receives compensation in compliance with state and federal **labor laws**.
6. The student has a **mentor** assigned by the business and is evaluated on-site with the school providing any necessary remediation.
7. The student has an Individual Graduation Plan-(**IGP**).
8. The student has a **Career Portfolio** assignment which documents the technical skill applications as well as employability skills learned from this experience.
9. The student has a portfolio assignment which documents the cooperative education for WBL and the course in the student's pathway in which the student is concurrently enrolled. For example, the student is asked to document in his or her portfolio how knowledge recently obtained from a unit of study covered in class (perhaps an explanation of how to use a specific tool or apparatus) was applied in a practical way at the job site.

The WBL Coordinator should meet regularly with instructors who teach courses related to the student's job placement to discuss and gather input in relation to (A) employment sites, (B) student placements, (C) training plan criteria which teaches and/or reinforces course standards and (D) student evaluations from on-the-job performance.

Internship

Internship is an opportunity for student placement in an environment where skills and knowledge are developed and applied related to the coursework in the student's pathway courses. The Internship should involve the equivalent number of hours that the student would have spent in class to earn the equivalent credit. The Internship may be either paid or unpaid and can occur only after the completion of coursework related to the placement.

If the intern is functioning as an unpaid worker, he or she is NOT covered by Worker's Compensation Insurance. According to Georgia law, a WBL student can serve as an unpaid worker (exempt from the entities Workers Compensation coverage) only if they meet the following criteria:

1. The placement, even though it includes actual operation of the facilities of the employer, is like training which would be given in an educational (school) environment.
2. The placement benefits the student, not the employer.
3. The student does not displace regular employees but works under close supervision of a mentor.
4. The employer that provides the training derives no immediate advantage (profit) from the activities of the student; and should be able to show that operations are impeded to provide the training.
5. The student is not entitled to a job at the conclusion of the placement.
6. The employer and the student understand that the student is not entitled to wages for the time spent in the placement."

The WBL Coordinator should ensure that employers understand the law as it applies to the status of an unpaid worker. Otherwise, the employer may be under a false impression that they are not liable for the student under worker's compensation law when in fact they are.

The internship experience must be defined by a detailed training plan. The training plan specifies the tasks to be completed that are direct applications of content that has been learned in the related pathway courses. Without a specific training plan, the internship experience may be little more than a glorified job shadowing experience. The training plan may consist of a combination of technical skill applications and employability skills to be developed.

Quality internship placements are most likely arranged by the WBL Coordinator. The WBL Coordinator should solicit input from the related pathway instructor, advisory committees, and other contacts in the community to assist in creating quality internship placement sites related to the pathway options in the school.

While supervision and evaluation of the student is primarily the responsibility of the WBL Coordinator in cooperation with the work-site mentor, the nature of the internship experience may involve participation of the related pathway instructor. Any special conditions that may be associated with the experience, for example uniform requirements or safety equipment, can be established by the WBL Coordinator as a requirement for participation.

Internship Placement Criteria Checklist

The student placement in Internship should pass the following checklist of criteria. If the following criteria do not apply, the placement is most likely another type of Work-Based Learning experience such as Cooperative Education, YAP or ESD.

1. The student is at least 15 years of age.
2. The student has a **training agreement** which has been completed and signed by all concerned parties (student, parent/guardian, employer, WBL Coordinator).
3. The student has a detailed **training plan** that focuses on development of technical skills and employability skills. The tasks of the training plan should contain items specifically matched to the standards of the student's CTAE pathway course(s).
4. The student must have earned a minimum of **one unit** of credit in the pathway related to the placement.
5. The student may receive **compensation** in compliance with state and federal labor laws, **or** this may be an **unpaid** placement. The criteria for an unpaid status have been met:
 - The placement, even though it includes actual operation of the facilities of the employer, is like training which would be given in an educational (school) environment.
 - The placement benefits the student, not the employer.
 - The student does not displace regular employees but works under close supervision of a mentor.
 - The employer that provides the training derives no immediate advantage (profit) from the activities of the student; and should be able to show that operations are impeded in order to provide the training.
 - The student is not entitled to a job at the conclusion of the placement.
 - The employer and the student understand that the student is not entitled to wages for the time spent in the placement."
6. The student has a **mentor** assigned by the business and is evaluated on-site with the school providing any necessary remediation.
7. The student has an Individual Graduation Plan (IGP).
8. The student has a **Career Portfolio** assignment which documents the technical skill applications as well as employability skills learned from this experience.

The WBL Coordinator should meet regularly with the pathway instructor who teaches courses related to the student's job placement to discuss and gather input in relation to (A) internship sites for student placements, (B) training plan criteria which teaches and/or reinforces course standards, and (C) student evaluations from on-the-job performance.

Youth Apprenticeship

The central objective of Youth Apprenticeship can be characterized as twofold:

1. To prepare students for a high-skill occupation that requires an industry credential.
2. To provide Georgia with a pool of highly trained technologically sophisticated young workers.

Under Georgia Code Section 20-2-161.2, the Georgia Department of Education was authorized to establish Youth Apprenticeship programs beginning in the fiscal year 1996. Working in conjunction with the Department of Labor and the Technical College System of Georgia, the Department of Education has developed standards and procedures necessary to implement the programs. Essential components of Georgia's Youth Apprenticeship program are:

- A partnership structure encompassing schools, postsecondary institutions, employers, labor organizations, and/or community representatives.
- The resulting award of a portable, industry-recognized, skill certificate for participating students.
- Integration of work-based and school-based learning.

O.C.G.A. Code 20-2-161.2. Youth Apprenticeship Program as amended by House Bill 766 during the 2013-2014 Legislative session

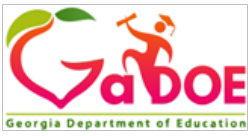
SECTION 1.

This Act shall be known and may be cited as the "Work-Based Learning Act."

SECTION 2.

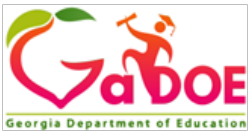
Chapter 2 of Title 20 of the Official Code of Georgia Annotated, relating to elementary and secondary education, is amended by revising Code Section 20-2-161.2, relating to the Youth Apprenticeship Program, as follows:

- (a) The General Assembly finds that it would be beneficial to students, employers, and the economic health of the state to assist in providing highly trained, technologically sophisticated, and career-oriented students who will aid in the development of a successful twenty-first century work force. By opening their doors to WBL opportunities, employers can play an active role in shaping the quality of their future work force, by preparing potential leaders for their company and their community, and by helping shape future curriculum to create an educated work force for their industry. WBL programs can provide students the opportunity to work and learn in a real-world environment and prepare them for future career opportunities. Such WBL opportunities can be accomplished by developing partnerships between and among the business community, industry, students, parents, school systems, and postsecondary education institutions.



- (b) Any student aged 15 or over in any public school in this state may enroll in a WBL program which is offered at that public school, and which is approved for secondary credit by the department. Such student shall be granted release time from the public school to work as a student learner for any business or governmental enterprise which is approved by the local WBL Coordinator as a qualified employer pursuant to this Code section and WBL program guidelines established by the department. A student shall receive secondary credit for such work-based learning only under the conditions established by the department. The department is authorized to establish WBL programs and guidelines to assist local school systems in operating such programs and to promulgate such policies, standards, procedures, criteria, and administrative requirements as may be necessary to implement the program by rules and regulations. The WBL programs established pursuant to this Code section may include, but not be limited to, employability skill development, service learning, cooperative education, internships, and youth apprenticeships. The department shall collaborate with the Department of Labor and the Technical College System of Georgia in developing such policies and procedures. The department's WBL programs shall include but not be limited to the following:
1. A detailed training agreement and training plan between employer and student that identifies specific work tasks that will develop workplace competency.
 2. A minimum of one unit of credit in a career pathway course related to the WBL placement.
 3. A minimum number of hours of on-the-job training as required in the department's guidelines for awarding secondary credit.
 4. On-site evaluation of the student's performance.
 5. Training remediation as necessary at the school site.
 6. A broad range of skills but shall be focused on skills related to the student's career pathway.
 7. Development of materials by the business, industry, and labor community in conjunction with the department to promote the awareness of WBL opportunities for high school students and encourage recruitment; and
 8. Structural linkage between secondary and postsecondary components of the program leading to the awarding of a high school diploma and a postsecondary credential related to the student's career pathway.
- (c) Local school systems and college and career academies may designate one or more local WBL Coordinators to coordinate and oversee WBL programs for the school system.
- (d) Local WBL Coordinators shall complete training programs that are collaboratively designed and delivered by the department and the Technical College System of Georgia.
- (e) A college and career academy established in accordance with Code Section 20-4-37 which participates in WBL programs pursuant to this Code section and its charter shall be eligible for any funding or assistance available for the implementation of this Code section.
- (f) The State Board of Education shall encourage local school systems to work with their industry partners to develop and provide opportunities for industry experience for local WBL Coordinators and for instructors and shall provide for professional learning credit for coordinators and instructors who participate in such opportunities.

SECTION 3.



Said chapter is further amended by revising subsection (g) of Code Section 20-2-159.5, relating to dual credit courses, as follows:

- (g) Students enrolled in a WBL program under Code Section 20-2-161.2 may be eligible to earn dual credit upon completing a planned training experience under guidelines developed by the State Board of Education and the State Board of the Technical College System of Georgia provided students meet postsecondary readiness established in reading and writing and mathematics for the advanced training program or associate degree.

SECTION 4.

Said chapter is further amended by revising paragraph (5) of subsection (c) of Code Section 20-2-327, relating to recognition of advanced proficiency/honors courses, and counseling and development of individual graduation plans, as follows:

- (5) Include experience based, career-oriented learning experiences which may include, but not be limited to, participation in WBL programs such as internships, apprenticeships, cooperative education, service learning, and employability skill development.

SECTION 5.

Said chapter is further amended by revising paragraph (3) of Code Section 20-2-329, relating to requirements for high schools that receive a reform grant, as follows:

- (3) Provide students in the ninth through twelfth grades information on educational programs offered in high school, in technical and community colleges, in colleges and universities, and through WBL programs and how these programs can lead to a variety of career fields. Local school systems shall provide career awareness and exploratory opportunities such as field trips, speakers, educational and career information centers, job shadowing, and classroom centers to assist students and their parents or guardians, with guidance from school counselors and teacher advisers, in revising, if appropriate, the individual graduation plan developed pursuant to subsection (c) of Code Section 20-2-327;

SECTION 6.

All laws and parts of laws in conflict with this Act are repealed.

Based on the authorization provided by O.C.G.A. Code 20-2-161.2 as amended by HB766, the Georgia Department of Education authorizes funding for a Youth Apprenticeship Program governed by State Board Rule 160-4-3-.13.

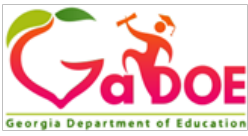
160-4-3-.13 YOUTH APPRENTICESHIP PROGRAMS.

(1) DEFINITIONS.

- (a) **Completer Certificate** – a credential issued by the Georgia Department of Education that certifies that a student has mastered skills at levels recognized by industry and has completed all the requirements of the Youth Apprenticeship Program. The Completer Certificate can be printed directly from C-NET. When all the criteria has been entered validating the 750 hours of training and the industry recognized credential has been listed, the certificate should become available for printing.
- (b) **School-based learning** – academic and occupational objectives (in the related course) directly linked to skill standards contained in a program of study that leads to a Completer Certificate.
- (c) **Skill Standards** – academic and occupational standards validated by industry that prepared students for employment in a broad occupational cluster or an industry sector.
- (d) **Training Plan** – work-site performance objectives linked directly to skill standards.
- (e) **Work-based mentor** – an employee or individual approved by the employer and school who possesses the skills and knowledge that the student must master and whose responsibilities are to instruct the apprentice, evaluate his or her performance and work in consultation with the Youth Apprenticeship Coordinator.
- (f) **Youth apprenticeship** – a category of WBL that integrates school-based learning and a training plan coordinated with business, industry and labor that facilitates the transition from secondary to postsecondary education by providing the apprentice the opportunity to earn a high school diploma, post-secondary credential/diploma, and a completer certificate.

(2) REQUIREMENTS.

- (a) Each local board of education or apprenticeship consortium receiving grant funds for a Youth Apprenticeship Program shall have a youth apprenticeship coordinator who shall participate in training provided by the Georgia Department of Education.
- (b) Each Youth Apprenticeship Program site shall be approved by the Georgia Department of Education.
- (c) Each local board of education or apprenticeship consortium receiving grant funds for a Youth Apprenticeship Program shall require the following:
 - 1. A detailed training agreement and training plan that is jointly developed by the school, business/industry, student, and parent. This plan shall specify the skill standards to be mastered in the work environment and the progression of skills the student must acquire to earn credit. This plan shall also specify the criteria to be used to evaluate student performance.
 - 2. A minimum of one unit of credit must be earned by the student in a related career pathway prior to student placement on the job site.
 - 3. A minimum of 720 hours of on-the-job skill training must be completed by students enrolled in the Youth Apprenticeship Program (YAP) for awarding of the Completer Certificate.
 - 4. Assigned mentors both on the job and at the school shall be involved in evaluation of the student's performance.



5. Instruction and necessary remediation in the pathway related to the work site placement shall be provided as needed.
 6. A broad range of activities shall be focused on skills related to the student's career pathway.
 7. Development and use of recruitment materials shall be developed jointly by the school system and business community.
 8. Adherence to the standards shall be required as outlined in the Georgia Work-Based Learning Coordinator's Resource Manual.
- (d) Grant applications will be evaluated by a review team, and grants will be awarded on a competitive basis to local boards of education or apprenticeship consortia that meet the criteria identified in the grant application.
1. Competitive grant applications must be submitted to the Georgia Department of Education no later than May each year.
 2. Grant applications must identify occupational clusters(s), postsecondary partner(s) and industry/business sponsor(s).
 3. Grant applications must address apprenticeship criteria cited in paragraph (2)(c).

Authority O.C.G.A. § 20-2-161.2

Implementation of the Youth Apprenticeship Program (YAP)

A Youth Apprenticeship Program begins with the business partnership. The purpose of the YAP is to allow Georgia's businesses an opportunity to grow the highly trained workforce they need starting in the high school. The goal of the YAP and the business in the partnership should be to help the student earn a post-secondary credential in the technical field related to the occupational category. Therefore, a YAP cannot be set up without a business partnership and plan for obtaining the post-secondary credential. When application is made by the local system for the YAP grant, information must be supplied concerning the business partners and/or the post-secondary institutions the credential will be earned from.

This program design and the planned outcome of student credentials is what makes Youth Apprenticeship different and unique from the other WBL categories. The following are the major components around which the YAP should be developed:

1. Instruction in the related courses which covers specific technical competencies related to the occupational category.
2. Work experience according to a detailed training plan developed with the employer, apprentice, and coordinator.
3. Plans for the apprentice to receive a minimum of 720 hours of on-the-job training.
4. Mentoring by an employee who possesses the skills to be mastered by the apprentice, who provides instruction and feedback on the student's performance.
5. Completion of a post-secondary credential in the related occupational field.
6. All other requirements common to WBL that are outlined in the Georgia WBL Manual.

Neither the State Board Rule or O.C.G.A. § 20-2-161.2 makes any reference to student pay by the employer for a Youth Apprenticeship placement. While the WBL Coordinator should seek to have employers pay apprentices for work during their placement, this is NOT a requirement and could be treated the same as unpaid internships.

Youth Apprenticeship is a structured program that connects school-based occupational instruction and related paid work-site experiences to prepare students for the world of work, while providing Georgia with a highly skilled, technologically, competitive workforce. Compared to other WBL programs, Youth Apprenticeship is usually of a longer duration than other WBL categories.

Youth Apprenticeship Coordinator (a category of WBL Coordinator) is primarily responsible for supervision while the student is still in high school as well as maintaining contact after graduation to document the conditions of completion. Maintaining contact with students beyond graduation to track their progress until meeting the requirements to be a completer can sometimes be the most challenging part of a WBL/YAP Coordinator's role.

Youth Apprenticeship Placement Criteria Checklist

Under Georgia Code Section 20-2-161.2, the Georgia Department of Education authorizes Youth Apprenticeship programs. State Board Rule 160-4-3-.13 “Youth Apprenticeship Programs” includes rules for implementation of this program.

Accordingly, the YAP student placement should pass the following checklist of criteria. If the following criteria do not apply, the placement is most likely another type of Work-Based Learning such as internship or cooperative education.

1. The student is at least 15 years of age.
2. The student has received at least one unit of credit in the appropriate pathway related to the occupation field prior to the placement.
3. The student has a **training agreement** which has been completed and signed by all concerned parties (student, parent/guardian, employer, WBL Coordinator).
4. The student has a detailed training plan that establishes a realistic goal of accumulating **720 hours of on-the-job training**.
5. The student has a **mentor** assigned by the business and is evaluated on-site with the school providing any necessary remediation.
6. The student has an Individual Graduation Plan (IGP) that includes a plan for completion of a post-secondary certificate, degree, diploma, or other industry recognized credential.
7. The student’s job is classified as **highly skilled** in business and industry.

Reporting Completers

When properly applied, this checklist should ensure that a high percentage of students become completers of the program. A completer is defined as follows:

A completer is a Youth Apprenticeship student who has completed the required classroom related instruction, 720 hours of on-the-job training, and/or an industry-recognized credential.

Status of the Youth Apprenticeship Student in C-NET

YAP students are tracked in C-NET in one of the following categories:

1. YAP (have not graduated from high school)
2. YAP Tracking (graduated from high school and working on post-secondary credential)
3. YAP Tracking Complete (fulfilled all requirements; received completer certificate)
4. YAP Tracing Archived (no longer progressing in the program)

Youth Apprenticeship Program

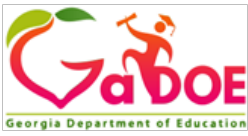
Students are chosen, matched up with a YAP partner and enrolled in the YAP during their 10th, 11th or 12th grade in high (secondary) school. At this time, the student is entered into C-NET as an *Active Secondary YAP* student. To be a completer, a student must obtain 720 hours of on-the-job training *and* finish a post-secondary certificate, degree, diploma, or other industry recognized credential. Often, the student cannot complete these requirements before graduating from high school. Therefore, the YAP Coordinator must maintain contact with the student after graduation.

YAP Tracking

Once the student graduates from high school and continues to work to accumulate on-the-job training hours or pursue their post-secondary credential, the classification changes to *Post Secondary Tracker*. In C-NET this is a separate section in the student data base, and YAP students are automatically moved there on June 30 of their graduation year. At this time, it becomes necessary for the YAP coordinator to maintain contact with the student and record the data in the C-NET record so the YAP Completer certificate can be eventually obtained.

YAP Tracking Complete

Upon completion of the program, the student should be issued a *YAP Completer Certificate*. The Completer Certificate becomes available once the coordinator enters the information about the post-secondary credential earned and the hours entered exceed 720. This certificate is issued by the Georgia Department of Education and printed from C-NET by the YAP coordinator of the local system. The certificate already contains the signature of the appropriate GADOE official, and other signatures are required at the local level.



YAP Tracking Archived

Some students who are enrolled in a YAP program will fail to meet all of the qualifications required to be counted as a completer. There are a variety of reasons that a student may not be able to complete the program. Some of these reasons include:

- The student has moved and/or contact is lost.
- The employer partnership has failed.
- The student will not complete the required 720 hours of training.
- The student does not complete a possible post-secondary commitment.

When a student will not become a completer, it is important that he/she be terminated from the YAP program in C-NET.

Great Promise Partnership (GPP – 35 CIP)

GPP Placement

GPP is an opportunity to place students who are overcoming barriers in an environment where workplace skills and knowledge are developed. In Perkins, special populations as defined by Federal law include: (a) individuals with disabilities; (b) individuals from economically disadvantaged families, including low-income youth and adults; (c) individuals preparing for non-traditional fields; (d) single-parents, including single pregnant women; (e) English learners; (f) homeless individuals; (g) youth who are in, or have aged out of, the foster care system; and (h) youth with parents on active duty in the armed forces. GPP allows the student to receive on-the-job training and life skills within business settings, such as a corporate office, small business, or an industrial setting, such as a manufacturing or distribution facility. Students hold entry-level positions with real deliverables and expectations. Here they learn important workplace skills, such as communication, job performance, goal setting, and decision making while not only receiving a paycheck, but additional support through mentoring, tutoring, career coaching, and life skills sessions.

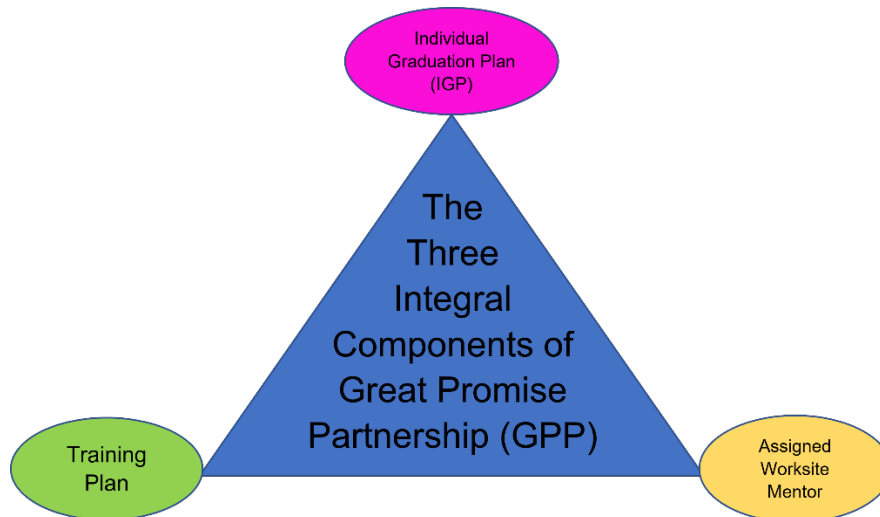
GPP placements assist and support special populations in high school stay on track. School officials screen applicants for special populations categories as defined by federal law.

Great Promise Partnership Placements

Great Promise Partnership (GPP) placements are created to assist students who are overcoming barriers with development of employability skills and/or technical skill attainment. Credit earned for enrollment in WBL as a GPP placement may count toward graduation. Additionally, to qualify for enrollment in WBL as a GPP placement a student must be at least 15 years old.

The major components for placing a GPP student include:

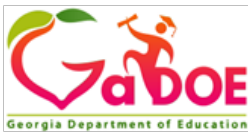
- The student must have an Individual Graduation Plan (IGP).
- The student must have a Training Plan.
- The worksite has an Assigned Worksite Mentor to assist in the employability and technical skills training of the student in a GPP placement.



Great Promise Partnership **Placement Criteria Checklist (GPP – 35 CIP)**

The GPP student placement should pass the following checklist of criteria. If the following criteria do not apply, the placement is most likely another type of Work-Based Learning experience.

1. The student is at least 15 years of age.
2. The student served through a GPP placement may be overcoming barriers such as:
 - a. Individuals with disabilities
 - b. Individuals from economically disadvantaged families, including low-income youth and adults
 - c. Individuals preparing for non-traditional fields
 - d. Single parents, including single pregnant women
 - e. English learners
 - f. Homeless individuals
 - g. Youth who are in, or have aged out of, the foster care system; and
 - h. Youth with parent on active duty in the armed forces.
3. The student does not have major or consistent behavioral problems.
4. The student has a detailed training plan that focuses on development of employability skills and/or technical skills. (GPP Region Coordinator creates the training plan for the GPP student placement.)
5. The student has a training agreement which has been completed and signed by all concerned parties (student, parent/guardian, employer, GPP Region Coordinator).
6. The student receives compensation in compliance with state and federal labor laws.
7. The student has a mentor assigned by the business and is evaluated on-site with the school providing any necessary remediation. (GPP Region Coordinator provides mentor training for GPP placement.)
8. The student has an Individual Graduation Plan (IGP).
9. The student has Career Portfolio assignments which documents the transferrable employability skills learned from this experience.



WORK-BASED LEARNING PLACEMENTS OVERVIEW

Criteria	ESD	COOP	Internship	YAP	GPP (35 CIP)
PURPOSE	Development of Employability Skills, according to Standard 1 of the CTAE pathway course. No more than 25% of total WBL student placements.	Job placement is an application of what is being learned in the class concurrently.	Application of skills and knowledge in the related pathway courses.	Application of coursework already taken and new skill development, culminating in an industry-recognized credential.	Great Promise Partnership is a non-profit agency that assists school systems by securing employers and placements for at-risk youth.
STUDENT RESPONSIBILITIES	Conditions as set by the WBL Coordinator, Training Agreement, and Training Plan	Conditions as set by the WBL Coordinator, Training Agreement, and Training Plan	Conditions as set by the WBL Coordinator, Training Agreement, and Training Plan	Conditions as set by the WBL Coordinator, Training Agreement, and Training Plan	Conditions negotiated by GPP in collaboration with the WBL coordinator
PERSONNEL RESPONSIBILITIES	WBL Coordinator	WBL Coordinator	WBL Coordinator	WBL/YAP Coordinator	GPP Staff and/or WBL Coordinator
COURSEWORK	Currently enrolled in or have previously received credit for a College or Career Pathway course	Concurrently enrolled in a College or Career Pathway course matching the job placement	Minimum of 1 unit in College or Career pathway already earned	Minimum of 1 unit in a College or Career pathway already earned	College or Career Pathway course preferred, but at-risk students who have not successfully completed can still be admitted.
TIME DURATION	1 year only	1 year or two years	1 or more years	1 or more years plus potential post-secondary component	1 or more years
CREDIT	1 or more units. Maximum of 3 units of credit per semester.	1 or more units. Maximum of 3 units of credit per semester.	1 or more units. Maximum of 3 units of credit per semester.	1 or more units. Maximum of 3 units of credit per semester.	1 or more units. Maximum of 3 units of credit per semester.
CREDENTIALS	None	None	None	Post-secondary/ Industry recognized credential	None
EVALUATION	Worksite Mentor/WBL Coordinator	Worksite Mentor/WBL Coordinator	Worksite Mentor/WBL Coordinator	Worksite Mentor/YAP Coordinator	Worksite Mentor/WBL Coordinator. GPP staff cannot assign grades.
WAGES	Paid	Paid	Paid or non-paid	Paid or non-paid	Paid

Career and Technical Instruction

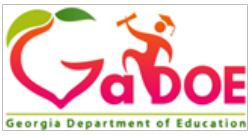
Career and Technical Instruction (CTI) support services in Georgia aid students with disabilities in Career, Technical, and Agricultural Education (CTAE) classes. CTI instructors' structure transitional services to assist students with post-secondary goals and job placement. As future employees, students with disabilities may face unique challenges such as lower incomes, inadequate training, a lack of skills, and lower retention rates. Practical applications that these students gain through WBL experiences help them focus on their career interests and provide them with real work experience.

A student enrolled in CTI support services must be legally identified as a student with a disability and eligible for special services. While all students enrolled in CTAE courses will be exposed to a variety of Career Related Education (CRE) activities, such as mock interviews, field trips, and job fairs, the criteria for placement into a WBL *placement* through CTI consists of a) competencies the student must possess, and b) an understanding of the responsibilities that will be placed on a student enrolled in such a work experience. Student placements in CTI should adhere to all standards outlined in this manual, except where accommodations are specified by the IEP.

CTI Instructors who supervise students in WBL placements must comply with the certification and training requirement specified for WBL Coordinators. Certification and Training details are explained in Section 8 of this manual.

Student placement opportunities should be coordinated and/or arranged by the WBL and/or YAP Coordinator. Job placements for WBL students usually fall into two categories:

1. Business contacts and business partnerships made by the WBL and/or YAP coordinator where agreements are made between the employer and the school to employ students in WBL placements.
2. Students who have secured their own part time jobs, which qualify them for a WBL and/or YAP placement.



Creating WBL Placements

The ideal scenario for student placements involves a partnership with the participating business and the school. The WBL and/or YAP Coordinator should network with the business community and create such partnerships. Job opportunities should be designed to fit opportunities matched to the College or Career course offerings and pathways available to students in the school.

Many times, economic conditions limit the opportunities for paid student jobs directly related to the College or Career curriculum. WBL and/or YAP Coordinators faced with this challenge should make unpaid internships a priority in their program. The local system receives equal funding for a student enrolled in WBL regardless of the category of the placement. Therefore, an unlimited opportunity exists for the program to grow if the coordinator can capitalize on unpaid internship placements. Internships, especially in highly technical fields related to CTAE, are difficult for students to arrange. Coordinator intervention and created partnerships are the keys to making a significant portion of the WBL Program invested in internship opportunities for students.

Approval of Student Jobs

Often, students who already have a part-time job apply for entrance in to the WBL Program. A WBL Program should not rely primarily on students having a job as a prerequisite for admission to the WBL Program without a process for evaluating the work site, ensuring a match between the job tasks and skills related to the curriculum, and mentor training. * If the WBL and/or YAP Coordinator has not visited the site of the student's job and discussed the training objectives with the employer prior to the student reporting to work, the appropriateness of the student placement may be highly questionable.

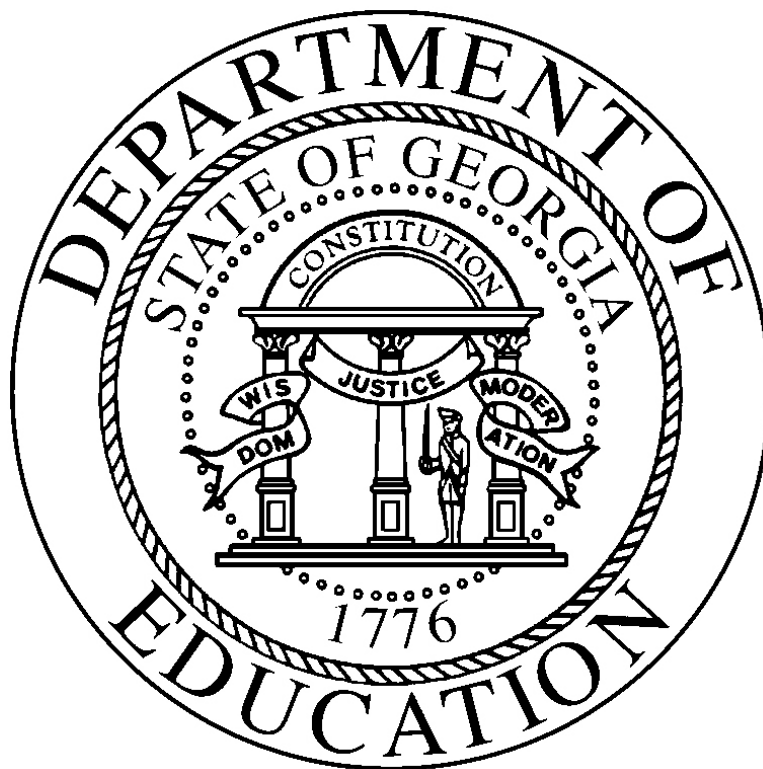
This is especially important for cooperative education students, in that their job placement is directly related to the curriculum of the pathway classes in which they are concurrently enrolled. There are five different opportunities by which a student may participate in a work-site placement. These placements are supervised by the WBL Coordinator and/or YAP Coordinator.

*See GPP Guidance Section in this manual.

SECTION SEVEN

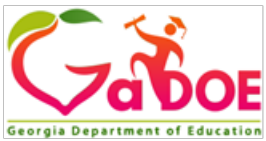
THE WORK-BASED LEARNING

DELIVERY MODEL



Special Note

The contents of this document are subject to constant change and revision. Please refer to the latest version of this document found on the Georgia Department of Education website for the most accurate and up to date information.



Standard 7: The local school system supports equitable Work-Based Learning opportunities by providing a school-wide WBL Coordinator, adequate resources, and a manageable workload.

Exemplary	3	Meets Expectation	2	Does Not Meet Expectation	1	Evidence
<p>Include all criteria from "meets expectations" plus the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> A realistic, manageable workload, following DOE recommended class size is in place, which promotes student safety and program effectiveness. <input type="checkbox"/> One or more full-time WBL Coordinator positions exist. <input type="checkbox"/> The facilities are current and of sufficient size and quality to effectively meet instructional needs of the students. <input type="checkbox"/> The instructor/coordinator has storage facilities and a private office with telephone. <input type="checkbox"/> The WBL Coordinators has access to appropriate technology and internet connected devices. <input type="checkbox"/> The WBL program has a generous budget for travel, equipment, and supplies. Said budget for the current fiscal year is on file, available to and controlled by the instructor/ coordinator. <input type="checkbox"/> The WBL program is an integral part of the local plan for career education and is considered equal but of separate instructional design. 	<ul style="list-style-type: none"> <input type="checkbox"/> A consolidated WBL Coordinator position exists, working toward a fulltime WBL funded position. <input type="checkbox"/> Students in all CTAE classes have equal opportunity to participate in WBL placements. <input type="checkbox"/> Student enrollment in WBL placements follows class size limitations striving toward recommended workload for WBL programs. <input type="checkbox"/> The WBL Coordinator is unencumbered and available for supervision during all periods that students are released from school to report to worksites. <input type="checkbox"/> The facilities are adequate to effectively meet the instructional needs of the students. <input type="checkbox"/> There is a classroom, storage facilities, and access to an office and telephone for WBL Coordinators. <input type="checkbox"/> There is an adequate budget for travel, equipment, supplies, and operation of the WBL budget is controlled by the local administrator. <input type="checkbox"/> The WBL program is a part of the local plan for career education. 	<ul style="list-style-type: none"> <input type="checkbox"/> Student enrollment in WBL placements exceed the state class size limitations and recommended workload for WBL programs, jeopardizing student safety and program effectiveness. <input type="checkbox"/> Multiple part-time WBL Coordinator positions exist rather than a consolidated school wide WBL coordinator model. <input type="checkbox"/> Students in all CTAE program areas do not have equitable opportunity to participate in WBL placements. <input type="checkbox"/> The facilities are not adequate to effectively meet the instructional needs of the students. <input type="checkbox"/> There is no office and telephone for the WBL Coordinator. <input type="checkbox"/> There is an inadequate budget available for salary, travel, equipment and supplies, and the instructor/coordinator does not have access to the operating budget for the program. <input type="checkbox"/> The WBL program is not a vital part of the local plan for career education. 	<ol style="list-style-type: none"> 1. Class rosters. 2. WBL Coordinator job description. 3. WBL Coordinator's daily assignments. 4. Copy of the WBL budget, including travel, equipment and supply allocations, and expenses. 5. WBL Coordinator's inventory. 6. WBL Coordinator's office. 			

The School Wide WBL Coordinator Model

It is not feasible for every CTAE instructor to leave school the latter third of the school day to supervise WBL placements. Even if funding or resources existed to release all CTAE instructors for WBL placement supervision, having no CTAE course offerings in the school's master schedule the latter third of the day would be unacceptable. A proven solution to make WBL placements equitable for all CTAE students is designation of one coordinator in the school to administer student placements for all CTAE program areas.

The advantages of this model are as follows:

- Multiple CTAE instructors in program areas that have traditionally spent part of the school day supervising WBL students can teach more sections and accommodate more students.
- Competition involved in student recruitment is eliminated.
- More specific training and preparation can be directed at one WBL Coordinator per school.
- An increase in the accuracy of placement types takes place.
- WBL placement can be more accurately matched to business in the community.
- Employability skills can be taught to all CTAE students, not just those enrolled in a few traditional WBL programs.
- One advisory committee can focus on WBL issues.
- Student admission policies, forms, and assessment procedures can be standardized throughout the school and school system.
- Student data for WBL placements becomes centralized.
- Processes for public relations and the annual program evaluation become centralized

Personnel qualified for the position of school-wide WBL Coordinator are instructors certified in a CTAE field and those holding a WBL endorsement. State Board Rule 160.4.3.14 specifies the training requirement for WBL Coordinators. *These requirements are explained in more detail in Section 8.*

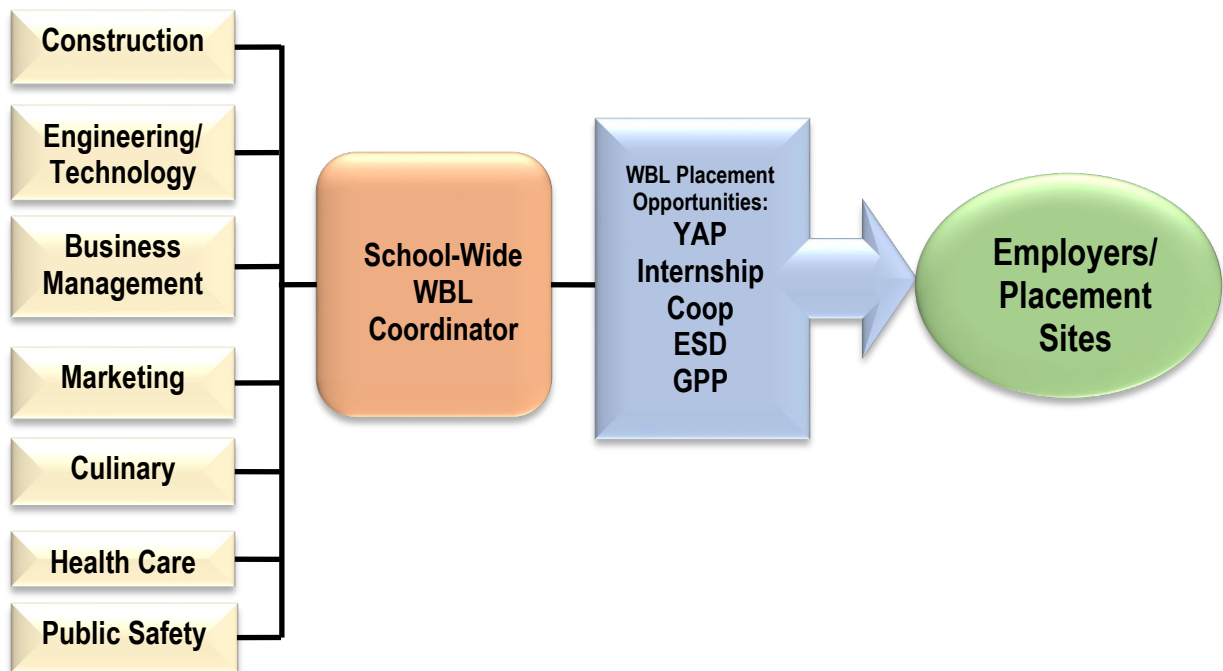
Scheduling and Supervision of WBL Students

The WBL Coordinator must be unencumbered from all duties and classes during periods that students are scheduled for WBL and released from school to report to the work site. If the WBL Coordinator is not available and has not conducted proper monitoring, a liability may be created and a case may be made for negligence on the part of the school and personnel responsible for scheduling. *Details regarding student supervision on the job site are covered in Section 20. Scheduling students and class size limitations are covered later in this section and in Section 19.*

The School Wide WBL Coordinator Model

The Career, Technical and Agricultural Division of the Georgia Department of Education supports a school wide WBL Coordinator delivery model. Using this model, each school should assign the role of coordinating WBL to a designated person.

Examples of Pathways Available in the School



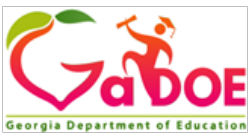
Optimum efficiency and effectiveness are achieved when the WBL Coordinator fulfills this role on a full-time basis. Schools with a full-time coordinator may also have a workload that justifies a second part-time or full-time coordinator. In small schools (less than 750), the number of students enrolled in WBL may be very small (less than 30) and may necessitate a split role where the WBL Coordinator fulfills this role only part of the day and has another assignment the remainder of the day. The effectiveness of the WBL program suffers in part-time situations. Aside from the reasons for balancing positions, a simple fact remains: the WBL Coordinator cannot physically be in two places at once. A full-time WBL Coordinator may be attending meetings of community groups and development authorities during the day or visiting businesses to create partnerships and effective placements for students or may be visiting classes in the school to teach employability skill lessons and educate students about the program. The part-time coordinator does not have this luxury if they are obligated to other duties or classes part of the day. The WBL coordinator serves in the role of a coordinator and communicator of both education and industry sectors.

The success of the Work-Based Learning program depends on the personality type and skill set of the WBL Coordinator. *The certification and training requirements are covered in Section 8.*



WBL Coordinator Job Description

Tasks to be performed by the school wide WBL Coordinator for implementation of an effective WBL program.	Standards Referenced
1. Coordinate and implement Career Development Activities and WBL placements according to the <u>Georgia Work-Based Learning Standards and Guidelines</u> . Provide WBL placements for students in all CTAE classes offered in the school.	1, 2
2. Serve as a liaison between the school, parents, the community, business and industry, and post-secondary institutions. Work with middle schools that feed the high school, providing information to assist in career awareness and career exploration.	1
3. Assist in securing qualified guest speakers and resource people for the related instruction classes. Assist in planning career related field trips.	1
4. Prepare materials to be used in planning lessons for integrating employability skills with academic and technical skills. Conduct sessions in CTAE classes regarding employability skills. Examples of such lessons are work ethics, understanding the management/employee hierarchy, completing job applications, resume writing, interviewing skills, maintaining student portfolios, etc.	1, 6,10
5. Communicate with employers to establish reasonable expectations for student workload. The student workload should not negatively impact the student's academic performance.	2
6. Work cooperatively with guidance counselors, classroom instructors, and the administrative staff to select, schedule, and award credit to students in correctly identified WBL placements.	2, 3, 7, 9
7. Maintain teacher certification and comply with State Board Rule in reference to training and professional development requirements for a WBL Coordinator.	4
8. Maintain membership in professional organizations. Attend and participate in local, regional, state, and national meetings and conferences whether in-person or virtual.	4
9. Maintain a WBL Advisory Committee or attend advisory committee meetings of the related CTAE instructional programs to ensure that WBL is included in the business of each advisory committee. In addition, if the coordinator also serves as the YAP Coordinator, a separate Advisory Committee is required.	5
10. Provide bulletins, trade magazines, presentations, or other appropriate resources for use in CTAE classes.	6
11. To access community needs and trends, conduct community surveys, placement and follow-up studies, and job analysis studies. Convey results to all CTAE classes about job opportunities available through the WBL program.	6, 20



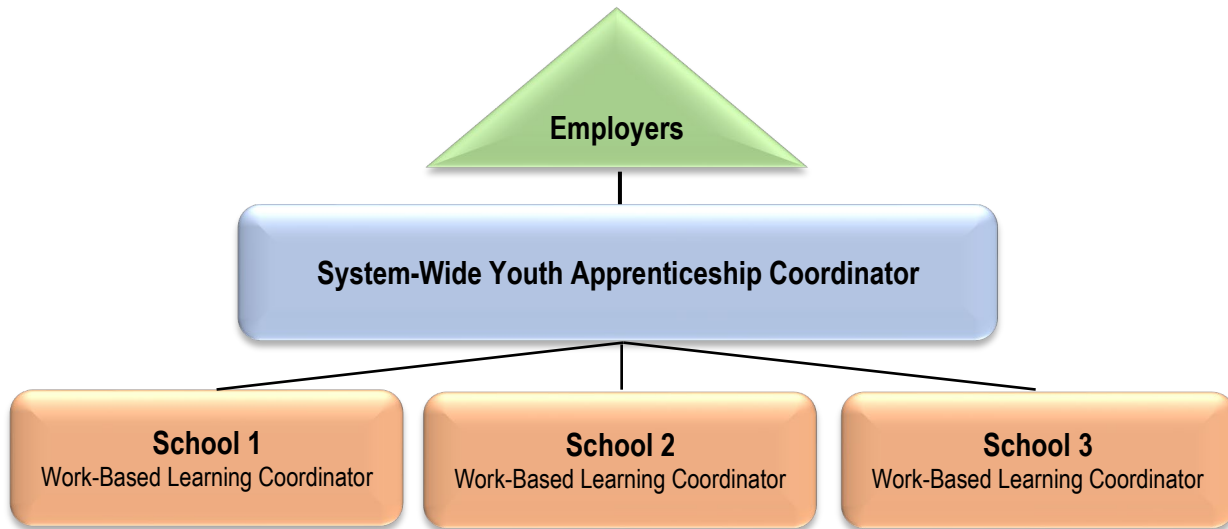
12. Assist students in acquiring appropriate and legitimate job placements, which matches the student's career goal and related course work.	6
13. Discuss employer evaluations with each student individually, focusing on strengths and weaknesses. Share evaluation results with related CTAE instructor when appropriate.	7, 10
14. Confer with parents and other faculty members as to progress of WBL students. Meet with related instruction instructors/mentors to share feedback received from WBL students.	7, 10
15. Visit prospective employers to maintain communications and/or select appropriate work training sites. Educate employers about mentoring and facilitate the employee mentoring process.	8
16. Develop and maintain an up-to-date occupational file of potential employers in the community based on periodic contacts with prospective employers.	8
17. Coordinate WBL application process. Conduct individual student interviews, discussing career interests, related course work and potential job placements.	9, 10
18. Monitor the WBL program for compliance with state and federal regulations, and inform the employers of these regulations regarding training, child labor laws, safety, etc.	11
19. Prepare the Training Agreement and develop an Educational Training Plan (in CNET) for each student in cooperation with the employer/mentor, student, parents/guardians, and the WBL Coordinator.	12, 13
20. Make regular visits to student work sites and confer with on-the-job supervisors at regular intervals to check and evaluate students for grading purposes.	14
21. Maintain student records in C-NET as prescribed by the Georgia Department of Education. Prepare and submit all necessary local and state reports.	15
22. Assist CTAE instructors with organizing and implementing activities for the related student organization (CTSO). Serve as an advocate for all CTAE Student Organizations.	16
23. Ensure that students in WBL have ample opportunity to explore post-secondary options.	17
24. Build a strong program of public relations and sponsor an employee-employer appreciation breakfast, luncheon, banquet, reception, or other suitable activity. Speak at community meetings where parents and stakeholders are present.	18
25. Work with school personnel as needed to provide services for students with disabilities.	19, 23
26. Assist graduates in locating full-time jobs in his/her field of training or placement in a post-secondary school.	20

YAP Delivery and the School-Wide WBL Coordinator Model

The central objective of the Youth Apprenticeship Program (YAP) can be characterized as twofold: 1) to prepare every student for a high-skill occupation and 2) to provide Georgia with a pool of highly trained, technologically sophisticated young workers.

Through a structured combination of school-based and Work-Based Learning activities, a student enrolled in Youth Apprenticeship receives instruction in content related to their chosen occupation and on-the-job training that results in a recognized post-secondary credential and a certificate of completion for the YAP program. The YAP Coordinator may be the same person as the school wide WBL, especially in smaller school districts with one high school. Larger school systems with multiple schools may elect to have a district wide YAP Coordinator and school level WBL Coordinators that facilitate the program and assist with day-to-day contact with students.

The following diagram shows the relationship between a district wide YAP Coordinator and School-wide WBL Coordinators.



A Youth Apprenticeship Coordinator must meet the same training program as the WBL Coordinator to carry out the procedures for implementing the program. The YAP Coordinator, who is to serve a dual role as a school wide WBL Coordinator, must be certified in a CTAE field. Qualified individuals for the position of YAP Coordinator are: CTAE instructors, post-secondary instructors, educators with employment experience in business and industry, and individuals from business or industry who would agree to undertake certification requirements and/or additional professional and technical training for the position.

YAP Grant Funding

The Youth Apprentice Program requires placing students in a program that extends beyond graduation through to the post-secondary level. The YAP Coordinator must track the student beyond high school to document the 720 hours of on-the-job training and the awarding of a recognized post-secondary credential. Much of this work is done after the student has graduated and is beyond the FTE funding that flows while the student is in high school. To facilitate this process, the GaDOE issues a Youth Apprenticeship grant to supplement the YAP Coordinator position. The YAP grant is based on the size of the school system and the number of potential students to be served. The YAP grant awarded for positions based on the following proportions:

- ¼ Position – Must allocate 25% of the day to this role
- ½ Position – Must allocate 50% of the day to this role
- 1 Full Position – Must be dedicated full-time to this role

The YAP Coordinator who is to serve a dual role with a school wide WBL Learning Coordinator may have a combined assignment. Following are some examples:

<u>Block Schedule EX 1</u>
Block 1 – CTAE Class Block 2 – Planning Block 3 – WBL / YAP Supervision Block 4 – WBL / YAP Supervision

<u>Block Schedule EX 2</u>
Block 1 – Planning Block 2 – WBL / YAP Supervision Block 3 – WBL / YAP Supervision Block 4 – WBL / YAP Supervision

<u>Block Schedule EX 3</u>
Block 1 – WBL / YAP Supervision Block 2 – WBL / YAP Supervision Block 3 – WBL / YAP Supervision Block 4 – WBL / YAP Supervision Extended Day Planning

<u>7 Period Day EX 1</u>
Period 1 – CTAE Class Period 2 – CTAE Class Period 3 – CTAE Class Period 4 – Planning Period 5 – WBL / YAP Supervision Period 6 – WBL / YAP Supervision Period 7 – WBL / YAP Supervision

<u>7 Period Day EX 2</u>
Period 1 – Planning Period 2 – WBL / YAP Supervision Period 3 – WBL / YAP Supervision Period 4 – WBL / YAP Supervision Period 5 – WBL / YAP Supervision Period 6 – WBL / YAP Supervision Period 7 – WBL / YAP Supervision

<u>Six Period Day</u>
Period 1 – CTAE Class Period 2 – Planning Period 3 – WBL / YAP Supervision Period 4 – WBL / YAP Supervision Period 5 – WBL / YAP Supervision Period 6 – WBL / YAP Supervision

Specific Responsibilities of the Youth Apprenticeship Coordinator

- Coordinate activities of the employer, secondary school, post-secondary institution, and program planners to implement the program according to the standards and guidelines published by GaDOE and assure compliance with State Board Rule 160-4-3-.13 *Youth Apprenticeship Programs*
- Coordinate YAP efforts with administrators and guidance counselors.
- Establish school facilitators, where appropriate, to assist in coordination of YAP efforts.
- Coordinate efforts of academic and technical instructors to ensure that students in the Youth Apprenticeship Program complete the required coursework
- Plan, coordinate, and implement connecting activities between the school and the business community.
- Access and recommend students for employer interviews (in cooperation with counselor and CTAE instructors if appropriate).
- Evaluate business partnerships and establish job placements that serve the goals and objectives of the YAP program.
- Record student data in C-NET according to GaDOE guidelines.
- Track apprentices during the post-secondary training component, and document completers of the program at the appropriate time.
- Monitor and evaluate the program for improvement.
- Develop connections to other programs in the community where appropriate.
- Visit job sites on a regular basis, assess student progress with input from employers, and keep program records up to date.
- Analyze community resources and coordinate job placements and rotations.
- Assure that placement sites follow federal, state, and local labor laws and maintain program insurance, liability, and industry regulations and standards.
- Ensure completion of signed training agreements and training plans between all parties.
- Ensure that Youth Apprenticeship related instruction meets requirements for high school graduation.
- Participate in matching apprentices with work-based mentors and provide orientation and training for all program partners.
- Conduct public relations and program promotion activities.
- Attend all GaDOE training sessions designed for YAP Coordinators.
- Conduct an annual assessment of the program and develop an on-going program improvement plan as required by GaDOE.
- Submit the YAP Annual Data Report administered by GaDOE.

School-Based Facilitators for YAP

In cases where YAP services are provided at the district office level of larger school systems, the school wide WBL Coordinator as program facilitators may be an effective strategy. YAP Coordinators who serve multiple schools often use school facilitators to maintain daily contact with students. This strategy is especially effective where one YAP Coordinator in a large school system serves multiple schools. School-based facilitators are also essential where a YAP Coordinator is employed by a RESA consortium of counties to serve multiple schools in more than one school system. In these cases, the school facilitator is a critical link between the existing school culture and opportunities available from the YAP Coordinator.

Following are suggested responsibilities for school-based facilitators:

- Promote the elements of YAP to faculty, staff, and students at the school.
- Recruit and recommend from all CTAE programs for participation in the program.
- Serve as liaison between the YAP Coordinator and students.
- Maintain daily contact with students.
- Be a collection point for student information, forms, records, and the application process.
- Ensure that adequate guidance information and services is provided to apprentices.
- Ensure that related instruction and YAP training credits meet the requirements for high school graduation.
- Assist with post-secondary admissions.
- Facilitate necessary student schedule changes.
- Attend meetings, seminars, and/or conferences with the YAP Coordinator (pending approval of the CTAE system director).
- Assist with strategies for promotion and marketing of the program.
- Assist in recognition of students who succeed in the program.
- Serve on the YAP advisory committee.

Defining the WBL Coordinator’s Workload

Currently, state board rule 160-5-1-.08 does not define a class size specifically for WBL; **however, for student safety and program effectiveness, it is essential that instructor workload is realistic and manageable.** Therefore, it is recommended that the number of students enrolled for supervision by the WBL Coordinator not exceed the lab class size of 28 per period allocated proportionately for each period in the WBL Coordinators schedule. This is regardless of how students are scheduled in each period. Additionally, consideration must be given to the portion of the school day allocated for duties outlined in the WBL Resource Manual for a WBL Coordinator.

An effective WBL program will include cooperative education (COOP), internships (INTERN), youth apprenticeship (YAP), employability skill development (ESD) placements and Great Promise Partnership (GPP). The number of students that can realistically be managed by a WBL Coordinator should be thought of as a daily workload rather than a class assignment. A manageable workload for WBL can be balanced with existing class limitations, only if the student workload is specified per period or block of the assigned supervised school day.

Recommended Workload for Student Supervision

The recommended workload for WBL supervision is indicated in the table below:

Block Schedule	
Block 1	Planning
Block 2	28 FTE student segments
Block 3	28 FTE student segments
Block 4	28 FTE student segments

Six (>) periods per day	
Period 1	Planning
Period 2	20 FTE student segments
Period 3	20 FTE student segments
Period 4	20 FTE student segments
Period 5	20 FTE student segments
Period 6	20 FTE student segments

Example 1: **Assuming an instructor has 1 block planning and 3 blocks for WBL supervision** – the appropriate workload is $28 \times 3 = 84$ FTE enrollments in WBL placements. Note that one student released 3rd and 4th block would constitute 2 of the 84 enrollments.

Example 2: **Assuming an instructor has 1 block planning, 1 class, and 2 blocks for WBL supervision** – the appropriate workload is $28 \times 2 = 56$ FTE enrollments in WBL placements. Note that one student released 3rd and 4th block would constitute 2 of the 56 enrollments.



Example 3: **Assuming an instructor has 1 period planning and 5 periods assigned for WBL supervision** – the appropriate workload is $20 \times 5 = 100$ FTE enrollments in WBL placements. Note that one student released 5th and 6th period would constitute 2 of the 100 enrollments.

Example 4: **Assuming an instructor has 1 period planning, 2 classes, and 3 periods assigned for WBL supervision** – the appropriate workload is $20 \times 3 = 60$ FTE enrollments in WBL placements. Note that one student released 5th and 6th period would constitute 2 of the 60 enrollments.

The suggested number of 28 students per block should be the AVERAGE number of students based on the WBL Coordinator’s schedule. Typically, the largest number of participants are scheduled for WBL during 4th / 5th / 6th periods or 3rd / 4th blocks of the school day. As a result, the class sizes may vary, with the total not to exceed the average of 20 students per period or 28 students per block of WBL assignments. The following table indicates a common example of students scheduled to the maximum workload of the WBL Coordinator.

Block Schedule

Block	Students
WBL	14
Planning	0
WBL	32
WBL	38

Total Student Enrollment is 84, which reflects an AVERAGE of 28 students per block.

6 Period Schedule

Period	Students
WBL	20
WBL	14
Planning	
WBL	12
WBL	16
WBL	38

Total Student Enrollment is 100, which reflects an AVERAGE of 20 students per period.

The WBL Workload and FTE Funding

This established workload considers the FTE funding amount needed to earn a full-time position. Sample calculations for school systems on a block schedule indicate that a system with a 50% training and experience (T&E) factor must enroll students in 84 FTE segments on a block schedule or 100 FTE segments on a six-period day to generate state funds for a full-time position. Sample FTE funding spreadsheets were examined for small schools as well as large schools, both on the six-period day schedule and the block schedule. Determining how many students are needed to pay salary, travel, and supplies for the WBL Coordinator is extremely variable due to the unknown factors, such as certification level and years of experience. For purposes of sample calculations, a T&E (training and experience) percentage of 50% was used.

The following chart indicates sample calculations:

Sample Calculations Based on a 50% T&E Factor

	Large School 6 Periods	Large School Block	Small School 6 Periods	Small School Block
Classes/Blocks Taught	0	0	2/24	1/28
ESD Students	28- 1hr.	20	8- 2hr.	12
Co-op/Intern Students	28- 2hr.	44	20- 2hr.	20
YAP Students	24- 2hr.	20	12- 2hr.	20
Total WBL Students	80	84	40	52
Total Credits/ Contact Hours	132	126	128	120
Total FTE	22	21	21.30	20
Base Salary	40,573	38,035.18	40,403.66	38,130.64
Difference	+335.83	(2,202.91)	+165.57	(2,107.45)
T&E	20,286.96	19,017.59	20,201.83	19,065.32
Total Salary	60,860.88	57,052.77	60,605.49	57,195.96
Op Cost	3,877.42	3,135.41	4,667.07	4,539.40
Other, Admin. M&O	15,383.62	14,678.96	14902.86	13,994.80
Total Earning	80,121.92	74,867.14	80,174.93	75,730.16
YAP Grant	¼ = 9,870 ½ = 19,740 Full = 39,480	¼ = 9,870 ½ = 19,740 Full = 39,480	¼ = 9,870 ½ = 19,740 Full = 39,480	¼ = 9,870 ½ = 19,740 Full = 39,480
Total Range	79,991- 119,471	74,737- 114,217	80,044- 119,524	75,600- 115,080

Resources for the WBL Coordinator

Facilities

Facilities suitable for the WBL delivery model vary. Facilities should be available to conduct activities such as student work on portfolios, mock interviews, monthly or bi-weekly meetings, with student on placements, and teaching employability skills.

The school wide WBL that does not have a dedicated classroom will need access to other spaces in the school to work with individual or groups of students. A Career Center or similar facility in the media center may be suitable for this purpose. Much of the school wide WBL Coordinator's job in teaching employability skills will involve going into the classroom of the CTAE subjects offered at the school to present lessons on employability skills.

All WBL Coordinators should have an office space assigned suitable for conferencing with small groups of students, parents, or business and industry representatives. Telephone availability is crucial to the WBL Coordinator's daily tasks.

A sample facility layout for the WBL program can be found in the appendix.

Equipment and Supplies

The following list includes basic recommendations of equipment and supplies necessary for the WBL Coordinator's work. Other needs may arise depending on the tasks undertaken by the Work-Based Learning coordinator. The WBL Coordinators should prepare an annual operating budget and submit to the appropriate local administrator for approval.

- A laptop computer with wireless access capabilities is preferred for the WBL Coordinator to use in keeping student records
- Networked Printer
- Scanner
- Projection equipment for presentations
- Smart TV/DVD player/
- Fax machine access
- Website costs (URL, host, development)
- District Cell Phone / approved electronic device to record videos and capture photos with Tripod
- Lockable filing cabinets
- Bookcases
- School office/classroom Telephone
- General Office Supplies as needed
- Collaborative Worktables with Chairs

Travel Related Expenses

Adequate resources for travel expenses are very important to the success of the WBL program. Supervision of students on job sites requires travel above and beyond the WBL Coordinator’s daily commute that should be reimbursed through standard accounting procedures used by the school system. In addition, other travel is necessary to regional and state meetings. At the beginning of the school year, the WBL Program Specialist will announce the number of region meetings required to maintain program funding. YAP Coordinators are required to attend these meetings to comply with the YAP grant requirements and all other WBL Coordinators are strongly encouraged to attend. System assurances associated with acceptance of the Youth Apprenticeship Grant require support of the YAP Coordinator to attend specified state sponsored activities. Other WBL Coordinators may also need to attend designated seminars or meetings sponsored by GaDOE.

The WBL Workload and Lab Weight Funding

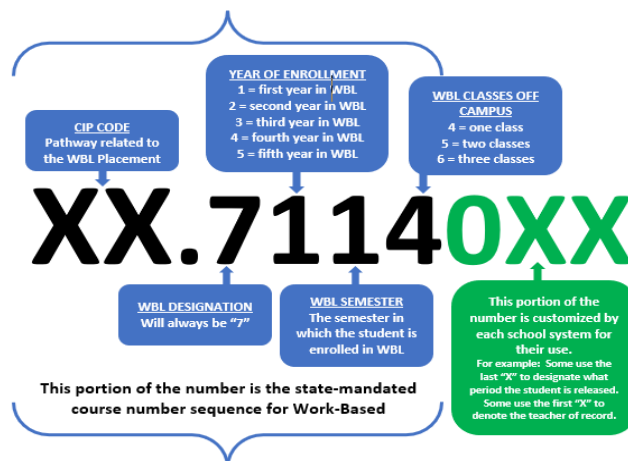
State Board Rule 160-4-2-.03 (State Approved Courses) specifies course numbers to be used for WBL and can be found on the GaDOE website. The following is an excerpt from the State Board Rule:

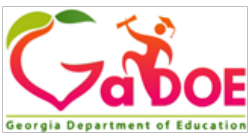
XX.77 = WORK-BASED LEARNING

A 7 as the first numerical digit to the right of the decimal indicates that students taking the course are participating in a work-based learning program. State Board of Education Rule 160-4-3-.14 CAREER RELATED EDUCATION describes the requirements necessary for students to participate in the Work-Based Learning program that include students aged 15 or over in any public school in this state. Work-based programs may be designated in each CTAE pathway using the chart below. The five digits to the right of the decimal used in conjunction with the 7 will be applied to the two-digit whole number that indicates the Program CIP code number. Using this system, student enrollments are possible in all CTAE pathways for up to 3 credits per semester in each WBL placement.

Figure 1:

WORK-BASED LEARNING COURSE NUMBERING TEMPLATE





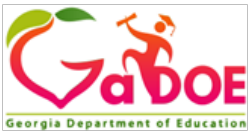
CIP#	Program Area	Year	Semester	Hours
YEAR ONE				
XX.711400	Concentration/Pathway Title	Year One	Semester one	One hour
XX.712400	Concentration/Pathway Title	Year One	Semester two	One hour
XX.711500	Concentration/Pathway Title	Year One	Semester one	Two hour
XX.712500	Concentration/Pathway Title	Year One	Semester two	Two hour
XX.711600	Concentration/Pathway Title	Year One	Semester one	Three hour
XX.712600	Concentration/Pathway Title	Year One	Semester two	Three hour
YEAR TWO				
XX.721400	Concentration/Pathway Title	Year Two	Semester one	One hour
XX.722400	Concentration/Pathway Title	Year Two	Semester two	One hour
XX.721500	Concentration/Pathway Title	Year Two	Semester one	Two hour
XX.722500	Concentration/Pathway Title	Year Two	Semester two	Two hour
XX.721600	Concentration/Pathway Title	Year Two	Semester one	Three hour
XX.722600	Concentration/Pathway Title	Year Two	Semester two	Three hour
YEAR THREE				
XX.731410	Concentration/Pathway Title	Year Three	Semester one	One hour
XX.732410	Concentration/Pathway Title	Year Three	Semester two	One hour
XX.731510	Concentration/Pathway Title	Year Three	Semester one	Two hour
XX.732500	Concentration/Pathway Title	Year Three	Semester two	Two hour
XX.731610	Concentration/Pathway Title	Year Three	Semester one	Three hour
XX.732600	Concentration/Pathway Title	Year Three	Semester two	Three hour
YEAR FOUR				
XX.741410	Concentration/Pathway Title	Year Four	Semester one	One hour
XX.742410	Concentration/Pathway Title	Year Four	Semester two	One hour
XX.741500	Concentration/Pathway Title	Year Four	Semester one	Two hour
XX.742500	Concentration/Pathway Title	Year Four	Semester two	Two hour
XX.741600	Concentration/Pathway Title	Year Four	Semester one	Three hour
XX.742600	Concentration/Pathway Title	Year Four	Semester two	Three hour
YEAR FIVE				
XX.751410	Concentration/Pathway Title	Year Five	Semester one	One hour
XX.752410	Concentration/Pathway Title	Year Five	Semester two	One hour
XX.751500	Concentration/Pathway Title	Year Five	Semester one	Two hour
XX.752500	Concentration/Pathway Title	Year Five	Semester two	Two hour
XX.751600	Concentration/Pathway Title	Year Five	Semester one	Three hour
XX.752600	Concentration/Pathway Title	Year Five	Semester two	Three hour



CIP Course Numbers

The table below contains the CIP numbers to be substituted for the “XX” as the first two digits in the course number depending on the students CTAE cluster/pathway.

CIP	Cluster/Pathway Title
CTAE Pathways for Perkins V and CCRPI	
01.	Agricultural Business and Production Technology (CIP 01)
02.	Agriculture Science and Technology (CIP 02)
03.	Conservation and Renewable Natural Resources (CIP 03)
06.	Business, Marketing, and Information Management (CIP 06)
07.	Business, Marketing, and Information Management (CIP 07-Finance)
08.	Business, Marketing, and Information Management (CIP 08-Marketing)
10.	Communications Technologies (CIP 10)
11.	Information Technology (CIP 11)
12.	Human Services (CIP 12)
13.	Education, Teacher General (CIP 13)
20.	Family & Consumer Sciences (CIP 20)
21.	Technology Education (CIP 21)
25.	Health Sciences (CIP 25)
29.	Government and Public Administration (CIP 29)
43.	Public Safety (CIP 43)
46.	Construction Technology (CIP 46)
47.	Mechanical Occupations (CIP 47)
48.	Precision Production Occupations (CIP 48)
49.	Manufacturing Sciences (CIP 49)
CCRPI ONLY	
28.	Military Sciences (CIP 28)
32.	Program of Education and Career Exploration/Career Connection (CIP 32)
Advanced Academic Pathway (AAP)	
23.	Language Arts (CIP 23)
26.	Life Sciences (CIP 26)
27.	Mathematics (CIP 27)
40.	Physical Sciences (CIP 40)
45.	Social Sciences (CIP 45)
Fine Arts	
50.	Visual Arts (CIP 50)
51.	Dance (CIP 51)
52.	Theatre Arts (CIP 52)
53.	Music/Band (CIP 43)
54.	Chorus (CIP 54)
60.-67.	Spoken (World) Languages (CIP 60-67)
Great Promise Partnership (GPP)	
35.	GPP (CIP 35) A GPP student with CIP code 35.7 is not included in Perkins V or CCRPI calculations; therefore, these students do not influence the calculations positively or negatively



The courses indicated above earn “K” (lab) weight due to the extra cost of implementing WBL. Student enrollment in WBL courses should be reported for FTE earnings at the “K” funding weight. Currently, state board rule 160-5-1-.08 does not define a class size specifically for WBL; **however, for student safety and program effectiveness, it is essential that instructor workload is realistic and manageable.** Therefore, it is recommended that the number of students enrolled for supervision by the WBL Coordinator not exceed the lab class size of 28 per period allocated proportionately for each period in the WBL Coordinators schedule. This is regardless of how students are scheduled in a given period. WBL enrollment in “K” weight pathways is illustrated in the following examples:

Block Schedule Examples

0-28 students are scheduled to be released from school during the regular school day for WBL: The system may receive lab weight (K) funding provided the WBL Coordinator has the fourth block of the day scheduled for supervision, and this period is unencumbered from any other duties or assignments. Exceeding this number of students means a loss of lab weight funding or that another block should be allocated in the WBL Coordinator’s schedule.

29-56 students are scheduled to be released from school during the regular school day for WBL: The system may receive lab weight (K) funding provided the WBL Coordinator has the third and fourth block of the day scheduled for supervision, and these periods are unencumbered from any other duties or assignments. Exceeding this number of students means a loss of lab weight funding or that another block should be allocated in the WBL Coordinator’s schedule.

57-84 students are scheduled to be released from school during the regular school day for WBL: The system may receive lab weight (K) funding provided the WBL Coordinator has three blocks of the day scheduled for supervision, and these periods are unencumbered from any other duties or assignments. Exceeding this number of students means a loss of lab weight funding or that another block should be allocated in the WBL Coordinator’s schedule.

85-112 students are scheduled to be released from school during the regular school day for WBL: The system may receive lab weight (K) funding provided the WBL Coordinator is paid extended day from local funds and has the entire school day scheduled for supervision, and these periods are unencumbered from any other duties or assignments. Exceeding this number of students means a loss of lab weight funding or that another block should be allocated in the WBL Coordinator’s schedule.

Six or Seven Period Day Examples

0-20 students are scheduled to be released from school during the regular school day for WBL. The system may receive lab weight (K) funding provided the WBL Coordinator has the last period of the day scheduled for supervision, and this period is unencumbered from any other duties or assignments. Exceeding this number of students means a loss of lab weight funding or that another block should be allocated in the WBL Coordinator's schedule.

21-40 students are scheduled to be released from school during the regular school day for WBL. The system may receive lab weight (K) funding provided the WBL Coordinator has two periods of the day scheduled for supervision, and these periods are unencumbered from any other duties or assignments. Exceeding this number of students means a loss of lab weight funding or that another block should be allocated in the WBL Coordinator's schedule.

41-60 students are scheduled to be released from school during the regular school day for WBL. The system may receive lab weight (K) funding provided the WBL Coordinator has three periods of the day scheduled for supervision, and these periods are unencumbered from any other duties or assignments. Exceeding this number of students means a loss of lab weight funding or that another block should be allocated in the WBL Coordinator's schedule.

61-80 students are scheduled to be released from school during the regular school day for WBL. The system may receive lab weight (K) funding provided the WBL Coordinator has four periods of the day scheduled for supervision, and these periods are unencumbered from any other duties or assignments. Exceeding this number of students means a loss of lab weight funding or that another block should be allocated in the WBL Coordinator's schedule.

81-100 students are scheduled to be released from school during the regular school day for WBL. The system may receive lab weight (K) funding provided the WBL Coordinator has the five periods of the day scheduled for supervision, and these periods are unencumbered from any other duties or assignments. Exceeding this number of students means a loss of lab weight funding or that another block should be allocated in the WBL Coordinator's schedule.

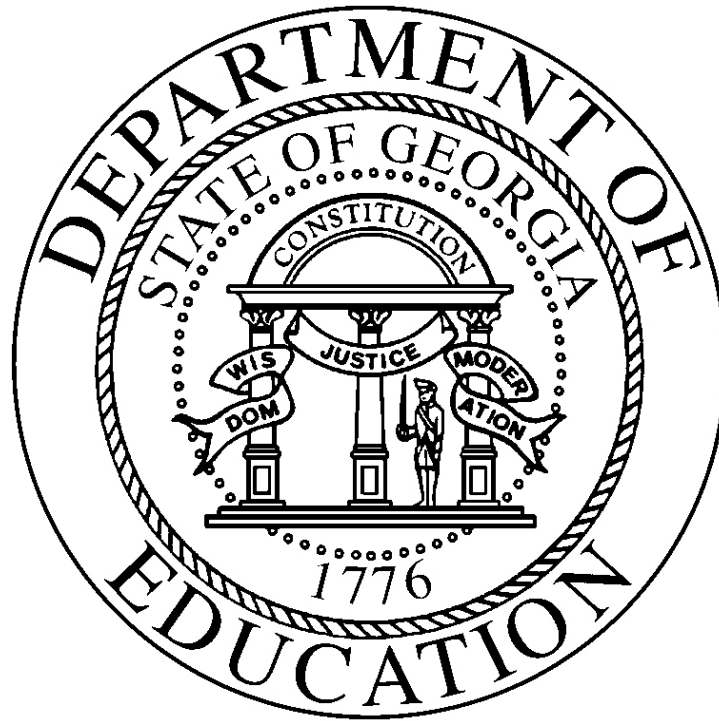
Summary

In simplified terms, take the number of students scheduled and divide by 28 for block schedule or 20 for 6/7 period schedules and determine the number of periods or blocks that should be allocated to WBL supervision and still qualify for lab weight funding.

Additional details concerning course offerings for WBL credit may be found in Section 19.

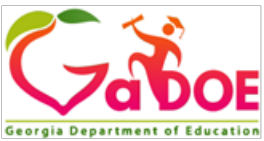
SECTION EIGHT

CERTIFICATION AND TRAINING FOR WORK-BASED LEARNING COORDINATORS



Special Note

The contents of this document are subject to constant change and revision. Please refer to the latest version of this document found on the Georgia Department of Education website for the most accurate and up to date information.



Standard 8: Instructors/coordinators who supervise students on job placements are trained to provide quality programs at the local level. (including virtual)

Exemplary	3	Meets Expectation	2	Does Not Meet Expectation	1	Evidence
<p>Include all criteria from "meets expectations" plus the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> WBL Coordinators meet appropriate state requirements for their positions. <input type="checkbox"/> WBL Coordinators participate in occupational updating in the career focus area of WBL related courses. <input type="checkbox"/> WBL Coordinators participate in state-sponsored professional learning programs to update professional and occupational knowledge and skills relative to the WBL program. <input type="checkbox"/> The local administrator has assigned one WBL Coordinator to oversee all aspects of the WBL program. <input type="checkbox"/> The YAP Coordinator is active in professional activities. 	<ul style="list-style-type: none"> <input type="checkbox"/> WBL Coordinators meet appropriate state requirements for their positions. <input type="checkbox"/> WBL Coordinators participate in selected business/industry and community organizations and related professional organizations. <input type="checkbox"/> WBL Coordinators participate in occupational updating and professional learning programs. <input type="checkbox"/> There is sufficient participation in professional learning opportunities by the WBL Coordinator. <input type="checkbox"/> Responsibility for coordinating the WBL programs is assigned by the local administration. <input type="checkbox"/> The YAP Coordinator attends all region YAP meetings. 	<ul style="list-style-type: none"> <input type="checkbox"/> WBL Coordinators do not meet appropriate state requirements for their positions. <input type="checkbox"/> WBL Coordinators do not participate in business/industry and community organizations. <input type="checkbox"/> WBL Coordinators are not members of their related professional organizations. <input type="checkbox"/> There is little occupational updating in career focus areas of WBL programs. <input type="checkbox"/> There is little participation in professional learning opportunities related to WBL. <input type="checkbox"/> Responsibility for coordinating WBL programs is not assigned by the local administration. <input type="checkbox"/> The YAP Coordinator does not regularly attend region meetings. 	<ol style="list-style-type: none"> 1. WBL credentials on file. 2. Records of WBL Coordinator's participation in business/industry and community organizations. 3. Records of membership in professional organizations 4. Professional learning plans of WBL Coordinator. 5. Written guidelines outlining responsibilities of WBL Coordinator. 6. Compliance with YAP grant system assurances. 			

The Role of the Professional Standards Commission (PSC)

The people of Georgia established within our state Constitution that "the provision of an adequate public education for the citizens shall be a primary obligation of the State of Georgia." Educating our children continues to be Georgia's most important undertaking. Title 20, Education, of the Official Code of Georgia Annotated (O.C.G.A.), outlines the legal guidelines which govern the state education program.

Title 20 creates the Professional Standards Commission (PSC) and assigns it responsibility for providing a regulatory system for "certifying and classifying" professional employees in public schools. Title 20 also requires the professional employees of all Georgia public elementary and secondary schools to hold state certification.

Certification regulations and procedures are established to evaluate the credentials of prospective Instructors, as well as other professional employees in the schools, to ensure they meet specified preparation standards and requirements. State certification provides a standardized base-level of professional knowledge and skills for the educators working in public schools. Like many other states, Georgia has adopted a combination of individualized requirements and some commonly used standards developed by the National Association of State Directors of Teacher Education and Certification (NASDTEC). The Georgia Professional Standards Commission outlines the state certification system in *Rules and Procedures for the Certification of Education Personnel*. Visit www.gapsc.com for more information.

All WBL Coordinators must follow the WBL Manual Standards & Guidelines.

Determining WBL Certification

The PSC works collaboratively with the Georgia Department of Education (DOE) to match Instructor preparation and certification fields to the CTAE curriculum. By examining the standards of the curriculum and the role of the instructor in each cluster/pathway area, a determination is made as to the certification and/or training requirement. The Georgia DOE has determined that Instructors holding valid certificates in a CTAE field, who attend a state sponsored training specifically designed for WBL Coordinators, meet certification requirements for coordinating WBL. Instructors not certified in the specified CTAE fields are required to obtain a WBL Endorsement. These requirements are supported in State Board Rule 160-4-3-.14 WORK-BASED LEARNING PROGRAMS.

State Board Rule 160-4-3-.14 Work-Based Learning Programs

Item (h) of the “Requirements” defines the certification and training for WBL Coordinators:

*(h) Each Work-Based Learning Coordinator supervising students enrolled in State approved Work-Based Learning courses shall meet **one** of the following requirements:*

- 1. Hold a valid certificate in any Career, Technical, and Agricultural Education field and have completed a State approved WBL training session within the past five years.*
- 2. Hold a valid Work-Based Learning (WBL) endorsement (formerly DCT) issued by the Professional Standards Commission and have completed a State approved WBL training session within the past five years.*
- 3. Serve as a coordinator for the Youth Apprenticeship Program (YAP) only and attend a State approved WBL training session within the past five years.*

Attend acceptable “WBL Training Sessions” which are workshops offered through the Career, Technical, and Agricultural Education Resource Network (CTAERN) entitled WBL Basic Training Parts A & B.

- WBL Basic Training Part A is valid for 3 years from the completed date. (The participant can take this training prior to being listed as the WBL teacher on record.)*
- WBL Basic Training Part B is to be completed within 3 years of the WBL Part A completion date. (The participant must have obtained documented evidence of supervising students enrolled in WBL courses and have been listed as the WBL teacher on record of these students for the previous school term.)*

Work-Based Learning/Youth Apprenticeship Coordinator Requirements for Certification

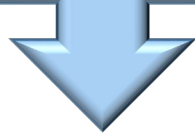
State Board Rule 160-4-3-.14
Standard 8



**CERTIFIED
CTAE**



**WBL Basic Training
Part A & Part B
(CTAERN)**



**WBL Refresher
Course (5 years after
completing Part B)**

**On-going WBL/YAP
Professional
Development through
CTAE Resource
Network**

**NON-CERTIFIED
CTAE**



**Northwest RESA
WBL Endorsement
Program**



**WBL Basic
Training Part A &
Part B (CTAERN)**



**WBL Refresher
Course (5 years after
completing Part B)**

Note: Instructors who serve WBL/YAP students are required to enter ALL WBL/YAP student data in the C-NET platform of the CTAE Resource Network (CTAERN) and complete the WBL/YAP End of Year Assessment.

The Role of Local Systems in Teacher Certification

The assignment of educators to positions for which they have been prepared and certified (infield) is essential for providing the best possible educational programs for the children and youth of Georgia. It is the responsibility of the local school system to ensure that personnel assigned to certified positions hold appropriate Georgia certification and are assigned only within the field (subject area) and grade level associated with the certificate held for each assignment during the school day.

Certification Endorsements

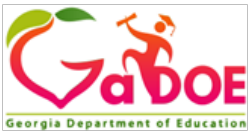
All Georgia state-approved curriculum courses have been reviewed jointly by the Professional Standards Commission and the Department of Education to determine the certificates which are considered in-field for each approved course. This information is available through the Certification/Curriculum Assignment Policies (CAPS) found on the PSC website. In addition to full-field certificates, Georgia educators may be issued endorsements in specific areas to recognize additional expertise. In some areas, the endorsement is required to be considered in-field in a designated area, while in other cases, the endorsement is not required but simply strengthens and enhances competency levels. At the same time, some endorsements authorize the holder to work in the designated area only at the grade level and subject matter of the base certificate, while other endorsements authorize work in all subjects at specific grade levels. Specific information is found in the in-field statement in each endorsement rule. Teachers who are certified, but not in an approved CTAE field, may add the WBL Endorsement to their certificate.

The WBL endorsement is based on the standards of the previously used Diversified Cooperative Training (DCT) Endorsement. The Professional Standards Commission (PSC) revised the Diversified Cooperative Training (DCT) Endorsement and renamed it the Work-Based Learning (WBL) endorsement.

Providers of the training leading toward recommendation to The Professional Standards Commission (PSC) for an endorsement must be approved via a review process established by PSC. Currently, a limited number of providers exist for the WBL endorsement. The endorsement process consists of coursework and a supervised field experience. In addition to training required as part of the endorsement process, other professional learning events and workshops are available for practicing WBL coordinators. More information can be found at Northwest RESA WBL Endorsement link: <https://www.nwgaresa.com/workbased-learning>.

The preparation program for the WBL endorsement consists of three courses:

- Course #1 – Development of WBL Programs
- Course #2 – Implementation, Management, and Evaluation of WBL Programs
- Course #3 – Integration for Field Supervised Internship



Professional Learning for the Work-Based Learning Coordinator

Professional learning opportunities for WBL Coordinators fall into three basic categories:

1. The Georgia Association of Career and Technical Educators (GACTE) conference held annually, each July, contains sessions and training opportunities for WBL Coordinators planned in conjunction with affiliate sessions.
2. Workshops are offered by the Career, Technical, and Agricultural Education Resource Network (CTAERN). Each summer, typically in June, workshops are offered in various locations around the state. Other WBL workshops are offered by the CTAERN network on an as needed basis.
3. At the beginning of the school year, the WBL Program Specialist will announce the number of region meetings required to maintain program funding. YAP Coordinators are required to attend these meetings to comply with the YAP grant requirements and all other WBL Coordinators are strongly encouraged to attend.

Other training opportunities for WBL Coordinators are offered through the CTAE Resource Network. All WBL Coordinators should take advantage of opportunities through the CTAE resource network to stay up to date with current information and training offered in these courses. The nature of Career, Technical, and Agriculture Education is one of constant change and adaptation to the world of work and post-secondary education. It is vitally important that all WBL Coordinators attend such conferences to stay abreast of current trends and changes within the specialization of WBL placements.

Dual WBL/YAP Coordinators

Systems receiving the Youth Apprenticeship grant agree to a list of system assurances including the following “*the Youth Apprenticeship Coordinator and Youth Apprenticeship partners shall participate in state sponsored professional development activities.*” The two primary state-sponsored professional development activities are attendance of the GACTE conference and attendance of the region meetings held during the school year.

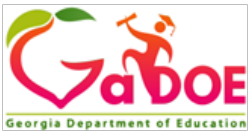
The Georgia WBL/YAP Affiliate

Six state regions, represented by a chairperson and co-chairperson, make up the teacher affiliate of the Georgia Association of Career and Technical Educators (GACTE). The official business meeting of this organization occurs each year at the Georgia Association of Career and Technical Educators (GACTE) conference. The State Executive Board for the WBL/YAP Affiliate consists of the state chairperson and the twelve-region chairperson/co-chairpersons. The WBL/YAP State Executive Board participates in planning professional development opportunities and providing input of topics for region meetings. Region meetings are a vital part of the WBL/YAP coordinator's role. Work-Based Learning Coordinators who also serve as Youth Apprenticeship Program Coordinators for their school system should attend all region meetings. All WBL Coordinators are encouraged to attend the region meetings held near them.

Notices of the region meetings will be sent out by the region Chairperson or Co-Chairperson in advance of the meeting. Attempts are made to locate the meetings near a geographic center of each region. Occasionally, meeting locations will be dictated by a hosting business or industry. The content of the region meetings includes but not limited to:

- Important update information
- Discussion of current employment trends
- Compliance with State rules and policies
- Review of the YAP Annual Data Report
- Review of the WBL Annual Data Report
- Business and Industry Connections
- Implementation of the CRE Standards
- Professional Learning for WBL Coordinators

The map on the following page indicates the YAP region divisions for the state. These regions are subject to change as needed.



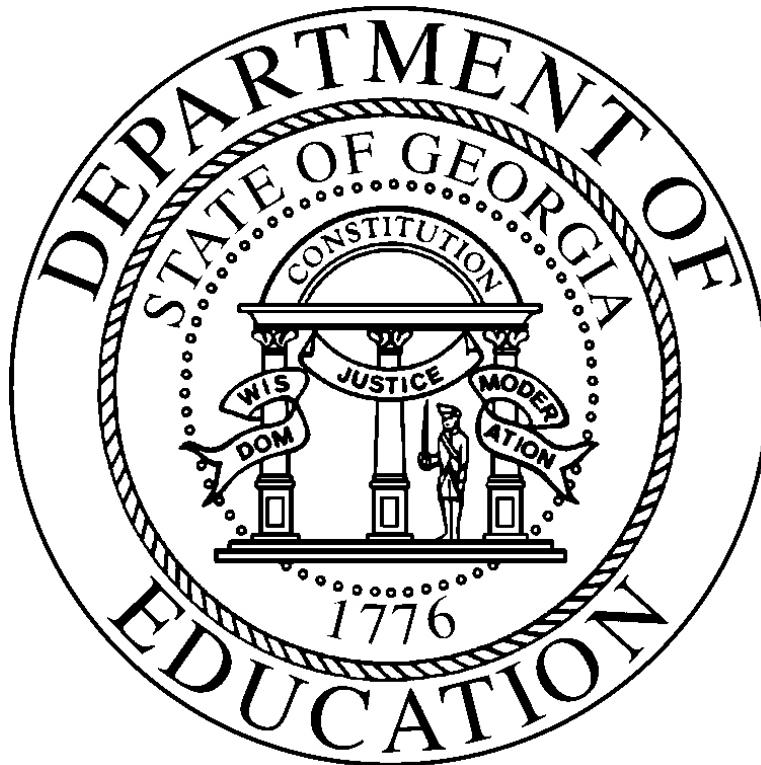
Useful Websites

Due to advances in computer technology, software development, the internet, and on-line access, WBL Coordinators today have a myriad of resources at their disposal for teaching employability skills. Information is presented here to make WBL Coordinators aware of some of the resources available. This is in no way an endorsement of any one organization or company responsible for these resources. The Georgia Department of Education does not endorse vendors of educational products but relies on local school districts to decide which resources should be used for their educational programs.

- Georgia Professional Standards Commission..... www.gapsc.com
- Georgia WBL website..... gawbl.org
- Northwest RESA WBL Endorsement..... <https://www.nwgaresa.com/workbased-learning>

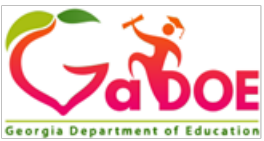
SECTION NINE

THE WBL ADVISORY COMMITTEE



Special Note

The contents of this document are subject to constant change and revision. Please refer to the latest version of this document found on the Georgia Department of Education website for the most accurate and up to date information.



Standard 9: An active advisory committee assists with the design, development, implementation, administration, and evaluation of the program. (Including virtual)

Exemplary	3	Meets Expectation	2	Does Not Meet Expectation	1	Evidence
<p>Include all criteria from "meets expectations" plus the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The advisory committee meets more than twice per year. <input type="checkbox"/> The advisory committee assists with regular evaluation of the WBL program, as well as all CTAE programs offered by the system. <input type="checkbox"/> Committee members provide assistance with Career Related activities in pathway classes. <input type="checkbox"/> Advisory committee minutes provide evidence that the committee meets regularly, and plans are based on appropriate and timely information from demographic studies of employment community, labor market projections, student interests, student placement records, and student enrollment. 	<ul style="list-style-type: none"> <input type="checkbox"/> There is an active advisory committee composed primarily of individuals in the career focus area, parents/guardians, administrators, counselors, secondary and post-secondary educators, WBL personnel, and business/industry partners. <input type="checkbox"/> There is evidence of planning by the advisory committee that is based on several community factors. <input type="checkbox"/> The advisory committee meets twice each year. <input type="checkbox"/> The advisory committee has a role in the evaluation of the WBL program. <input type="checkbox"/> WBL Coordinator meets one of the following options: <ul style="list-style-type: none"> o (1) maintains an independent WBL advisory committee or o (2) attends the program specific CTAE advisory committees for all areas where WBL students are enrolled and ensure that an agenda item is specific to WBL at each meeting. 	<ul style="list-style-type: none"> <input type="checkbox"/> There is no advisory committee, or the committee is not active or has an inadequate number of members. <input type="checkbox"/> The membership of the advisory committee does not represent each membership category as stated in "Meets Expectations." <input type="checkbox"/> There is no evidence of planning done by the advisory committee. <input type="checkbox"/> The advisory committee does not meet at least twice yearly. <input type="checkbox"/> The advisory committee has no role in evaluation of the WBL Program. 	<ol style="list-style-type: none"> 1. List of advisory committee members with their area of expertise and background applicable to WBL. 2. Advisory committee minutes from the last two years. 3. Documentation of Career Related activities that the advisory committee has assisted in creating/developing. 4. Evidence of advisory committee participation in regular evaluation of the WBL Program. 			

Using Advisory Committees Effectively

An advisory committee is a group of individuals from business, post-secondary, and school administration/counselors that assist the WBL Coordinator.

The following ways an Advisory Committee can assist the WBL program include:

- Build partnerships
- Offer feedback on curriculum and policies
- Educate on changing technology trends
- Identify industry skills needs/requirements
- Stay connected with industry professionals
- Provide externship opportunities for teachers

Meeting the standard for advisory committees may depend on the size of the school and how active other advisory committees are in the school. The WBL Coordinator can meet the standard in one of two ways: (1) Organize and maintain a separate advisory committee for WBL, or (2) attend the advisory committee meetings of each pathway in which student placements exist.

This section will focus on the steps and activities that are critical to the successful establishment of advisory committees within a WBL program.

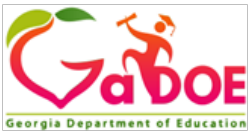
These steps and activities include:

- Setting up the WBL advisory committee
- Planning and conducting the first meeting
- Planning and conducting subsequent meetings
- Recording and utilizing the information obtained from the committee
- Recognizing the contributions of committee members

Setting Up the WBL Advisory Committee

Step One – Gaining Administrative Approval

The first step in setting up an advisory committee for a WBL Program is to obtain written administrative permission. Generally, this permission is granted by the CTAE Administrator. If higher-level permission is required, the CTAE Administrator will seek this approval. To initiate this approval, CTAE instructors, along with the WBL Coordinator, should provide a written letter of request that includes statements of rationale, purpose, and organizational procedures for the proposed committee. The statement of rationale should include Standard Nine from this manual. Once administrative approval is obtained for the formation of the advisory committee, the WBL Coordinator may proceed with the actual formation of the committee membership.



Step Two – Selecting the Membership

One of the most critical aspects of implementing a successful advisory committee is the careful selection of its membership. The selection of potential members should be a joint effort between the WBL Coordinator and the CTAE Administrator. When considering potential members, there are several factors that must be considered. Among these factors is the number of members to be selected, demographic makeup, variety of business types, and individuals' willingness and availability to serve.

The number of members that should be selected to serve on an advisory committee may vary. There is no ideal number that fits all programs. Generally, the number of members should range from approximately seven to twelve members, with the exact number determined by other factors that affect a diverse and representative group of individuals.

Another factor that affects the selection of potential members for the advisory committee is the demographic makeup of the committee. Ideally, the committee should be diverse in areas such as gender, race, economic levels, age, and political persuasion. Although most members will be from the business community, counselors, parents, students, and teachers should be considered for membership. Administrators may be invited to serve as ex-officio members. Care should be taken to address all requirements of the non-discrimination policies of the local school system and the Georgia Department of Education.

When selecting potential members from the business community, several issues should be considered. Large and small businesses should be represented, as should management and labor. Where applicable, union, non-union, and management personnel should be considered. Businesses that most closely align with the career focus of the specific CTAE program should be given priority for membership consideration. It is advisable to consider representatives from businesses that are more likely to be able to provide placements for students within the program, but potential members from outside the placement arena may be considered if they possess specific expertise of value to the committee.

Finally, the individual's willingness and availability to serve must be considered. Regardless of the potential members' expertise and knowledge, if they are unable to attend meetings regularly or provide information in a timely manner, very little will be gained by simply having their names on the membership roster. Likewise, if a potential member lacks interest in the program and is not personally willing to participate in the activities of the committee, other potential members should be considered.

Step Three – Recruiting the Potential Members

After the list of potential members has been formulated and approved by the appropriate administrator, the WBL Coordinator or Administrator should contact the potential members, asking them to serve on the committee. A sample invitation to participate can be found in this section for you to mail/email. The letter should clearly explain the functions of the committee, the terms of service, and the proposed meeting plans. A procedure should be in place for the members to indicate agreement to serve or to decline the invitation to serve. After all the potential members have responded to the request, the membership list should be formulated and shared with those individuals who accepted the invitation for membership.

Planning and Conducting the First Meeting

Planning the Meeting

After the list of committee members has been confirmed and completed, plans should be made for the initial meeting of the advisory committee. To increase the likelihood of a successful and effective meeting, the following steps should be followed when planning the meeting:

1. Set the date and time. The WBL Coordinator should schedule the first meeting far enough in advance so that members can make arrangements to attend. In planning meeting times, the WBL Coordinator must arrange the most convenient time for the majority of committee members.
2. Develop the agenda.
3. Coordinate the meeting place. The WBL Coordinator should make arrangements for the meeting room. This involves ensuring that seating is comfortable. In selecting meeting sites, it is advantageous to consider using the Career and Technical Program facility, so committee members can further develop an understanding of the program activities, as well as assess the site and equipment.
4. Plan refreshments.
5. Create name tags.
6. Delegate duties.
7. Contact school site and district representatives.
8. At least three weeks prior to the meeting, send committee members the following:
 - a. Notice of the first meeting—include RSVP
 - b. Agenda
 - c. Purpose of the committee meeting
(This document may be a statement from the school or system regarding the mission or goals of a CTAE advisory committee.)
 - d. Directions, maps, and instructions for parking
9. Contact committee members one week in advance regarding the date, time, and location of the meeting. This serves as a welcome and a reminder.
10. Prepare handouts.

Conducting the Meeting

When the actual day of the first meeting arrives, the WBL Coordinator should ensure that the meeting room is set up, all equipment is functioning, and supplies are available. Since the committee has not yet met to elect its leadership from within the committee, the WBL Coordinator, or a competent replacement, should assume the leadership until the committee elects officers.

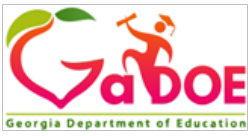
The following is a list of suggestions for conducting the first meeting:

- Begin and end the meeting on time. This shows respect to busy committee members.
- Make introductions.
- Ask an administrator to welcome the committee.
- Describe the purpose and role of the committee.
- Invite members to freely express their opinions and to participate fully in the activities of the committee.
- Review the current CTAE program, courses offered, and possible directions for the future.
- Record recommendations and actions suggested by the committee.
- Follow the agenda.
- Develop a program of work. This program of work includes goals and objectives for the committee, priorities, projects, and other activities of the committee.
- Be sensitive to suggestions made by committee members.
- Summarize recommendations and actions.
- Elect a chairperson, vice chairperson, and secretary.
- Invite the members to stay in touch with fellow committee members and school personnel between meetings, providing contact information for each member
- End the meeting on a positive note.
- Set next meeting date.

Planning and Conducting Subsequent Meetings

The WBL Coordinator and the chairperson work together to schedule meetings conducted during the academic year. In scheduling meetings, remember that advisory committee members donate their time and effort to the school, so the number of meetings and duties should be carefully and reasonably established. In most cases, advisory committees meet at least twice a year. Often, more meetings are necessary. In addition, interaction among members can take place through telephone calls, letters or newsletters, personal visits, and subcommittee meetings. A dedicated website, that includes an asynchronous discussion board, is very useful for advisory committee communication.

The chairperson, in cooperation with the WBL Coordinator, identifies committee functions and prepares the agenda for all meetings.



The program of work, developed at the first meeting, should be used as a guide for agenda development, which includes the following:

- Call to order
- Record attendance
- Review minutes from the previous meeting
- Introduce guests
- Return to old business from previous meetings
- Introduce new business established as an agenda item
- Discuss other items
- Plan future activities of the committee
- Review possible roles for committee members
- Make assignments for the next meeting
- Make announcements that are of importance to committee members
- Announce date, time, and place of the next meeting
- Adjourn the meeting

Conducting the Meetings

The WBL Coordinator, chairperson, and secretary all have roles in ensuring that committee meetings run smoothly. The success of each meeting largely depends on the enthusiasm and preparation of each committee officer/member.

The WBL Coordinator's Role

At each meeting, the WBL Coordinator should provide committee members with additional information regarding CTAE courses taught at the school. The WBL Coordinator's responsibilities related to the meeting include:

- Provide clerical support, mail, and telephone access for committee members
- Send thank you notes or letters within a few days of the meeting
- Check with the secretary to see that the minutes are sent to the members in a timely manner. These may be sent electronically or posted to the website, if available
- Obtain further information as requested
- Investigate the feasibility of implementing recommendations
- Send memos to members regarding information obtained
- Keep administrators informed

The Chairperson's Role

While it is the role of the chairperson to preside, this person must keep in mind that the role involves creating a climate that promotes the sharing of ideas from all committee members and ensures that no one, including the chairperson, dominates the procedures.

The chairperson may appoint subcommittees to address particular topics. When a subcommittee is appointed, it may be composed of committee members or other selected individuals who have expertise in the particular topic being addressed. At the conclusion of the meeting, the chairperson does the following:

- Delegates responsibilities for follow-up action on items discussed
- Decides who will follow through on planned or suggested activities, procedures for this follow-up, and the time frame in which the action will be taken
- Summarizes what has taken place including names and due dates
- Suggests a date for the next meeting prior to adjournment
- Thanks members to ensure that the meeting ends on a positive note
- Follows up with committee members on completion of assigned tasks
- Writes or assigns required reports
- Maintains necessary contacts with committee members
- Submits recommendations of requests for information to the proper school personnel
- Prepares the agenda for the next meeting

The Secretary's Role

The secretary should send committee members notices regarding upcoming meetings in advance of the meeting, including the agenda for each meeting. The secretary should keep attendance records and record the proceedings of the committee. The following is an example of what should be included in the minutes:

- Date and place of meeting
- Time the meeting was called to order
- Name and affiliations of committee members attending
- Names and affiliations of guests attending
- Summary of reports, discussion, and action
- Date and place of next meeting
- Time the meeting adjourned

After each meeting, the secretary's responsibility is to send copies of minutes to all committee members, including the WBL Coordinator. This record of recommendations and actions taken during advisory meetings must also be maintained at the school site. Copies of the minutes may be posted to the website.

Periodic evaluation of committee activities should be made to assist in maximizing contributions made by members. Information obtained from such an evaluation can be utilized to improve the committee process.

Recording and Utilizing the Information Obtained from the Committee

The time and energy investment made by an active advisory committee is substantial; therefore, it is imperative to properly record and utilize the information obtained as a result of committee action. Care should be taken to properly record and maintain all written documents in a permanent format.

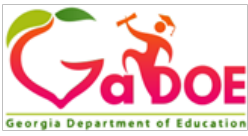
Advisory committees are not generally granted policy-making authority, but instead are responsible for making recommendations that may lead to policy decisions by the appropriate decision-making authorities. To provide motivation for members to continue active participation in their advisory roles, it is critical to carefully consider recommendations made by the committee and to ensure that they are able to see how their recommendations affect the program. A written year-end summary of the committee's actions and recommendations aligned with policy and procedure changes may be used to serve this purpose.

Advisory committee members should always be treated with respect and as a critical part of the program planning team. Although advisory committee members may be influential people in the local community, they should never be used to inappropriately pressure administrators who are involved in formulating policy regarding CTAE programs. To share the committee's viewpoints or concerns when appropriate, the committee members may choose to make recommendations or to contact policy makers on behalf of the committee and the CTAE programs.

Recognizing the Contributions of Committee Members

Advisory committee members serve because they want to positively contribute to the Work-Based Learning program. Their service is generally given unselfishly, expecting very little personal recognition in return. For this very reason, it is important to recognize their efforts and willingness to serve on the advisory committee. Recognition should be appropriate and suited to the efforts given by the committee members. It does not need to be costly. The following list of recognition suggestions may be considered as the WBL Coordinator deems appropriate:

- Thank you, letter, sent to the committee member
- Thank you, letter, sent to committee member's employer (if applicable)
- Recognition certificate or plaque
- Recognition at CTAE banquets or awards ceremonies
- Token gift, possibly a gift certificate provided by community partner
- Newspaper article in local newspaper
- Thank you message on school sign or marquee
- Recognition at a monthly school board meeting



SAMPLE Work-Based Learning Advisory Committee By-Laws

Article I. Name

The name of the organization shall be _____ WORK-BASED LEARNING ADVISORY Committee. The organization shall simply be referred to as the Advisory Committee throughout the by-laws.

Article II. Mission

The mission of the Work-Based Learning Program is to provide an education that is both academically challenging and relevant in today's economy by partnering with area businesses and the community, and through a structured combination of school-based and Work-Based Learning activities.

Article III. Purpose

The purpose of the _____ Work-Based Learning Advisory Committee is to strengthen partnerships between employers, employees, schools, students, and parents. The Advisory Committee may give guidance and recommend activities which continue to strengthen the partnership.

Article IV. Objectives

The objectives of the _____ Work-Based Learning Advisory Committee are to:

- Assist students with school-to-career transition.
- Help develop critical work force competencies.
- Increase the number of youths preparing to enter skilled occupations.
- Improve employers' access to qualified young people.
- Enhance existing school programs.
- Provide opportunities for all students.

Article V. Members

The Advisory Committee shall be composed of representatives of business/industry, secondary/post-secondary education, labor/business associations or agencies, parents, community service organizations, and WBL school facilitators.

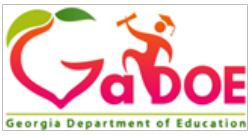
If the appointed member cannot attend scheduled meetings, a representative may attend in his/her place. In the event a member misses two consecutive advisory committee meetings, a replacement will be made.

Article VI. Officers

The Work-Based Learning Program Coordinator will serve as chairperson. The chairperson shall call and preside over all meeting of the Advisory Committee. The Advisory Committee shall elect a vice-chairperson to assist the chairperson in the execution of his/her duties. The secretary will be selected by the board on a voluntary basis.

Article VII. Meetings

Meetings shall be held at least twice a year.



**SAMPLE
Meeting Announcement**

Send on School Letterhead

May 00, 20XX

_____ (your school)
WBL ADVISORY COMMITTEE MEETING

The _____ (your school or system) Work-Based Learning Advisory Committee will meet on Tuesday, June 7, 2018, at 11:30 a.m. in (for example) the One-Room School house located on the (your school) campus on Hwy 117.

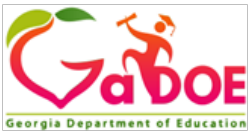
A WBL Appreciation Luncheon will be held.

Please call 800-888-8888 Ext. 135, by May 27, 20XX, if you **WILL NOT be attending, For further directions contact Mr. _____.**

_____, WBL-Coordinator at 800-888-8888 Ext. 135

Directions:

Located on 1799 Highway 117 approximately 2 miles north of (your town)



**SAMPLE
Minutes**

**WORK-BASED LEARNING
COUNTY-WIDE ADVISORY COMMITTEE MEETING
_____, GA
THURSDAY, MARCH 17, 20XX
2:00 P.M.**

The _____ (your school) Work-Based Learning Advisory Committee Meeting was held on Thursday, March 17, 20168 at _____ RESA in _____ at 2 p.m.

_____, Chairperson, called the meeting to order.

Members present were:

_____.

Minutes from the June 30, 2018, meeting were read and approved.

The Chairperson reviewed the Role of the Work-Based Learning Advisory Committee team members.

UNFINISHED BUSINESS

In unfinished business, a report of current Work-Based Learning programs and enrollments were given that included:

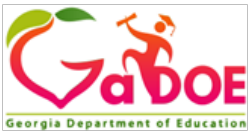
- Current WBL enrollment is 83 juniors and 96 seniors for 179 student’s total.
- We have 70 industry partners with 27 of these being new business partners in the past year.
- We also have 12 new WBL programs and 37 total programs in 7 schools.

NEW BUSINESS

In new business, seven new advisory members were recognized—

_____.

The By-Laws for the _____ WBL Advisory Committee were reviewed. One addition was made to the by-laws—that the secretary must be a Work-Based Learning Coordinator.



**WORK-BASED LEARNING
COUNTY-WIDE ADVISORY COMMITTEE MEETING
(continued)**

Mr. _____ was elected Vice Chairman, and _____, Work-Based Learning Coordinator at _____ High School, was elected Secretary. The Chairperson presented the following recognition awards:

- _____ Health Care Program received the “Terrific Award.”
- _____ was recognized as being a “10-Year Industry Partner.” The award was presented to _____.
- _____ was recognized as being a “10-Year Work-Based Learning Coordinator.”

Work-Based Learning Coordinators shared information on their respective Work-Based Learning Programs.

The Chairperson shared information concerning the Customer Service program.

The Chair stated that 25 new partners and 35 new placements are predicted for next school year.

SUGGESTIONS AND RECOMMENDATIONS

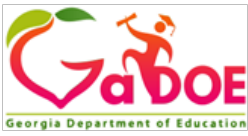
Suggestions were made by Mr. _____ to pursue possible new industries in sheet metal. Mr. _____ also stated that more AutoCAD training is needed.

The date for the next meeting was set for Tuesday, June 7. This will be a luncheon meeting. The place will be announced later.

The meeting was adjourned.

Respectfully submitted,

_____, Recording Secretary

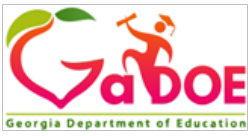


SAMPLE Agenda

Send on School Letterhead

**Agenda for the First Meeting of the
Work-Based Learning Advisory Committee**

Date:	May 00, 20XX
Location:	Room 101, Building A
Welcome:	Principal/WBL Coordinator
Introductions:	Self-Introductions
Role and Function of the Advisory Committee	WBL Coordinator
Description of the WBL Program	WBL Coordinator
Philosophy and Goals of Program	WBL Coordinator
Identify Needs and Set Priorities	All Members
	<ul style="list-style-type: none">• What changes are occurring in the career/technical education program/industry?• How can the career/technical education program reflect new industry technologies?
Discuss Program of Work	WBL Coordinator
Select Chairpersons	All Members
Priorities for Next Meeting	Chairperson
Next Meeting Date, Time, and Place	Chairperson
Announcements	WBL Coordinator
Adjournment	



SAMPLE Invitation to Participate

Send on School Letterhead

Date

Name
Address
City/State/Zip

Dear (individual's name)

(School name) is committed to excellence in the Work-Based Learning (WBL) Program. To help us achieve this goal, we reach out to business and industry representatives, community leaders, parents, and students in our community by asking them to work with us in an advisory capacity to improve our program, curriculum, and facilities.

You have been recommended to us as a person who is interested in WBL and as one who would make a valuable contribution to the program. We invite you to serve a (length of time) term on the WBL Advisory Committee. By participating on this committee, you will have an opportunity to guide (school name) in preparing students for their future, while improving and promoting the WBL program.

The WBL Advisory Committee meets (# of times) times each school year. The first meeting will be date in (location of meeting) Department. The meeting will begin at (time) and end at (time).

Please indicate your willingness to serve on this committee by checking the appropriate box and signing where indicated. Return this letter to our office in the enclosed envelope or FAX to (FAX #) by (date). Please contact me at if you have questions.

Sincerely,

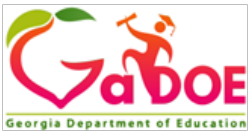
Work-Based Learning Coordinator

Enclosures

(Please check one)

I accept the committee appointment. I am unable to serve on the committee.

Signature Date



SAMPLE
Thank-You Letter for Advisory Board

Send on School Letterhead

Date

Name
Address
City/State/Zip

Dear (Advisory Board Members Name):

Thank you for the time, talent, and expertise you have given to the Work-Based Learning (WBL) Program at **(Name of High School)** through your active participation on the WBL Advisory Board. You have made a difference through your dedication and continued support of our students and program. Your ideas, input, and enthusiasm were most helpful and have assisted us in making valuable improvements to our program.

(Personalize this paragraph to include changes that have occurred related to your program through the assistance of the advisory committee).

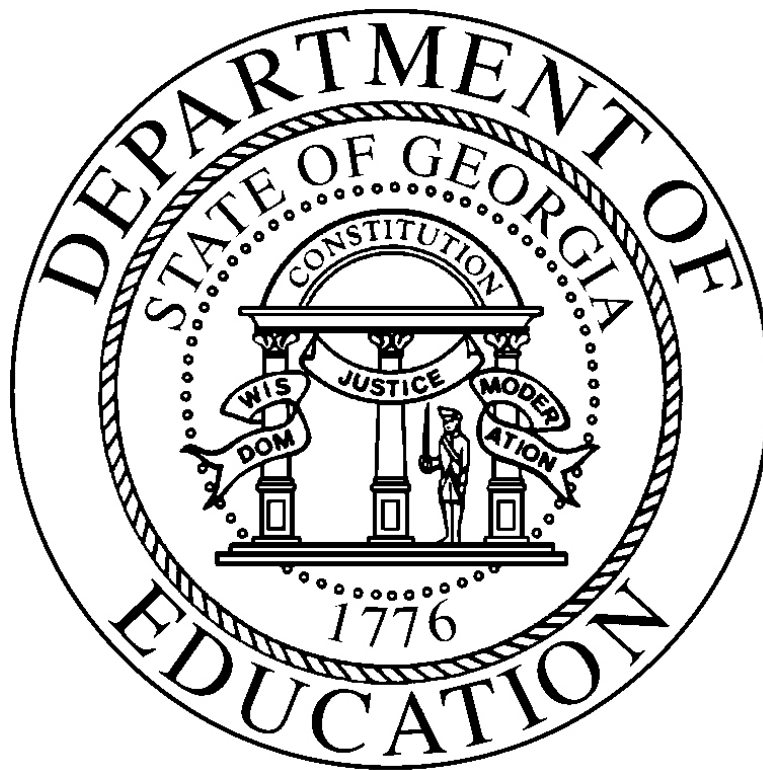
Again, I thank you for your contributions, time, and efforts through serving on this committee.

Sincerely,

(Coordinator's Name)
_____ Work-Based Learning Coordinator

SECTION TEN

TEACHING EMPLOYABILITY SKILLS



Special Note

The contents of this document are subject to constant change and revision. Please refer to the latest version of this document found on the Georgia Department of Education website for the most accurate and up to date information.



Standard 10: A plan exists and is implemented to teach employability skills prior to the WBL placement.

Exemplary	3	Meets Expectation	2	Does Not Meet Expectation	1	Evidence
<p>Include all criteria from "meets expectations" plus the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student achievement on employability skill competencies is used as a factor for acceptance into the WBL program. <input type="checkbox"/> Software resources are available in the school and a plan exists to ensure all students utilize the software. <input type="checkbox"/> School leadership uses strategies to ensure that employability skills are included in teacher lesson plans. <input type="checkbox"/> WBL student assessments conducted by employers are analyzed to reveal patterns for needed improvement in teaching employability skills across the CTAE curriculum. <input type="checkbox"/> The full-time WBL Coordinator spends more than 30% of their time teaching employability skills. 	<ul style="list-style-type: none"> <input type="checkbox"/> The school wide WBL Coordinator plans lessons and schedules presentations in pathway classrooms to teach employability skills. <input type="checkbox"/> Most CTAE instructors include activities related to employability skills in their lesson plans. <input type="checkbox"/> A variety of instructional methods are used. <input type="checkbox"/> Software and resources for teaching employability skills are available and used by most CTAE instructors. <input type="checkbox"/> All WBL students are required to document applications of employability skills in their portfolios. <input type="checkbox"/> Collaboration between the WBL Coordinator and pathway instructors is evident. <input type="checkbox"/> The WBL Coordinator monitors employability skill instruction in related pathway classes and assists where appropriate. <input type="checkbox"/> Student assessments conducted by employers reveal student employability skills at an adequate level. <input type="checkbox"/> The full-time WBL Coordinator spends 30% of their time teaching employability skills. 	<ul style="list-style-type: none"> <input type="checkbox"/> The school wide WBL Coordinator does not go into classrooms and present lessons on employability skills. <input type="checkbox"/> Instructors of pathway subjects do not include employability skills training in written lesson plans <input type="checkbox"/> Little variety of instructional methods is used. <input type="checkbox"/> Software and resources for teaching employability skills are not available to students. <input type="checkbox"/> Student portfolios are NOT used to document applications of employability skills. <input type="checkbox"/> The WBL Coordinator and instructors of pathway subjects do not work collaboratively to orchestrate teaching of job skills. <input type="checkbox"/> Little attention is paid to WBL student assessments conducted by employers. <input type="checkbox"/> There is a weak connection between classroom instruction and on-the-job instruction. 	<ol style="list-style-type: none"> 1. Employability skills are taught by the WBL Coordinator in the pathway classes. * 2. Written daily lesson plans. 3. Evidence of a variety of instructional methods used. 4. Software, media and resources are used for teaching employability skills. 5. Student portfolios. 6. Working relationship between the WBL Coordinator and instructors of related pathway subjects. 7. Employability skills assessments conducted by employers for WBL students. 			

*See GPP Guidance Section in this manual.

Teaching Employability Skills

All students need information related to employability skills in order to prepare for success in the workplace. These skills are included in Course Standard 1 of all CTAE pathway courses. Many supplementary curriculum resources exist to assist instructors and WBL Coordinators in assuring CTAE curricula give students the opportunity to develop work ready skills.

The WBL Coordinator should work cooperatively with other instructors to teach employability skills.

Following are examples of methodologies which may be used to teach employability skills:

- School-wide WBL Coordinators should establish lesson plans based on observation and employer assessments. Designed lessons should be taught in pathway classes by establishing a schedule with instructors and visiting classrooms. Thirty percent of a full-time WBL Coordinator's schedule should be spent teaching employability skills in pathway classes.
- Youth Apprenticeship Coordinators may visit and speak to classes about employability skills and to promote the program. The classes visited by YAP Coordinators may be targeted according to where YAP placements exist.
- The lesson plans of all CTAE pathway instructors should include employability skills, Course Standard 1, of each CTAE course.
- Vendor specific resources, such as GeorgiaBEST, Virtual Job Shadow, and You Science, may be used in pathway classes or may be accessible to students in the media center, career center, or computer lab of the school.
- Assessment of student employability skills may be made by counselors conducting guidance sessions, or on instructor recommendation forms in the student application packet.
- Student portfolios may be required to document student competencies related to employability skills. All students in Employability Skill Development (ESD) placements should have a portfolio requirement.

Standard 1 in All CTAE Courses

Georgia’s career cluster/pathway courses contain an employability skill standard as the first standard of every course. This standard has been given priority and placed as the number one standard due to the importance communicated by business and industry leaders in the state. All instructors of CTAE pathway courses should integrate lessons related to these standards throughout the duration of the course. In addition, WBL Coordinators should devise lessons based on this standard and implement them as they go into classes to teach employability skills.

Standard 1: Demonstrate employability skills required by business and industry.

The following elements should be integrated throughout the content of this course.

1.1 Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities.

Person-to-Person Etiquette	Telephone and Email Etiquette	Cell Phone and Internet Etiquette	Communicating At Work	Listening
Interacting with Your Boss	Telephone Conversations	Using Blogs	Improving Communication Skills	Reasons, Benefits, and Barriers
Interacting with Subordinates	Barriers to Phone conversations	Using social media	Effective Oral Communication	Listening Strategies
Interacting with Co-workers	Making and Returning Calls		Effective Written Communication	Ways We Filter What We Hear
Interacting with Suppliers	Making Cold Calls		Effective Nonverbal Skills	Developing a Listening Attitude
	Handling Conference Calls		Effective Word Use	Show You Are Listening
	Handling Unsolicited Calls		Giving and Receiving Feedback	Asking Questions
				Obtaining Feedback
				Getting Others to Listen

Nonverbal Communication	Written Communication	Speaking	Applications and Effective Résumés
Communicating Nonverbally	Writing Documents	Using Language Carefully	Completing a Job Application
Reading Body Language and mixed Messages	Constructive Criticism in Writing	One-on-One Conversations	Writing a Cover Letter
Matching Verbal and Nonverbal communication		Small Group Communication	Things to Include in a Résumé
Improving Nonverbal Indicators		Large Group Communication	Selling Yourself in a Résumé
Nonverbal Feedback		Making Speeches	Terms to Use in a Résumé
Showing Confidence Nonverbally		Involving the Audience	Describing Your Job Strengths
Showing Assertiveness		Answering Questions	Organizing Your Résumé
		Visual and Media Aids	Writing an Electronic Résumé
		Errors in Presentation	Dressing Up Your Résumé

1.2 Demonstrate creativity by asking challenging questions and applying innovative procedures and methods.

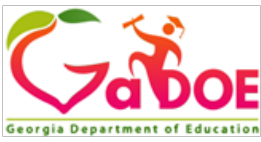
Teamwork and Problem Solving	Meeting Etiquette
Thinking Creatively	Preparation and Participation in Meetings
Taking Risks	Conducting Two-Person or Large Group Meetings
Building Team Communication	Inviting and Introducing Speakers
	Facilitating Discussions and Closing
	Preparing Visual Aids
	Virtual Meetings

1.3 Exhibit critical thinking and problem-solving skills to locate, analyze, and apply information in career planning and employment situations.

Problem Solving	Customer Service	The Application Process	Interviewing Skills	Finding the Right Job
Transferable Job Skills	Gaining Trust and Interacting with Customers	Providing Information, Accuracy and Double Checking	Preparing for an Interview	Locating Jobs and Networking
Becoming a Problem Solver	Learning and Giving Customers What They Want	Online Application Process	Questions to Ask in an Interview	Job Shopping Online
Identifying a Problem	Keeping Customers Coming Back	Following Up After Applying	Things to Include in a Career Portfolio	Job Search Websites
Becoming a Critical Thinker	Seeing the Customer's Point	Effective Résumés:	Traits Employers are Seeking	Participation in Job Fairs
Managing	Selling Yourself and the Company	Matching Your Talents to a Job	Considerations Before Taking a Job	Searching the Classified Ads
	Handling Customer Complaints	When a Résumé Should be Used		Using Employment Agencies
	Strategies for Customer Service			Landing an Internship
				Staying Motivated to Search

1.4 Model work readiness traits required for success in the workplace, including integrity, honesty, accountability, punctuality, time management, and respect for diversity.

Workplace Ethics	Personal Characteristics	Employer Expectations	Business Etiquette	Communicating at Work
Demonstrating Good Work Ethic	Demonstrating a Good Attitude	Behaviors Employers Expect	Language and Behavior	Handling Anger
Behaving Appropriately	Gaining and Showing Respect	Objectionable Behaviors	Keeping Information Confidential	Dealing with Difficult Coworkers
Maintaining Honesty	Demonstrating Responsibility	Establishing Credibility	Avoiding Gossip	Dealing with a Difficult Boss
Playing Fair	Showing Dependability	Demonstrating Your Skills	Appropriate Work Email	Dealing with Difficult Customers
Using Ethical Language	Being Courteous	Building Work Relationships	Cell Phone Etiquette	Dealing with Conflict
Showing Responsibility	Gaining Coworkers' Trust		Appropriate Work Texting	



Reducing Harassment	Persevering		Understanding Copyright	
Respecting Diversity	Handling Criticism		Social Networking	
Making Truthfulness a Habit	Showing Professionalism			
Leaving a Job Ethically				

1.5 Apply the appropriate skill sets to be productive in a changing, technological, diverse workplace to be able to work independently and apply teamwork skills.

Expected Work Traits	Teamwork	Time Management
Demonstrating Responsibility	Teamwork Skills	Managing Time
Dealing with Information Overload	Reasons Companies Use Teams	Putting First Things First
Transferable Job Skills	Decisions Teams Make	Juggling Many Priorities
Managing Change	Team Responsibilities	Overcoming Procrastination
Adopting a New Technology	Problems That Affect Teams	Organizing Workspace and Tasks
	Expressing Yourself on a Team	Staying Organized
	Giving and Receiving Constructive Criticism	Finding More Time
		Managing Projects
		Prioritizing Personal and Work Life

1.6 Present a professional image through appearance, behavior, and language.

On-the-Job Etiquette	Person-to-Person Etiquette	Communication Etiquette	Presenting Yourself
Using Professional Manners	Meeting Business Acquaintances	Creating a Good Impression	Looking Professional
Introducing People	Meeting People for the First Time	Keeping Phone Calls Professional	Dressing for Success
Appropriate Dress	Showing Politeness	Proper Use of Work Email	Showing a Professional Attitude
Business Meal Functions		Proper Use of Cell Phone	Using Good Posture
Behavior at Work Parties		Proper Use in Texting	Presenting Yourself to Associates
Behavior at Conventions			Accepting Criticism
International Etiquette			Demonstrating Leadership
Cross-Cultural Etiquette			
Working in a Cubicle			

Work-Based Competencies

Below are other competencies related to WBL that may provide ideas for lessons to be presented to students prior to placement in the WBL Program. *

Employment

- Identify and utilize resources and services for finding employment.
- Identify and compare networking skills for securing job leads.
- Demonstrate skills for contacting and approaching potential employers.
- Complete pre-employment documents (i.e., resume, job application, cover letter, etc.) and employment screening assessments (i.e., drug tests, physical exams, skills tests, etc.).
- Select and utilize effective job interview skills.
- Explain and demonstrate the appropriate procedures for accepting or rejecting job offers.
- Develop an understanding of specific workplace terminology.
- Utilize a career plan to maintain career focus.

Employer Expectations

- Explain why appropriate dress is important in the workplace.
- Discuss the significance of employee performance review.
- Identify qualities employers look for in employees and ways that employees become self-managing.
- Describe and explain roles and benefits for employers and workers of working in teams.
- Understand and practice proper workplace etiquette.

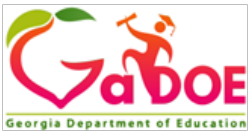
Payroll

- Demonstrate an understanding of current labor and employment laws.
- Describe typical ways that employers pay workers.
- Successfully complete appropriate federal and state tax forms (W-4).
- Evaluate a pay stub, including gross pay and taxes.
- Calculate gross pay and hourly wage.
- Analyze different sections of an insurance policy and evaluate proper coverage.
- Explain the factors that influence different insurance premiums.
- Explain benefits that employers offer workers.

Workplace Safety

- Explain safe practices and safety attitudes on the job
- Identify safety hazards as defined by OSHA within the work environment.
- Discuss how to maintain a clean, safe workstation area.

*See GPP Guidance Section in this manual.



Personal Traits

- Identify common obstacles to team/learning group success.
- Identify personal and professional development activities to improve job skills.
- Identify the changing roles/diversity of the global workforce.
- Identify ways employees adjust to changes in the workplace.
- Describe ways to behave ethically in the workplace.
- Identify characteristics of an effective team member or learning group.
- Identify your aptitudes and abilities and describe how they affect your career choice.
- Explain the value of enthusiasm at work.
- Describe how to accept criticism at work.
- Give examples of how to professionally handle workplace pressure and gossip.
- Explain how to control anger on the job
- Develop effective strategies for coping with stress.
- Develop behaviors for being a successful and effective coworker.



Useful Websites

Due to advances in computer technology, software development, the internet, and on-line access, WBL Coordinators today have a myriad of resources at their disposal for teaching employability skills. Information is presented here to make WBL Coordinators aware of some of the resources available. This is in no way an endorsement of any one organization or company responsible for these resources. The Georgia Department of Education does not endorse vendors of educational products but relies on local school districts to decide which resources should be used for their educational programs.

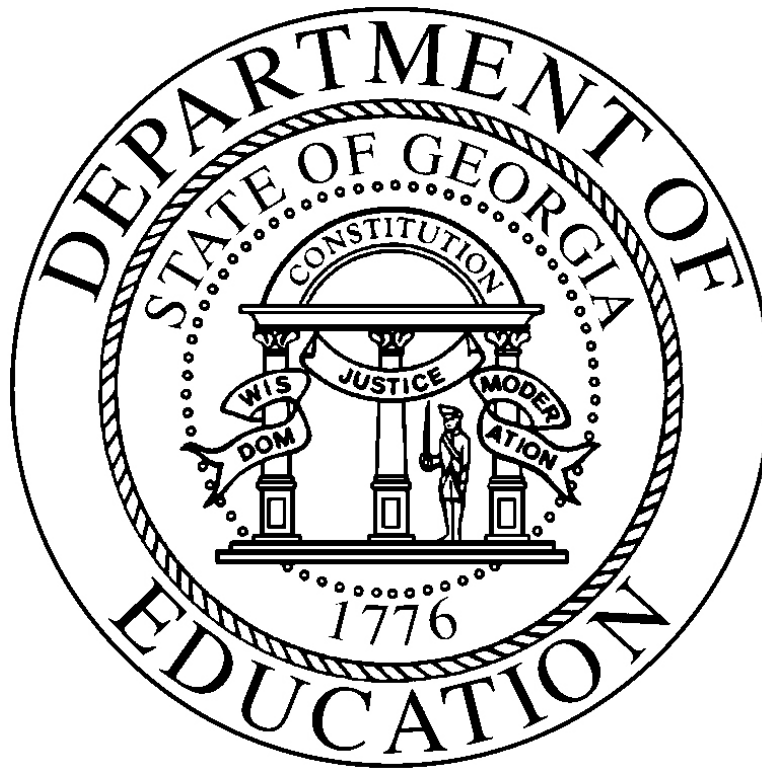
- AES (Applied Educational Systems – Digital Curriculum for CTE) www.aeseducation.com
- Bright hub www.Brighthub.com
- Career Bookstore www.CareerBookstore.com
- Edutopia www.Edutopia.org
- Georgia BEST www.dol.state.ga.us
- Goodwill curriculum..... www.discovermygoodwill.org/possibilities-menu/learn/curriculum
- Growing Leaders – Habitudes www.Growingleaders.com
- IDEALS (Instructional Resources)..... www.ctaern.org
- Job Ready Career Skills - Career Solutions Publishing careersolutionsgroup.com
- Junior Achievement www.georgia.ja.org
- Soft Skills 101 (Conover Company)..... www.conovercompany.com/soft-skills-training
- The Work Ethic Site of UGA..... workethic.coe.uga.edu/
- U S Department of Labor..... www.dol.gov
- Virtual Job Shadow..... www.virtualjobshadow.com
- You Science (see your local system contact for information about You Science)
- Youth.gov..... www.Youth.gov

CTSO Specific Materials

- Georgia Agricultural Education Student Association..... www.georgiaffa.org
- Georgia Career and Technical Instruction Association www.georgiaacti.org
- Georgia DECA www.gadeca.org
- Georgia Family, Career, and Community of Leaders of America..... www.gafcccla.com
- Georgia Future Business Leaders of America www.georgiafbla.org
- Georgia HOSA Future Health Professionals www.georgiahosa.org
- Georgia Skills USA..... www.skillsusageorgia.org
- Georgia Technology Student Association www.gatsa.org

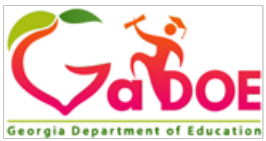
SECTION ELEVEN

**INDIVIDUAL GRADUATION PLANS,
PROGRAM OF STUDIES,
AND PATHWAYS FOR
WORK-BASED LEARNING STUDENTS**



Special Note

The contents of this document are subject to constant change and revision. Please refer to the latest version of this document found on the Georgia Department of Education website for the most accurate and up to date information.



Standard 11: Students involved in Work-Based Learning have a comprehensive individual graduation plan on file that integrates academic, college and career ready pathway courses.

Exemplary	3	Meets Expectation	2	Does Not Meet Expectation	1	Evidence
<p>Include all criteria from "meets expectations" plus the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students are placed in appropriate work sites which are approved by the WBL Coordinator. <input type="checkbox"/> Evidence exists that employers are aware of the student's Individual Graduation Plan. <input type="checkbox"/> The school counselor is involved in the student's transcript review. <input type="checkbox"/> Evidence exists that a multitude of resources were involved in the development of graduation plans. 	3	<ul style="list-style-type: none"> <input type="checkbox"/> Each student has a written Individual Graduation Plan pertaining to their career focus. <input type="checkbox"/> The plan includes a sequence of both academic and occupational experiences. <input type="checkbox"/> There is evidence that other individuals or groups of individuals had input into the Individual Graduation Plan. <input type="checkbox"/> The plan includes up-to-date knowledge, skills, and aptitudes needed for the career focus area. <input type="checkbox"/> The WBL Coordinator reviews the student's transcript to make sure the program of study aligns with academic and career/technical courses, in order that the Individual Graduation Plan and work site placement are congruent. <input type="checkbox"/> The WBL students are active members of the relevant CTSO. 	2	<ul style="list-style-type: none"> <input type="checkbox"/> Students do not have individual graduation plans. <input type="checkbox"/> The Individual Graduation Plan is not complete or based on the knowledge, skills, and abilities required for attainment of academic and career/technical skill proficiencies. <input type="checkbox"/> The Individual Graduation Plan was developed without collaboration from stakeholders. <input type="checkbox"/> The work sites approved by the WBL Coordinator are not appropriate to the career plan of the student. 	1	<ol style="list-style-type: none"> 1. Written copy of each student's individual graduation plan. 2. Lists of employers and other individuals or groups of individuals that have skills in and substantial knowledge of the career focus area. 3. List of skills and aptitudes necessary for competencies required for the career focus area. 4. Records of placement of students in relation to their career goals. 5. Interview with guidance personnel. 6. CTSO rosters. 7. Utilization of computer assisted occupational guidance websites, in-field specialists, teachers, counselors, and administrators.

Individual Graduation Plans and Program of Studies for WBL Students

Individual Graduation Plans as a Part of Career Development

Career development is a vital part of a student's educational career. It is a process in which an individual defines and re-defines career related choices and outcomes. Students need the tools, resources, skills, and knowledge to become a productive citizen in a democratic society. School systems need to provide opportunities for young people to learn about themselves, the world of work, and educational opportunities, and to create a viable realistic plan of action. These opportunities should be programmatic, developmental, and systematic in grades K-12 and beyond.

Currently the Georgia DOE has identified three basic assumptions upon which to build a career development program:

- That ALL educators are career developers
- That ALL students are expected to earn a living
- That PARENTS are the greatest influence on their children in the career decision-making process

With these three assumptions in mind, it is clear that school systems are obligated to provide students and their parents with career related information in a systematic and developmental process. The five components of a career development program are:

1. **Career Assessment** opportunities help students learn about themselves by identifying interest, aptitudes, and values, increasing, or narrowing employment options to consider, and supporting their decision-making ability in the career planning process.
2. **Local School Career Centers** send a clear message to all stakeholders that the educational system is interested in the future of their students. Educational institutions provide the training ground for future workers. With a centralized location for career related information and resources at the middle and high schools, Career Centers provide the opportunity for young people, their parents, school staff, and others in the community to participate in the process.
3. **Life-long Portfolios** help all students know who they are, where they are going, and how to get there. They motivate students to achieve higher standards, develop skills in the planning process, establish positive career and educational goals, expand career and postsecondary options, and ensure equity. Life-long portfolios are now available on the internet through available website resources.
4. **Work-Based Learning (WBL)** provides students the opportunity to know what they like to do as well as an opportunity to discover what they do NOT want to do. WBL provides students with realistic work experiences, the opportunity to develop work skills and personal qualities, and to explore the world-of-work directly linked to their career interests.

5. **Individual Graduation Plan (IGP)**, developed collaboratively by the student, parents, and school staff, is initiated in the 8th grade, and based on systematic career investigation and exploration in middle school. An IGP is based on the student's career focus and does not end with graduation but focuses on the future by addressing postsecondary planning and encouraging students to perform at the highest levels of achievement.
6. The **Programs of Study (POS)** is a variation of an IGP and is created to help students, school counselors, advisors, educators, and parents understand the many opportunities for additional learning to help prepare students for what they want to be after they graduate high school and how they can achieve their career dreams. Likewise, student, parents, and school staff creates the POS based on the student's 8th grade systematic career investigation and exploration in middle school/junior high. A POS is based on the student's focus and does not end with graduation. This helps students understand the many opportunities for additional learning top help prepare them for what they want to be after high school graduation to fulfill their career dreams.

A Program of Study example can be found at the following website link.

<https://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/Programs-of-Study.aspx>

GaDOE Recommended Individual Graduation Plans

The Individual Graduation Plan (IGP) is a tool for conversation between the local school teacher-as-advisor/counselor, parent/guardian and the student. GaDOE recommends that students and parents/guardians participate in an advisement session in the spring of the 8th grade year to discuss a plan that will take the student beyond high school graduation to postsecondary plans that link to a career focus. GaDOE recommends that schools print these plans for a visual aid in the conversation with parents/guardians. These plans are designed with several outcomes in mind:

- Students/parents will see that high school should begin with an end in mind—a career goal.
- Students/parents will see the expectation of postsecondary education.
- Students/parents will see the number of units and classes required to reach the chosen career goal.
- Students/parents will see the connection between school and work.
- Student/parents will see the possibilities that post-secondary credit options can offer.
- Students/parents will see recommended classes for a specific instructional area.
- Students/parents will see graduation requirements that will allow students to pursue postsecondary education at any level and will require students to perform at the highest possible level of achievement.

Recommended high school Individual Graduation Plans for each pathway are designed to match the alignment to the federal career clusters and pathways. These documents are available on the GaDOE website.

Career Pathways

The Georgia Department of Education provides IGPs which are structured to align with Georgia’s pathway courses. These plans along with course standards for all pathway courses can be accessed on the Georgia Department of Education website.

Georgia’s pathway courses continue to evolve. New pathways are proposed by local school systems and businesses with particular training needs. Existing courses are reviewed for relevancy and modified as needed. As Georgia’s pathway courses evolve, many initiatives shape the direction of content. Examples are: *Pathways to Prosperity*, Georgia’s *High Demand Career Initiative*, and Alignment to TCSG programs.

How does a career pathway relate to the definition of a “program of study” as defined by the new Perkins IV Legislation? Programs of study are very similar to career pathways. In Georgia, career pathways will become a program of study. A program of study, as defined by the new Perkins IV Legislation, incorporates secondary education and post-secondary education elements, and includes coherent and rigorous content aligned with challenging academic standards and technical content in a coordinated, non-duplicative progression of courses that align secondary education with post-secondary education to adequately prepare students to succeed in post-secondary education.

Locally Developed Individual Graduation Plans

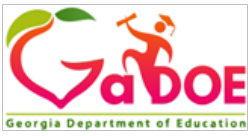
Many local school districts have developed Individual Graduation Plans (IGP) used by faculty and staff to assist students in planning course sequences and individual student career goals. Locally developed IGP may be referred to by many names, such as Four-Year Plans or Graduation Plans.

Web-Based Career Planning Tools

Career planning tools used by local school systems have features which may be used to develop Individual Graduation Plans.

The Work-Based Learning Coordinator’s Role

The student application process for a WBL placement should involve analysis of the student’s IGP. The WBL Coordinator should use the individual graduation plan to ensure that the WBL placement credits are counted in the chosen career concentration applied to the student’s graduation requirements. WBL Coordinators should work collaboratively with the school counselor and other staff at the school to establish the student’s IGP and should include a written copy of the plan in the student’s file. Each individual WBL student file should contain, as a minimum, application documents, the training agreement, the training plan, and the Individual Graduation Plan. The IGP for YAP students must also include the post-secondary plans for completion of the apprenticeship training.



Useful Websites

Due to advances in computer technology, software development, the internet, and on-line access, WBL Coordinators today have a myriad of resources at their disposal for teaching employability skills. Information is presented here to make WBL Coordinators aware of some of the resources available. This is in no way an endorsement of any one organization or company responsible for these resources. The Georgia Department of Education does not endorse vendors of educational products but relies on local school districts to decide which resources should be used for their educational programs.

College, Career, Live www.collegecareerlife.net/top-career-planning-sites/

Georgia Department of Education www.doe.k12.ga.us

Georgia’s Hot Careers
..... <https://www.gafutures.org/career-exploration/career-planning/georgia-s-hot-careers/>

Georgia Futures..... <https://www.gafutures.org/>

National Career Clusters® Framework www.careertech.org/career-clusters

National Career Development Association..... www.ncda.org/aws/NCDA/pt/sp/resources

Perkins Collaborative Resource Network..... <https://cte.ed.gov/legislation/perkins-v>

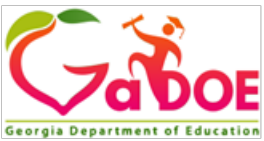
SECTION TWELVE

BUILDING BUSINESS PARTNERSHIPS AND CREATING WORKSITE PLACEMENTS



Special Note

The contents of this document are subject to constant change and revision. Please refer to the latest version of this document found on the Georgia Department of Education website for the most accurate and up to date information.



Standard 12: Community resources are analyzed and partnerships are formed to create Work-Based Learning placement options.

Exemplary	3	Meets Expectation	2	Does Not Meet Expectation	1	Evidence
<p>Include all criteria from "meets expectations" plus the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Most student placements are created by the WBL Coordinator <input type="checkbox"/> The majority of WBL students are categorized as YAP. Students are educated on the workforce needs of the community. <input type="checkbox"/> All school system personnel, such as teachers, guidance counselors, and support staff provide information to help in the full development of the WBL student. <input type="checkbox"/> Most students are in high skill, high wage, high demand jobs 	3	<ul style="list-style-type: none"> <input type="checkbox"/> Community resources such as the Chamber of Commerce, local government agencies, Civic groups, are utilized. <input type="checkbox"/> Job placement opportunities are created by the WBL Coordinator. <input type="checkbox"/> Well-defined application and placement policies exist. <input type="checkbox"/> Businesses where the employer understands their role as a trainer and extension of the school lab environment are selected for WBL sites. Selected businesses understand their role as mentor <input type="checkbox"/> The employers involved with the WBL program are a representative cross-section of the available businesses in the community. Variety of business partnerships are established <input type="checkbox"/> Potential WBL sites are visited by the WBL Coordinator 	2	<ul style="list-style-type: none"> <input type="checkbox"/> Very little is done to ensure the use of the local community as a resource. <input type="checkbox"/> No formal interaction takes place to ensure that potential work sites in the community are used for job training as well as educational resources for students. <input type="checkbox"/> Most students in the WBL program have obtained their own job. <input type="checkbox"/> Many students are working in fast food service or other low wage, low skill jobs. <input type="checkbox"/> The WBL Coordinator visits very few prospective employers during the year to create new placement opportunities. 	1	<ol style="list-style-type: none"> 1. Lists of community resources are available. 2. Records of prospective employer contacts by the WBL Coordinator. 3. An up-to-date occupational file of potential employers. 4. Georgia Department of Labor data is available. 5. Number of students placed by WBL Coordinator 6. Students who obtained their own job. 7. Number of jobs that meet the high-skill, high-wage, high-demand requirement of Perkins Legislation. 8. Number of students whose job and pathway correlate.

Developing Work Sites for Student Placements

Factors to Consider in Selecting a Career for Inclusion in WBL

All jobs' placements supported through WBL must have organized coordinated instruction in school and progressive employment experiences on the job. Jobs should only be included in WBL that provide an opportunity for continued employment and expansion of skills without displacement of other workers.

The WBL Coordinator and the prospective student must examine the career in which the student is interested and consider the career outlook using the following criteria:

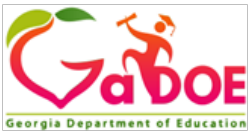
- **Employment Potential**
 - This factor is an essential component. What are the chances for a trained person to find employment? If the career area is already overcrowded, it may very well be difficult for those who have completed training to find employment.
- **Stability of Employment**
 - Is the employment potential representative of a permanent career? Is it a career which is changing, or which may be eliminated through specialization or technological changes? Is this career likely to remain in the community?
- **Opportunity for Advancement**
 - The student and the WBL Coordinator should consider the possibilities for advancement in the career. Can a student reasonably expect to advance to a higher position?
- **Length of Training Period**
 - In choosing a career, the WBL Coordinator and student should consider the length of time necessary to become proficient in the skills and knowledge necessary for success. A student should not be placed in a cooperative setting that cannot provide an adequate number of hours for the student to develop these skills. Also, the student's work schedule must equal or exceed the number of seat-hours lost in class due to the work site placement. Employers of YAP students must understand the program requirement for the accumulation of 720 hours of on-the-job training and agree to employ the student for this duration. These employers should also be encouraged to hire the youth apprentice after completion of the apprenticeship program.
- **Transferable Skills**
 - Knowledge and skills gained should be transferable to other careers. Will the training facilitate employment in a related career?

- **Regularity of Employment**
 - Careers and related placements should be chosen where a student can reasonably expect to work on a regular schedule with approximately the same number of hours assigned each week.
- **Compensation**
 - Although most students in training programs earn entry-level wages, a WBL Coordinator should be prepared to counsel with students and parents regarding compensation.
- **Placement**
 - There must be collaborative efforts between the WBL Coordinator and the placement to ensure adequate training, (i.e., equipment, time, and ability to mentor the student).
- **Accessibility to the Workplace**
 - The employer must provide the WBL Coordinator access to the workplace for the development of training, ongoing learning, and assessment of student progress.
- **Safety Conditions**
 - The WBL Coordinator must consider the dangers and hazards to which the students are exposed. When students are placed in hazardous occupations, the *Hazardous Occupations Exemption Form* must be completed. All child labor laws must be followed. Refer to Sections 12 and 15 of this manual for more information on Legal and Labor issues.

Considerations in Selection of Placement

It is the role of the WBL Coordinator to identify appropriate companies and appropriate jobs for student learners. While criteria for selection may change from community to community, it is critical that the WBL Coordinator manages the selection process. Placement should not be driven by what is available now or by jobs students already have. The prospective placement must be considered using the following:

The business must be willing to cooperate both in training and teaching. Select those organizations capable and willing to provide occupational training and educational opportunities that support the student's career objective. The business must be willing to help develop the training plan and give time to work with the WBL Coordinator. The WBL Coordinator must monitor the implementation of the training plan and evaluate the progress of the student.



The business must be willing to assign a mentor to help students understand the opportunities of the industry. While mentoring can be highly rewarding, it requires a firm commitment and significant effort outside of routine job responsibilities. Individuals selected as mentors should be willing and able to:

- Assist students in their efforts to establish goals relative to career development.
- Provide training to develop skills for the immediate task and for future opportunities.
- Reinforce the value and relevance of academic skills.
- Advise the student in terms of job performance, growth opportunities, and networking.
- Coach the student on specific job skills.
- Orient student to all aspects of the industry.
- Ensure the health and safety of students in the workplace.
- Advocate on behalf of the student, both to management and to other gatekeepers.
- Evaluate student performance in a constructive manner.
- Create a supportive, trusting relationship.

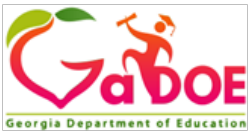
Refer to Section 14 for information about mentors and mentor training.

The training supervisor or mentor must be willing to provide a variety of learning experiences. WBL Coordinators should resist a placement that does not specify the tasks to be performed by the WBL student. Job experiences must be of sufficient variety and complexity to challenge the student and provide a positive image of the career.

The business must exemplify high ethical standards. The WBL Coordinator must ensure that WBL students are not exploited. Unless the student is placed in an unpaid internship, the business should pay wages comparable to those paid in the same or similar occupations in the community.

The business must be in compliance with all child labor laws. All placements must comply with local, state, and federal labor regulations related to minors. Information is available from the regional office of the Wage and Hour and Public Contracts Division of the United States Department of Labor and from local and state agencies that enforce employment regulations. Although the WBL Coordinator's function is not to enforce these laws, the coordinator should ensure that the placement is knowledgeable of the existence of such regulations and expect compliance. Laws regulating wages, the issuance of student certificates, the employment of minors in hazardous situations, and the issuance of work permits are the primary areas of concern. The federal minimum wage and overtime standards apply to students who are employed by firms' subject to the regulations. Since this law is so complex, the WBL Coordinator should suggest that the training sponsor contact the regional Wage and Hour Division Office to determine whether their business is subject to the regulations.

A guideline for the safe and appropriate placement of WBL students is included in this section along with a summary of some of the hazardous occupation exemptions that apply to WBL students. WBL Coordinators should refer to Sections 12 and 15 of this manual for more information on Legal and Labor issues.



After placement needs have been determined, a plan must be devised to systematically match students to placements. The WBL Coordinator should take great care to make sure that students are placed according to career interests and according to WBL placement definitions.

Preparing Students for the Employer Interview

Students must be coached in interviewing skills. Before sending students on interviews, assemble as many student applicants as have applied and teach them how to approach an employer, announce the purpose of the visit, and carry out a successful interview.

The Employer-Student Interview

After the employer thoroughly understands WBL and agrees to train one or more students, the next step is to send students for interviews. If possible, more than one student should be sent for the employer's consideration. This emphasizes the fact that the final selection of all students is left to the employer.

Unusual Types of Placements

On occasion, an employer will tell the WBL Coordinator that he/she wants to cooperate with the school and employ a student and, furthermore, names the particular student wanted. This is an ideal situation when the training agency is acceptable and the student satisfactory. However, when either one or both is not acceptable according to preset standards, then the WBL Coordinator must manage the situation so that WBL remains strong and professional relationships are maintained.

It is important that the WBL Coordinator's goal is to ensure that all students become capable, qualified employees. It may take longer for one student than another to master employability skills.

Training Agreement

The training agreement is required to participate in WBL. It is through this training agreement that the essential functions are outlined and agreed to by the employer, student, coordinator, parent, and school administrator. Refer to Section 16 of this manual for more information about training agreements.

Training Plan

The training plan is a list of processes, knowledge, and skills that the student is expected to learn in the work-based experience. The training plan will be used by the employer and the WBL Coordinator to chart student progress.

The WBL Coordinator, student, and employer must work together to prepare a training plan for each student that lists specific tasks/competencies to be learned on the job. This plan will outline the tasks, duties, and responsibilities that the student is expected to learn. The training should progress through a logical step-by-step process, which ensures that the type and rigor of skills are diverse and continually increase. The WBL Coordinator secures ratings from the employer on the tasks, duties, and responsibilities to aid in assigning a grade.

Training may be given in careers in which the WBL Coordinator is not familiar and, therefore, will require research. In practically all instances, the WBL Coordinator will seek the help of the employer or employee mentor, another employee in the placement, or other people engaged in the same career at another business setting. It is the responsibility of the WBL Coordinator to see that each student has a training plan. Refer to Section 17 of this manual for more information about training plans.

Worksite Orientation

Students need to know specific information regarding the placement, policies, rules, and regulations. The assigned mentor or his/her designee should conduct a formal orientation before the student is placed on the job.

Employment Schedule

The WBL Coordinator may experience some difficulty in working out the trainee's schedule on the job as some training agencies will prefer to have the students in the morning, others in the afternoon, and still others on Saturday or Sunday. Each trainee's schedule must be handled individually.

Guidelines for Safe and Appropriate Placement of WBL Students

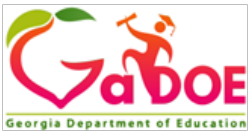
Safe and appropriate placements are critical to an effective WBL experience. Safety and security should be the first priority when considering placements for WBL students. When placing students in the work environment, consideration should be given to program logistics and factors that may jeopardize the student's personal safety.

The following list of guidelines should be considered when selecting a placement for WBL students:

- The parent or legal guardian, student, and WBL Coordinator should agree that the site is the most appropriate site available for the student placement.
- Care should be taken to ensure that the placement is free from gender or sexual discrimination or exploitation. This includes the workplace environment, uniform or required dress, and advertising and promotion themes.
- An assessment should be made by the WBL Coordinator to ensure that safe and adequate parking, access, and departure is available to the WBL student. Security, lighting, fencing, and adequate parking near the entrance to buildings are of utmost importance.
- Jobs which involve door-to-door sales or solicitation by minors are not acceptable placements.
- Commuting distance for the student should be minimal and reasonable.
- Businesses with a history of crime-related incidents, especially those involving violence, should be avoided.
- Placements in high-risk occupations should be carefully monitored, with more frequent visitations and training sessions. Examples of high-risk occupations include those frequently found in agriculture, retail stores, restaurants, and on construction sites.
- Adequate training and support should be available to educate the student on particular risks inherent to the placement site (robbery, slippery surfaces, chemical exposure, hot surfaces, etc.)
- Adequate supervision for the student must be ensured at all times.
- Workers and supervisors at the worksite must be aware of equipment and tasks that are prohibited for student workers.
- Placement in private homes or the provision of home-bound services at private homes should be met with great skepticism and carefully evaluated and monitored or should be avoided and an alternate placement secured.
- Placement in settings that serve alcohol should be avoided or carefully monitored to ensure that the placement does not put the student in harassing, unsafe, or illegal situations.
- Placement in settings that primarily sale CBD products (certain products require the worker to be 21 years of age) should be avoided or carefully monitored to ensure that the placement does not put the student in harassing, unsafe, or illegal situations.

WBL Placements for Students with Disabilities

For those students with disabilities, support from Vocational Rehabilitation (VR) Services available through the Georgia Department of Labor may be an appropriate resource to utilize when searching for a suitable job placement.



Informing Employers

WBL Coordinators must educate employers on the goals and purposes of the WBL Program. Employers and mentors play an important role in the development and operation of a WBL Program, particularly in developing students' experiences in the workplace.

Suggested activities include:

- Community presentations (Chamber of Commerce, Rotary, Society of Human Resource Management SHRM)
- Printed materials
- Contact prospective employer (visit, call or email)

Informing School Personnel

The administration, guidance counselors, and teachers must be informed about the goals and purposes of the WBL Program, because the success of the program depends upon their assistance. Teachers and guidance counselors play key roles in developing and implementing a WBL program.

Hazardous Occupation Exemptions for WBL Students

Students enrolled in a legitimate Work-Based Learning program may be exempt from many of the regulations and guidelines regarding Hazardous Occupations. It is important for every WBL Coordinator to understand when and under what conditions these exemptions might apply, and to be able to explain this to a potential employer. According to Federal Statute: 29 CFR 570.50, exemptions shall apply when:

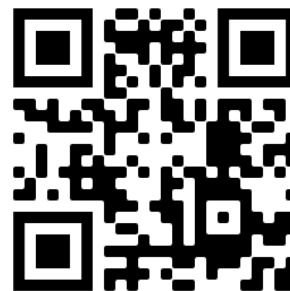
- (1) The student-learner is enrolled in a course of study and training in a cooperative vocational training program under a recognized State or local educational authority or in a course of study in a substantially similar program conducted by a private school and;*
- (2) Such student-learner is employed under a written agreement which provides:*
 - (i) That the work of the student-learner in the occupations declared particularly hazardous shall be incidental to his training;*
 - (ii) That such work shall be intermittent and for short periods of time, and under the direct and close supervision of a qualified and experienced person;*
 - (iii) That safety instructions shall be given by the school and correlated by the employer with on-the-job training; and*
 - (iv) That a schedule of organized and progressive work processes to be performed on the job shall have been prepared.*

Each written agreement shall contain the name of student-learner and shall be signed by the employer and the school coordinator or principal. Copies of each agreement shall be kept on file by both the school and the employer. This exemption for the employment of student-learners may be revoked in any individual situation where it is found that reasonable precautions have not been observed for the safety of minors employed thereunder. A high school graduate may be employed in an occupation in which he has completed training as provided in this paragraph as a student-learner, even though he is not yet 18 years of age.

The following two pages are from Section 15 of this manual concerning Legal and Labor issues. These pages can be copied and shared with students, parents, and employers so that everyone involved can have a thorough understanding of this issue:

Link for
YAP/WLB Employer Recruitment Video

<https://vimeo.com/545155336>

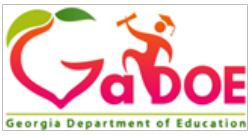


Hazardous Occupations

To comply with federal hazardous occupation regulations and to help ensure the safety of students, WBL Coordinators should be familiar with the agricultural and nonagricultural (non-farm) hazardous occupation orders. The Fair Labor Standards Act provides a minimum age of 18 years for any nonagricultural occupation which the Secretary of Labor "shall find and by order declare" to be particularly hazardous for 14-, 15-, 16-, and 17-year-old persons or detrimental to their health and well-being.

Federal Child Labor Laws prohibit many jobs that are especially hazardous. For the general population, minors may perform all work except in 17 occupations considered too hazardous for all youth under the age of 18. The Hazardous Occupations Orders (HOs) are:

- HO 1: Manufacturing and storing explosives.
- HO 2: Motor-vehicle driving and outside helper, including driving motor vehicles or working as outside helpers on motor vehicles or driving as a part of any occupation.
- HO 3: Coal mining.
- HO 4: Forest fire fighting and forest fire prevention, timber tract, forestry service, and occupations in logging and sawmilling.
- HO 5: Work using power-driven woodworking machines, including the use of saws on construction sites. (**Exemption** exists – see next section for explanation)
- HO 6: Work involving exposure to radioactive substances.
- HO 7: Work involving the operation of power-driven hoisting devices, including the use of forklifts, cranes, and non-automatic elevators.
- HO 8: Work using power-driven metal forming, punching, and shearing machines (however, HO 8 permits the use of a large group of machine tools used on metal, including lathes, turning machines, milling machines, grinding machines, boring machines, and planning machines). (**Exemption** exists – see next section for explanation)
- HO 9: All mining other than coal mining, including work at gravel pits.
- HO10: Work involving slaughtering or meatpacking, processing, or rendering, including the operation of power-driven meat slicers in retail stores. (**Exemption** exists – see next section for explanation)
- HO11: Work involving the operation of power-driven bakery machines.
- HO12: Work using power-driven paper-products machines, including the operation and loading of paper balers in grocery stores. (**Exemption** exists – see next section for explanation)
- HO13: Work in the manufacturing of brick, tile, and kindred products.
- HO14: Work involving the use of circular saws, band saws, and guillotine shears. (**Exemption** exists – see next section for explanation)
- HO15: All work involving wrecking, demolition, and shipbreaking.
- HO16: All work in roofing operations. (**Exemption** exists – see next section for explanation)
- HO17: All work in excavating, including work in a trench as a plumber. (**Exemption** exists – see next section for explanation)



Student-Learner Exemptions

Seven HOs (numbers 5, 8, 10, 12, 14, 16, and 17 above) **permit the employment of student-learners in career education programs** under certain conditions. Student-learners in WBL programs meet the student-learner exemption **if the student is employed under written agreements** (the WBL *training agreement* and *training plan*) which provides that:

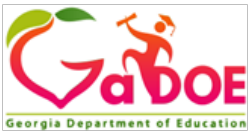
- All hazardous work will be performed under the direct and close supervision of a qualified and experienced person.
- Safety instructions will be given by the school and reinforced by the employer with on-the-job training.
- The job training follows a schedule that reflects organized and progressive skills development.
- The work in the hazardous occupation is intermittent and for short periods of time, is under the direct and close supervision of a qualified and experienced person and is a necessary part of training.

The employer and WBL Coordinator or school principal must sign the written agreements (i.e., WBL training agreement and training plan). Copies of the agreement must be kept on file by both the school and the employer. WBL Coordinators would be well advised to include a section highlighting “exceptions being applied for this student” when applicable.

In addition to the Hazardous Occupations listed above that are prohibited for minors under the age of 18, 14- and 15-year-olds may not work in the following occupations:

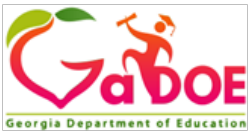
- Cooking, other than at lunch counters and snack bars, and within the view of the customer.
- Manufacturing, mining, processing.
- Most transportation jobs.
- Work in warehouses and workrooms.
- On construction jobs except in the office.
- In any job involving hoists, conveyor belts, power-driven lawnmowers, and other power-driven machinery.

Occupation limitations are strictly enforced for 14- and 15-year-old youth, with no exceptions. The student-learner provisions applicable to some Hazardous Occupations for youth 16 and 17 years of age do not apply to minors under the age of 16.



Safety Procedures Training Agreement for the Workplace

Each workplace has the potential for inherent risks. In addition, policies and procedures related to the creation of a safe working environment vary from worksite to worksite. Often, dedicated training is given to workers related to safety and procedures. The WBL Coordinator, in cooperation with the worksite supervisor, should ensure that the student is included in any necessary training programs concerning safety and procedures that would be beneficial to the safety and success of the student. In the case of required training, documentation should be maintained by the WBL Coordinator stating the student has successfully completed the training and agrees to comply with safety rules and procedures. A sample form that may be used for this documentation may be found on the next page.



SAMPLE Safety Training Agreement

Place on School Letterhead

_____ (*Student's Name*), a student in the Work-Based Learning program at _____ (*Name of High School*) and an employee at _____ (*Name of Company*) has completed the necessary safety training for the current position of employment. The employer certifies that the proper procedures related to the job requirements have been shown to the student and that in the case of an emergency, the student has been given instructions on what to do to resolve the situation. The student understands that failure to comply with these safety procedures may result in personal injury or in injury to others. The student agrees to follow all the safety rules and regulations of the current employer.

Student's signature

Date

Employer's signature

Date

WBL Coordinator's signature

Date

SAMPLE Injuries on the Job

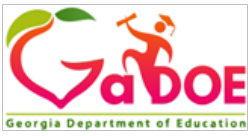
Any injury to a WBL student that occurs on the job should be reported immediately to the work site supervisor and the WBL Coordinator. All students *are* covered by worker's compensation unless the following conditions apply:

- The placement, even though it includes actual operation of the facilities of the employer, is similar to training which would be given in an educational environment.
- The placement is for the benefit of the student.
- The student does not displace regular employees but works under close supervision of existing staff.
- The employer that provides the training derives no immediate advantage from the activities of the student, and on occasion, its operations may actually be impeded.
- The student is not necessarily entitled to a job at the conclusion of the placement.
- The employer and the student understand that the student is not entitled to wages for the time spent in the placement.

If a WBL student should suffer a serious injury or become seriously ill while at the work site, the following procedures should be followed:

- Assess the situation. Thoroughly examine the WBL student and check for medical tags if he/she is unconscious.
- If the injury or illness is serious, call 911.
- Render emergency care. If the supervisor does not know first aid procedures, he/she should call for someone who does. Do not leave the student alone.
- In the event of a serious injury, do not attempt to move the student unless an extreme emergency such as fire exists.
- Notify parent/guardian at the emergency phone number provided on the student's application form.
- Cooperate with EMT personnel.
- Complete appropriate accident reports.
- The WBL Coordinator should follow up with the employer, student, and parent/guardian to ensure that all appropriate measures have been taken to prevent any recurrence of accidents or injury.

Most public-school systems maintain a policy of not dispensing any medications of any kind to students.



SAMPLE Evaluation of Potential WBL Site

Name of Business: _____ Date Contacted: _____
 Address: _____ Owner's Name: _____
 Contact Person: _____ Title: _____
 Contact Phone : _____ Contact E-Mail : _____
 Type of Business: _____
 Business Website URL (If applicable): _____
 Number of Full-Time Workers: _____ Number of Part-Time Workers: _____

Possible Positions at this Business:

Job Title: _____ Number of Workers at this level: _____
 Job Title: _____ Number of Workers at this level: _____

Rating Factors	Acceptability			Comments
	Yes	No	Unsure	
1. Interest in WBL program				
2. Interest of supervisors in students				
3. Suitable occupations for program				
4. Opportunity for a variety of work experiences				
5. Facilities/equipment available for training				
6. Opportunities for advancement				
7. Pay scale commensurate with others in same career field				
8. Accessibility to students (transportation)				
9. Reasonable commuting distance for students				
10. Safe parking, access, and egress provided for employees				
11. Door-to-door or other high-risk solicitation is absent from this placement				
12. Promotion of further training and education				
13. Potential for exposing students to non-traditional careers				
14. Reputation of business				
15. Compliance with federal and state laws				

Overall Evaluation: (select one)

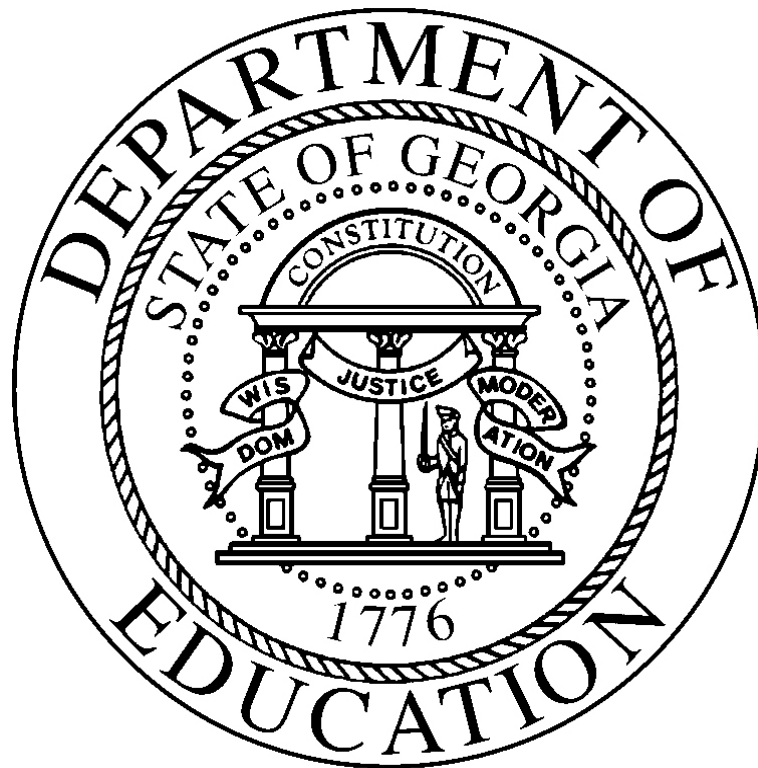
- Acceptable worksite:** Ready for placement
- Acceptable with conditions:** State below.

- Not acceptable at this time:** Give reasons below.

Signature of Evaluator _____

Date of Evaluation _____

**SECTION THIRTEEN
RECRUITMENT, STUDENT APPLICATION,
AND
ADMISSION PROCEDURES**



Special Note

The contents of this document are subject to constant change and revision. Please refer to the latest version of this document found on the Georgia Department of Education website for the most accurate and up to date information.



Standard 13: Clearly defined admission policies and procedures for recruiting, identifying, and enrolling students into the Work-Based Learning Program are established and implemented. A comprehensive orientation is provided to the Work-Based Learning students and parents/guardians prior to enrollment. (Including virtual)

Exemplary	3	Meets Expectation	2	Does Not Meet Expectation	1	Evidence
<p>Include all criteria from "meets expectations" plus the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Guidance counselors work cooperatively with WBL Coordinators and students to ensure flexible scheduling for students. <input type="checkbox"/> The selection of students is based on grades, attendance, discipline, teacher recommendations, and other criteria as established by the local system. <input type="checkbox"/> The WBL Coordinator personally interviews each student prior to admission into the WBL Program. 	<ul style="list-style-type: none"> <input type="checkbox"/> An application process exists and is followed. <input type="checkbox"/> Written documentation of selection criteria is on file. <input type="checkbox"/> Students have completed or are enrolled in pre-requisite courses before entry into the program. <input type="checkbox"/> Students are aware of how to meet the requirements of the program before applying. <input type="checkbox"/> There is a written policy outlining the minimum criteria for selection and admission into the WBL Program. <input type="checkbox"/> Prior to enrollment, interested students, and their parent/guardians are required to attend an orientation that presents a comprehensive overview of the school's WBL Program. <input type="checkbox"/> Counselors are aware of the application process and admission procedures for the WBL Program. 	<ul style="list-style-type: none"> <input type="checkbox"/> The admission process begins each semester. <input type="checkbox"/> No documentation of selection criteria on file. <input type="checkbox"/> Students have not completed pre-requisite courses before entering into the program. <input type="checkbox"/> Student awareness of program requirements is low or non-existent. <input type="checkbox"/> There is no written policy outlining the minimum criteria for selection and admission into the WBL program. <input type="checkbox"/> No orientation is given for the WBL students. <input type="checkbox"/> Students are enrolled into the program without being selected by the WBL Coordinator. 	<ol style="list-style-type: none"> 1. Outline of the process for admission into the WBL Program. 2. List of the selection committee members. 3. Documentation of completion of all pre-requisites on the application of each student. 4. Written policy for admission into the WBL Program. 5. WBL student schedules. 6. Copy of agenda for the orientation for WBL students. 7. Copy of materials handed out at the orientation. 8. Copy of sign-in sheets for students and parents/guardians at orientation. 			

Recruitment, Application Process, and Admissions

Recruiting

Work-Based Learning differs from general electives in that it is a selective program. Students must be aware of the selection process. A planned recruitment campaign is important for WBL Program success. Support will be needed from teachers, counselors, administrators, and the students. Activities should be planned well in advance to articulate with overall school calendars and to have adequate time to visit feeder programs. Designate a specific time frame for recruitment activities.

The following are suggested recruitment activities:

- Coordinate Recruitment with Counselors
- Classroom Visits
- Student-Directed Presentations
- Student Organization Presentations
- Posters/Flyers/Brochures

The WBL Coordinator should strive to develop a close working relationship with the counselors, as they are essential to the success of identifying and recruiting students who are both appropriate and qualified for a WBL placement. In all likelihood, counselors will not only be thoroughly familiar with a student's academic performance and discipline history but will also have insights into the personality and career goals of each. Counselors may also have a professional relationship with the parents and be able to identify those who will be most likely to support their child in a WBL placement. WBL Coordinators should include counselors in the formulation of the application process to ensure that it works efficiently for everyone involved.

Classroom visits should probably be planned for English and/or History classes because this will be the most likely way to introduce every student to the WBL Program. The cooperation of the teachers in these areas is critical. The WBL Coordinator should remember that these teachers are not only devoted to their subject but are also preparing their students for end-of-year exams. Fair or not, their success depends on whether their students pass these tests, and they will in some way be judged by those results. Therefore, it is important to secure the permission to visit these classrooms early, and it is very important to keep presentations concise.

The most effective recruitment for the WBL Program may come from those students currently enrolled. It may work well to have a few well-spoken WBL students go along to class presentations with you or to arrange for some outstanding students to make such a presentation alone. However, it is usually best for the WBL Coordinator to be present so that he/she can answer any questions for which students may not be prepared. As in most cases, word-of-mouth advertising by current students is probably the most productive recruiting tool available.

Another possibility for recruitment is through the CTSO that serves students of the various CTAE concentrations. The participation of current students may very well be more effective here than in the classroom, but just as with those presentations, it may be advisable for the WBL Coordinator to be on hand for questions.

Certainly, written materials, such as brochures and pamphlets, should be distributed through appropriate sources within the school. Information about WBL can be posted in the commons area, the cafeteria, and on bulletin boards throughout the school. Also, utilize the school website and the school's social media platforms to post WBL information.

The Application Process

Prior to acceptance into WBL, the student must complete an application process. This will probably include an application form, some type of referral by teachers, as well as a counselor, and a parental permission form, which explains the process of early release for WBL placements. The completed application provides information relative to the student's interests, abilities, and adaptability in relation to the chosen career objective. The WBL Coordinator, with help and advisement from counselors and administrators, examines the student record for indications (academic, attendance, disciplinary) that the student is qualified and well-suited to participate in one of the WBL placement options: Employability Skill Development, Cooperative Education, Internship, Great Promise Partnership (GPP) or Youth Apprenticeship. The WBL Coordinator should refer to the Criteria Checklist in Section 6 to determine which type of placement is appropriate for each applicant. Keep in mind it is suggested that students classified as ESD not be larger than 25% of the total number of WBL students who are placed.)

Enrollment of Special Population Students

For students that are served under an Individualized Education Plan (IEP), eligibility and placement into the WBL Program should be an IEP committee decision in which the student, parent (if under 18), WBL Coordinator, special education case manager, and CTI Coordinator (if applicable) all play an active role. Admittance or rejection into the WBL Program of a student who is served under an IEP should not be the sole decision of the WBL Coordinator. Student placement into the WBL Program is considered appropriate if the IEP committee determines that the student can succeed in WBL with reasonable accommodations. If the IEP team determines that WBL is not appropriate, other career pathway options may be considered.

WBL Coordinators must read the student's IEP prior to the start of the course to be aware of the student's accommodations and how to implement them in the WBL Program. If a WBL Coordinator has any questions regarding a student's accommodations, the CTI Coordinator and/or special education case manager should be contacted for clarification.

Sample application and referral forms are included in this section. WBL Coordinators are encouraged to modify these or develop their own forms in cooperation with counselors and the CTAE administrator in their school.



Selection of Students: Factors to Consider

The Student	
Motive:	<ul style="list-style-type: none"> • Sincere desire to learn skills related to a career
Personal traits:	<ul style="list-style-type: none"> • Honesty • Confidence • Reliability • Courtesy • Punctuality • Initiative • Cooperation • Industriousness • Personal • Appearance • Accuracy • Self-control
Adaptability:	<ul style="list-style-type: none"> • Scholarship and aptitude • Extra-curricular activities • Evidence of new/different activities undertaken
Attitude toward:	<ul style="list-style-type: none"> • A particular job • Work in general • Authority • Employers • Training in general • Parents • Conduct • Success and how it is attained • Honesty/integrity
Aptitudes evidenced by:	<ul style="list-style-type: none"> • Jobs previously held • Extra-curricular activities (student offices) • Hobbies (achievement) • Tests
Age:	<ul style="list-style-type: none"> • Fifteen (15) years minimum; eighteen (18) in some careers
School achievement:	<ul style="list-style-type: none"> • Designated CTAE Pathway, Credentials of Value
Work experience:	<ul style="list-style-type: none"> • Jobs previously held • Community service/volunteerism
School program:	<ul style="list-style-type: none"> • Required courses to be managed in concert with WBL
The Parents	
<ul style="list-style-type: none"> • Understanding of and supportive attitude toward WBL. • Willingness to cooperate in having student follow WBL guidelines • Attitude toward suggested training agencies and their personnel • Attitude toward WBL Coordinator • Willingness for student to work • Ambitions for student • Attitude toward civic affairs • Willingness and ability to provide reliable transportation 	

*See GPP Guidance Section in this manual.

Admissions

The WBL Coordinator must work closely with the counselors to complete the admissions and scheduling process. The system developed by the WBL Coordinator, counselors, and administrators may vary from school to school, but care must be taken to ensure that all requirements for acceptance to the WBL Program have been met. There will need to be an official acceptance communicated to the applicant and his/her parents or guardian. The counselor must have all the information needed to register the student into the WBL Program. The WBL Coordinator must compile and maintain a file on each WBL student. Sample forms are included in this section.

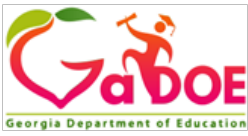
Suggested Requirements for Admission to WBL *

- Parental approval
- A clearly defined career goal
- Good attendance record.
- Good academic record and on track for graduation
- Good discipline record
- Reliable transportation to and from the workplace
- Must be at least 15 years of age
- Good attitude
- Good grooming habits
- Recommendation from three high school teachers
- Completion of WBL application form

Suggested Job Requirements

- Your job placement must be arranged or approved by the WBL Coordinator.
- Your job must be within a reasonable travel distance of the high school as approved by the coordinator.
- Your job must be one where the WBL Coordinator may visit.
- Amount of student hours worked should meet or exceed the correlated seat time according to the period(s) enrolled in WBL.
- Temporary Employment Agencies
 - There are industries that employ only through temporary agencies and this placement would need to be approved by the WBL Coordinator.
 - You may NOT work through a temporary employment service as a temporary employee (different job every few days). These are just that-TEMPORARY. Also, temporary employment services do not allow the WBL Coordinator to visit the workplace.
- You should remain on your job for the entire school year.

*See GPP Guidance Section in this manual.



Informing Parents

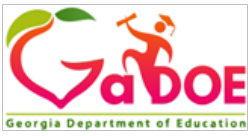
Program planners must gain parent support for the Work-Based Learning Program. The program requires that parents give their consent before a student's application can be accepted; therefore, parents will need information about the program.

A student-parent orientation is strongly encouraged for a successful program at the beginning of each semester. The WBL Coordinator should communicate with parents through letters, brochures, and presentations.

Sample Documents for Student Admissions

The following pages contain examples of documents that can be used in the WBL program. It is suggested that you modify these to best fit the program within your school systems. This information can also be created digitally.

- WBL Student Application
- Checklist for Applicants
- Teacher Recommendation Form
- Acceptance Letter to Student
- Early Release Understanding Form



SAMPLE
WBL Student Application

Work-Based Learning Program Application Form

Personal Data

Full Name: _____ Grade: _____
Address: _____ Home phone: _____
Birth Date: _____ Cell phone: _____
Hobbies: _____
Activities: Athletics: _____ School: _____
Community: _____ Other: _____

Family Background

Father's Name: _____ Occupation: _____
Mother's Name: _____ Occupation: _____
With whom do you primarily reside? Father ___ Mother ___ Father and Mother ___
Other Guardian ___: Give name and relationship: _____

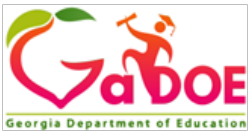
Work Experience

List previous work experience (starting with the most recent and working backwards):
Job Title Employer (Name of Firm) Dates Reason for leaving

Are you available for summer employment? Yes ___ No ___
Could you drive to work? Yes ___ No ___ If no, do you have transportation? Yes ___ No ___

Education

What is your overall grade point average? (Circle one) 4.0-3.0 2.99- 2.00 1.99- 1.00
Are you on track for graduation? Yes ___ No ___ (If no, explain)



What CTAE Pathways have you completed or will complete:

Please give your class schedule below:

Period	Subject	Teacher Room	
Period	Subject	Teacher	Room
1			
2			
3			
4			
5			
6			
7			

List three (3) teachers who are familiar with your scholastic and work performance that you would ask to recommend you for this Work-Based Learning Program:

1. _____
2. _____
3. _____

Career Interest

How did you learn about this Work-Based Learning Program _____

Why do you want to enroll in this Work-Based Learning Program? _____

What kind of career do you envision for yourself in the future? _____

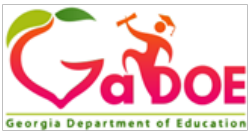
Do you prefer to work with: (circle one) your hands machines people

Given the opportunity to work for any company in this community, which company would you choose and why? _____

What do you plan to do after high school graduation? _____

What are your future education plans? _____

What would you like to be doing five years from now? _____



Writing Sample and Transcripts

Attach a one-page, handwritten essay to this application that describes your career objectives, previous work experiences, and special skills that you can bring to a company that chooses to hire you as a result of participation in the Work-Based Learning Program. In addition, describe the benefits that you expect to gain for yourself, if selected. Please write carefully and legibly.

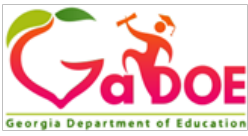
Also, attach a copy of your high school transcripts to this application. Your transcripts can be obtained from the guidance office.

Certification

I certify that I have completed the above application form after careful consideration. If I am accepted for this Work-Based Learning Program, I will take advantage of every opportunity to improve my skills and efficiency in the classroom and the world of work.

Signature of Student: _____

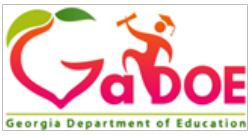
Date: _____



SAMPLE Checklist for Applicants

Did you:

- Completely and truthfully answer all the questions on this application?*
- Carefully consider three teachers who can serve as a reference for you.*
- Attach a one-page, handwritten essay to this application?*
- Attach a copy of your high school transcripts to this application?*
- Check your application for accuracy?*
- Double check the application deadline to ensure that it is returned in time?*



SAMPLE
Teacher Recommendation Form

Students: Fill in name, provide ID #, and give form to your reference

Student's Name _____ Student ID # _____

CONFIDENTIAL TEACHER RECOMMENDATION FORM

Work-Based Learning Programs are an extension of college and career pathways. The WBL placement exposes students to a wide range general workplace knowledge and competencies, with the goal being to better prepare students for future opportunities. The program is voluntary, and designed for a group of selected students entering their junior/senior year. The student listed below has applied to participate in Work-Based Learning. Please assist us by completing this form and returning it to the school WBL Coordinator as quickly as possible. Thank you.

Please check in the appropriate column the factors for which you have adequate information for appraisal.

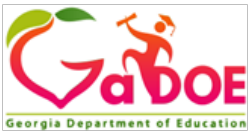
	GOOD	FAIR	POOR
Ability to follow instructions			
Social skills (gets along well/respect for others)			
Demonstrates dependability			
Self-motivated			
Demonstrates responsibility (directs energies toward tasks)			
Demonstrates enthusiasm in performing assigned tasks			
Strives for excellence			
Punctual			
Mentally alert (organization skills/problem-solving skills)			
Demonstrates proper etiquette and manners			
Personal appearance/grooming			
Demonstrates integrity/honesty			
Demonstrates optimism and self-respect			
Capacity to try new ideas and increase knowledge			
Attitude toward constructive criticism			
Ability to adapt to change			
Cooperates with others			
Communication skills			
Demonstrates attention to detail			
Ability to set realistic goals			

Do you recommend this applicant for the Work-Based Learning Program? Yes No

Add supplementary comments on the back of this sheet.

Teacher's Name and Signature

Date



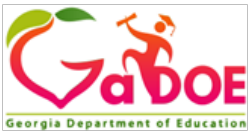
SAMPLE
Acceptance Letter to Student

TO: (WBL Applicant)
FROM: (WBL Coordinator)
SUBJECT: WORK-BASED LEARNING PROGRAM
DATE: (Current Date)

**Congratulations! You have been accepted into the
Work-Based Learning Program for next year.**

When you receive registration materials for next year, make sure you see me to complete your Work-Based Learning portion of registration or tell your counselor you have been accepted into the program for next year.

If you have questions, you are welcome to see me before school. My office is located _____.



SAMPLE
Work-Based Learning Program
Early Release Understanding Form

WBL Student: _____ Coordinator: _____

Directions: For a student to be enrolled in the program, the parent/guardian must provide the required information below and sign and date the form at the bottom of the page.

Early Release

I understand that my child, _____, is enrolled in the Work-Based Learning Program at _____ High School and that my child will be dismissed from school at the end of his/her regularly scheduled on-campus classes each day.

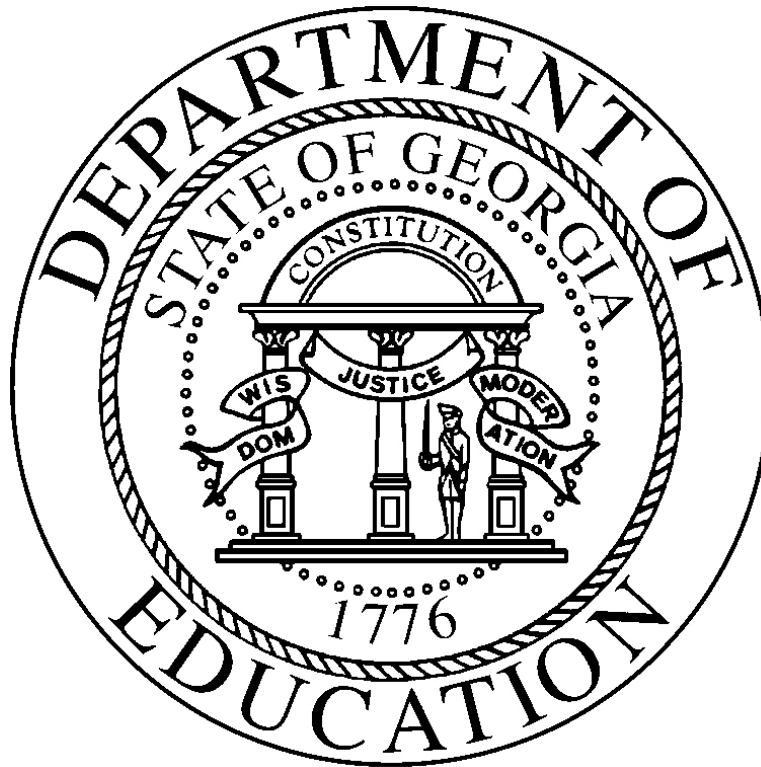
I assume full responsibility for my child after dismissal from school, including days when my child is not required to be on the job. I also understand that I am responsible for complying with all state laws (ie: licensing and automobile insurance) for my minor child.

Parent's or Guardian's Signature

Date

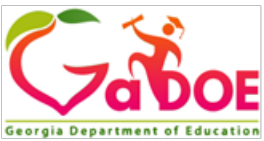
SECTION FOURTEEN

STUDENT MENTORS



Special Note

The contents of this document are subject to constant change and revision. Please refer to the latest version of this document found on the Georgia Department of Education website for the most accurate and up to date information.



Standard 14: Work-Based Learning sites, that provide occupational growth opportunities consistent with students' occupational interests, and learning objectives, are selected, and mentors at the site are trained by the Work-Based Learning Coordinator. Integrated instruction is provided to the Work-Based Learning student at the work site. (Including virtual)

Exemplary	3	Meets Expectation	2	Does Not Meet Expectation	1	Evidence
<p>Include all criteria from "meets expectations" plus the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The WBL Coordinator has the primary responsibility of locating prospective WBL work sites and placing students with the employer. <input type="checkbox"/> The WBL Coordinator utilizes the local Chamber of Commerce or business/industry council to keep informed about new and potential work sites. <input type="checkbox"/> The WBL Coordinator confers with employers before a commitment is made as a work site. <input type="checkbox"/> Instruction for the student is provided at the WBL work site. 	<ul style="list-style-type: none"> <input type="checkbox"/> Potential WBL work sites are carefully evaluated to determine if they meet the specific criteria established by the program before placement is made. <input type="checkbox"/> WBL Coordinator locates prospective WBL work sites. <input type="checkbox"/> The business community is used by the WBL Coordinator to find appropriate work sites. <input type="checkbox"/> The WBL Coordinator maintains a database of current and potential work sites. <input type="checkbox"/> The WBL Coordinator or the student arranges the interview. <input type="checkbox"/> The WBL work site provides instruction that pertains to the needs of the student. <input type="checkbox"/> The WBL work site offers some opportunities beyond the immediate job of the student. <input type="checkbox"/> The WBL Coordinator provides training for work site mentors. 	<ul style="list-style-type: none"> <input type="checkbox"/> Little evaluation of work sites is done to determine if they meet the specific criteria of the program. <input type="checkbox"/> Students find their own jobs. <input type="checkbox"/> The WBL Coordinator does not use the local Chamber of Commerce or business/industry council to keep informed of potential job sites. <input type="checkbox"/> The students must arrange their own interviews. <input type="checkbox"/> The WBL Coordinator has little interaction with the work site. <input type="checkbox"/> No formal instruction other than the immediate job is provided to the students at the WBL work sites. <input type="checkbox"/> No formal training provided for work site mentors. 	<ol style="list-style-type: none"> 1. Records of regular and ongoing evaluation of work sites. 2. Evidence of WBL Coordinators' responsibility of locating prospective WBL work sites. 3. Records of meetings or contacts with local Chamber of Commerce or business/industry council. 4. Database of potential WBL work sites. 5. Records of employer/mentor/WBL Coordinator conferences. 6. Copies of training materials used by the WBL work site. 7. Student training plans with identified skills taught at the work site. 8. Samples of mentor training materials. 			

Mentor Orientation and Training

The success of the WBL Program is primarily based on the quality of the placement of the student in a business and the instruction that the student receives as part of the WBL segment of the program. A key individual in the success of the WBL placement is the designated mentor.

Workplace Mentors

An integral part of the WBL program is a supportive adult, referred to as a mentor, who is linked with the WBL student. A mentor provides guidance and encouragement to the WBL student, as well as being involved in the teaching of work tasks and job responsibilities to the student.

Many different individuals may be involved in teaching a WBL student or a single person may take on the entire responsibility depending upon the size of the business. In either case, one individual in a business is usually designated as the mentor.

The selection of the mentor is the prerogative of the business. However, an effective mentor must possess both the personal qualities and the technical competence to be successful. In addition, it is important for the business to provide time for the mentor to work with the WBL student on a one-to-one basis.

Personal Qualities

A good mentor is one who is interested in young people. Mentors must know and perform their job well and be willing to share their knowledge. They should understand human relations and be of the character that the WBL student will want to emulate.

Technical Competencies

A mentor should be proficient in the performing technical competencies which they teach to the student and must have a broad understanding of the industry. It is critical that the business where the WBL student is placed designate one employee to supervise the student at the work site and serve as the student's mentor. In many businesses, a student will be rotated to various departments in a business to learn all aspects of the occupation and be under the direction of various employees (sometimes referred to as a job coach), but the employee designated as the mentor should be responsible for coordinating and monitoring the training experience of the student.

Roles of the Mentor

The mentor performs several functions including: (1) induction of the WBL student into the business, (2) training of the WBL student, (3) evaluation of the WBL student, and (4) counseling the WBL student on matters related to work and school.

Induction

The mentor orients the WBL student to the job, to the business, and to the industry as a whole.

Training Plan

The mentor participates in the development of the training plan for the WBL student under their supervision. The mentor assists the WBL student in carrying out classroom assignments related to their job and evaluates the skill tasks listed on the WBL student's schedule of training.

Evaluation

The mentor evaluates the WBL student's progress in learning their job and communicates with the WBL Coordinator the strengths and areas in which improvement is needed. The mentor verifies the WBL student's attendance and production reports.

Counseling

The mentor counsels with the student concerning their performance both on the job and in school, as well as their relationships with other employees. The mentor must take the responsibility for preparing the WBL student for a definite goal and provide them with the individual attention necessary to attain that goal.

Orientation and Training

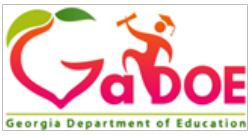
To assist individuals in providing quality educational experiences for WBL students, a mentor orientation and training session should be conducted. Other individuals within the business, who may be involved in teaching the WBL student (coaches), should also be involved in the session.

It is recommended that an orientation and training session be conducted to prepare these individuals for instruction and supervising WBL students. The mentor training program should cover the following topics at a minimum: orientation to the program, expectations of the program, structuring workplace learning, understanding learning styles, understanding development of adolescents, student motivation, discipline, and evaluation. Individuals designated by employers should be required to participate in a mentor orientation and training session prior to a student being placed with the firm.

One key to helping the mentors and coaches improve their training ability is to identify their specific needs. Most mentors (and coaches) are highly competent in their occupational area, but some may find it difficult to teach others to do what they do. There is sometimes a tendency of mentors to assume that a student should be able to perform a task after having been told and shown how to do it once. Better instruction for students will result if mentors are prepared in methods of analyzing the tasks to be taught.

Hamilton and Hamilton (1993) described the instructional behaviors method mentors should follow in teaching Work Based Learning students about their work tasks and job responsibilities.

- **Demonstrate task performance by doing the task while the WBL student observes.** While performing the task, the mentor (coach) points out important features and checks the student's understanding by asking questions and encouraging the student to ask questions. (Reciprocal questioning is also part of other functions).
- **Explain how to perform a task correctly.** Explanation may accompany demonstration or be provided separately. It sets out performance criteria, points out what problems are likely to occur, and identifies possible problem-solving strategies.
- **Explain why a task is performed a certain way.** A mentor (coach) must explain why the task is performed according to certain specifications, provide information about the business management or scientific principles underlying the procedures, and explain how the task relates to other tasks.
- **Monitor and critique the student's attempts to do the task.** While monitoring the WBL student's performance, the mentor (coach) gives clear and immediate feedback. Although monitoring and feedback are continual, the interval between instances increases as the student gains competence, and the mentor (coach) encourages the student to monitor his or her own performance and to seek help when difficulties arise.



- **Model problem solving by thinking aloud and demonstrating problem-solving strategies.** Modeling includes explaining what questions the WBL student can ask him or herself when problems arise, identifying the kinds and sources of information the student might need to find a solution, and pointing out important information or cues that the coach is relying on to guide problem solving.

In addition, the mentor must also orient the WBL student to the social and personal aspects of work. Mentor training should also include instruction on how to:

- **Orient the WBL student to the workplace culture.** WBL brings adolescents into an adult social system, a new culture with its own rules, conventions, and norms. A mentor's explanations about the culture of the workplace facilitate the student's adjustment to the work setting.
- **Advise the WBL student on career directions and opportunities.** Career advice may be information about education and training requirements for a particular field, introducing students to others who can share their experiences, or expanding the students' conceptions of career domains.
- **Help resolve problems.** A good mentor helps the WBL student resolve problems. Examples of problems are a student not knowing how to ask for help or missing work because of a conflict at school or at home, and they may involve several systems (e.g., the firm, the school, and the student's family).

Suggested Mentor Program Criteria

Below are suggested criteria for use in the mentor selection process.

Prerequisites:

- Minimum of 1 – 2 years' experience in field
- 12 months' continuous service with the organization
- Full-time status preferred
- Willing to serve as a mentor

Knowledge:

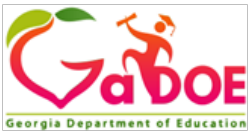
- Understands customer/supplier relationship
- TQM (Total Quality Management) culture/new concepts
- Informed to answer questions and be an information resource
- Understands company and department policies/procedures
- Technically competent
- Knows company's and department's mission/vision/values

Personality/Traits/Characteristics:

- Lifetime learner
- Respects others
- Possesses integrity
- Quality-minded
- Customer focused
- Counseling/listening skills
- Conscientious
- Well-liked by peers
- Enthusiastic
- Positive attitude
- Team player
- Good communication skills
- Professional appearance
- Caring
- Punctual
- Self-motivated

Responsible mentoring:

- Is a structured one-to-one relationship or partnership that focuses on the needs of the mentored participant
- Fosters caring and supportive relationships
- Encourages individuals to develop to their fullest potential
- Helps an individual develop his or her own vision for the future
- Is a strategy to develop active community partnerships



Requirements of a responsible mentoring program:

- A well-defined mission and established operating principles
- Regular, consistent contact between the mentor and the participant
- Support by the family or guardian of the participant
- Additional community support services
- An established organization for oversight
- Paid or volunteer staff with appropriate skills
- Written job descriptions for all staff and volunteer positions
- Adequate financial and in-kind resources
- Written administrative and program procedure
- Written eligibility requirements for program participants.
- Program evaluation and ongoing assessment
- A long-range plan that has community input
- Risk management and confidentiality policies
- Use of generally accepted accounting practices
- A prudent and reasonable rationale for staffing requirements that are based on organization's statement of purpose and goals, needs of mentors and participants, and staff and other volunteers' skill level

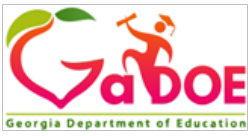
SAMPLE Forms for WBL Mentors

In this section you will find examples of locally adapted or developed mentor and WBL student information forms. These forms are simply an example and may be modified and changed to make them more specific to your program. The information is useful when matching mentors with the WBL student. It is best for a representative from the business to help the WBL Coordinator in matching the mentor and student. Personalities, interests, family, gender, and other factors impact the relationship that the mentor and student will have. If the mentor and student do not work well together for some unforeseen reason, it may be necessary to change the arrangement.

Practice does make perfect here. This will become easier as time passes. However, to make things simple, there may be only one student and one mentor to volunteer from the industry. The match is simple.

Suggestions for matching mentors and WBL students:

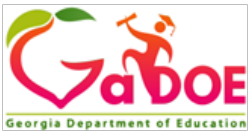
- Voluntary mentors match with WBL students better than ones that are told they must be a mentor.
- Match by gender where possible.
- Work with a representative from the business who knows the mentors well.
- Encourage mentors and students to notify you immediately if problems arise.



SAMPLE
Work-Based Learner Orientation Checklist

The following is a suggested checklist that you, as mentors, may wish to review with your student worker:

- 1. Department/Company Tour _____
- 2. Introductions to Appropriate Personnel _____
- 3. Location of Fire Alarms, Fire Extinguisher, and Fire Exits _____
- 4. Review of Emergency Procedures _____
- 5. Location of Restrooms _____
- 6. Explanation of Authorized and Unauthorized Areas _____
- 7. Parking Procedures/Locations _____
- 8. Name Badges (Identification, Clocking In/Out) _____
- 9. Location of time Clocks/Bulletin Boards _____
- 10. Company Policy Regarding:
 - a. Confidentiality; Dress Code; Breaks; Smoking _____
 - b. Sexual Harassment; Safety; Attendance/Tardiness _____
- 11. Telephone Procedures/Etiquette _____
- 12. Electronic Devices at Work _____
- 13. Interaction with Other Departments _____
- 14. Location of Policy/Procedure Manuals _____
- 15. Working Hours _____



SAMPLE
Student Information Form for Mentors

Referred by: _____ Date: _____

Name: _____ Birthdate: _____

Address: _____

School: _____

School Phone: _____ Home Phone: _____

Parent/Guardian Name: _____

Address: _____

Work Phone: _____

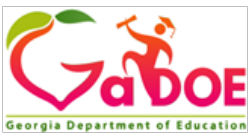
EMERGENCY INFORMATION:

Emergency Contact: _____

Relationship: _____ Emergency Phone: _____

Address: _____

SPECIAL NOTES (family obligations, after-school employment, etc.):



SAMPLE Mentor Evaluation

Name of Mentor _____ Date _____

Business/Industry Name _____

Student (signature) _____

Cluster Area _____

To evaluate the effectiveness of the mentoring experience, please indicate your responses to the following questions by checking the appropriate answer.

	YES	NO
1. Did the mentor help to establish a mutually beneficial relationship, set parameters, limitations, and goals of the mentoring relationship?	<input type="checkbox"/>	<input type="checkbox"/>
2. Was the mentor a communicator?	<input type="checkbox"/>	<input type="checkbox"/>
3. Did the mentor establish collegiality, friendship, and respect in a professional manner?	<input type="checkbox"/>	<input type="checkbox"/>
4. Could you feel free to discuss problems and seek advice?	<input type="checkbox"/>	<input type="checkbox"/>
5. Did the mentor provide an orientation session?	<input type="checkbox"/>	<input type="checkbox"/>
6. Did the mentor discuss company policies/procedures?	<input type="checkbox"/>	<input type="checkbox"/>
7. Did the mentor develop problem-solving, critical thinking and decision-making skills?	<input type="checkbox"/>	<input type="checkbox"/>
8. Did the mentor keep pertinent facts confidential?	<input type="checkbox"/>	<input type="checkbox"/>
9. Did the mentor encourage and reinforce in a positive manner?	<input type="checkbox"/>	<input type="checkbox"/>
10. Did the mentor establish a trusting relationship?	<input type="checkbox"/>	<input type="checkbox"/>
11. Did the mentor take a personal interest in the mentee and encourage generation of ideas, solutions, alternatives?	<input type="checkbox"/>	<input type="checkbox"/>
12. Did the mentor assist in building self-esteem and confidence?	<input type="checkbox"/>	<input type="checkbox"/>
13. Did the mentor provide an opportunity to rotate to a variety of job tasks?	<input type="checkbox"/>	<input type="checkbox"/>
14. Did the mentor promote personal, interpersonal, and professional development?	<input type="checkbox"/>	<input type="checkbox"/>
15. Did the mentor provide an atmosphere of acceptance with serious and humorous interactions?	<input type="checkbox"/>	<input type="checkbox"/>
16. Did the mentor communicate openly about the profession and discuss career options?	<input type="checkbox"/>	<input type="checkbox"/>
17. Did the mentor be positive rather than judgmental?	<input type="checkbox"/>	<input type="checkbox"/>
18. Did the mentor be a good listener and sensitive to the needs of the mentee?	<input type="checkbox"/>	<input type="checkbox"/>
19. Did the mentor have a commitment to building a mentor/mentee relationship?	<input type="checkbox"/>	<input type="checkbox"/>
20. Did the mentor provide assistance by answering questions, identifying resources, and establishing long and short-term goals?	<input type="checkbox"/>	<input type="checkbox"/>
21. Did the mentor possess a willingness to develop skills involved in being a mentor?	<input type="checkbox"/>	<input type="checkbox"/>

SAMPLE Tips for Mentors

- Have the goals of the program firmly in mind when you engage with your mentee. Think about what activities would help foster the desired results.
- Remember that you are not taking the place of the parent. Even though there will be times when you are in a parenting role, it is important to inquire how the mentee’s parent(s) feels about things. Keep personal discussions to a minimum.
- Express a sincere interest in the program as a whole so that the mentee will understand that he or she is part of a bigger effort and that there are other partnerships in existence. This addresses the adolescent’s need to be part of their peer group.
- Assist the student in setting realistic, obtainable goals for the year. Ask the mentee what they would like to accomplish and be ready to introduce him or her to others who can help.
- Understand that the process of the relationship is just as important as guiding the student through a job task.
- Remember to be an active mentor. That is, when you are with the mentee, try to actively engage with him or her. Remember that adolescents are not comfortable with silence.
- Never underestimate the power of continuity in a young person’s life. If you are unable to meet with your mentee as frequently as you would like, be sure that you stick to the schedule that works for both of you.
- If your mentee has taken an avoidance approach to the work situation, try to get as much information as you can that might explain this behavior, and KEEP TRYING! Many mentees will seem indifferent on the outside, but in fact are willing to engage.
- As the relationship progresses, try to refrain from “selling” your mentee on doing something and concentrate more on encouraging them to want to do it on their own. This process, which is known as “guided discovery,” is a more skilled and subtle process than “selling,” but almost always achievable.
- Become a great listener. The best and fastest way to establish a positive relationship with your mentee is to encourage them to talk, to draw them out, to ask questions in a way that does not require a “yes” or “no” response. A good listener does this well; a teller encourages silence or one-word answers. Never dominate a conversation or activity, unless there is a good reason, for example, getting over the newness for the first few meetings.

SAMPLE Mentor Handbook

BENEFITS OF SCHOOL-TO-CAREER PROGRAMS

Effective work-based learning programs provide a wide range of specific benefits to students, employers, educational institutions, and the community.

A work-based learning program can benefit participating students by:

- Providing opportunities to apply academic proficiencies.
- Establishing a clear connection between education and work.
- Increasing motivation and retention by showing the relevance of academic and occupational instruction.
- Providing opportunities to explore possible careers and enhancing skill development.
- Improving post-graduation job prospects and establishing future employment contacts.
- Developing workplace responsibility and positive work habits and attitudes.
- Providing opportunities for leadership development.
- Providing opportunities to develop relationships with adults outside of education.
- Encouraging completion of secondary education and enrollment in post-secondary education.
- Helping develop an understanding of the workplace.

A work-based learning program can benefit participating employers by:

- Providing an opportunity to prepare future employees.
- Offering a source of skilled and motivated future employees.
- Reducing the cost of recruitment and training.
- Improving employee retention.
- Offering opportunities to provide community services.
- Encouraging involvement in the curriculum development process.
- Increasing employee visibility in education.
- Communicating required job-specific proficiencies to educational personnel.

Work-based learning programs can benefit the local community by:

- Providing an informed, competent, and productive future workforce.
- Ensuring cooperation and understanding between education, business, and the community.
- Enhancing awareness of local employment opportunities.
- Building the foundation for a more productive local economy.

We look forward to working with you as our partner in giving these students a head start in the working world by offering them a unique opportunity to gain some valuable experience in their chosen career field. This is a win-win for the student and for you as a participating employer.

BUSINESS PARTNER HANDBOOK

Mission

The mission of the Work-Based Learning Program is to assist in providing a highly trained, technologically sophisticated and career oriented young work force. This is accomplished by developing partnerships between business, industry, students, parents, school systems, coordinators, and post-secondary institutions which will lead the participating student into meaningful careers.

Goals

- To assist in the creation of a strong support structure and partnerships between local employers, secondary schools, and technical schools, colleges and certified training programs.
- To provide assistance in the articulation of programs of study between high schools and post-secondary institutions.
- To create a system that is industry driven where employers and their representatives help set occupational skills standards, collaborate on curriculum, provide work experience and work place mentors for students, and certify mastery of skills leading to the award of a skill certificate.
- To focus on student's learning about "many aspects" of a broad industry cluster rather than mastering a narrow set of occupational skills.

WORKPLACE MENTOR

The success of the Work-Based Learning program is primarily based on the quality of the placement of the student in a business and the instruction that the student receives as part of the work-based learning segment of the program. A key individual in the work-based learning is the designated mentor.

An integral part of the work-based learning is a supportive adult, referred to as a mentor, who is linked with the student learner. A mentor provides guidance and encouragement to the youth apprentice as well as being involved in the teaching of work tasks and job responsibilities to the student.

Many different individuals may be involved in teaching a youth apprentice or a single person may take on the entire responsibility depending upon the size of the business. In either case, one individual in a business is usually designated as the mentor.

The selection of the mentor is the prerogative of the business. However an effective mentor must possess both the personal qualities and the technical competence to be successful. In addition, it is important for the business to provide time for the mentor to work with the apprentice on a one-to-one basis.

Role of the Mentor

The mentor performs a number of functions including: induction of the student into the business, training of the student, evaluation of the student, and counseling the student on matters related to work and school.

Induction

The mentor orients the student to their job and to the business and industry as a whole.

Training

The mentor participates in the development of the training plan for the student under their supervision. The mentor assists the student in carrying out classroom assignments related to their job and evaluates the skill tasks listed on the student's schedule of training.

Evaluation

The mentor evaluates the student's progress in learning their job and communicates with the Career Related Education Specialist the strengths and areas in which improvement is needed. The mentor verifies the student's attendance and production reports.

Counseling

The mentor counsels with the student concerning their performance both on-the-job and in school as well as their relationships with other employees. The mentor must take the responsibility for preparing the student for a definite goal and provide them with the individual attention necessary to attain that goal.

Personal Qualities

A good mentor is one who is interested in young people. A mentor must know and perform their job well and is willing to share their knowledge. They should understand human relations and be of the character which the student will want to emulate.

STRATEGIES FOR EFFECTIVE MENTORING

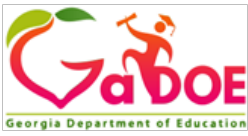
- **POSITIVE ATTITUDE:** Encourage a person to examine beliefs and ideals in an effort to establish personal values and goals.
- **OPEN-MINDEDNESS:** Encourage a person to keep an open mind to ideas.
- **INTERRELATIONS:** The interactions between mentor and mentee should be situations of sharing, caring and empathizing.
- **CREATIVE PROBLEM SOLVING:** Encourage the mentee to use a creative problem-solving process.
- **EFFECTIVE COMMUNICATIONS:** Encourage a person to be an attentive listener and an assertive questioner.
- **DISCOVERY:** Encourage the mentee to be an independent thinker.
- **STRENGTHS AND UNIQUENESS:** Encourage a person to recognize individual strengths and uniqueness and to build upon them.
- **CONFIDENCE:** Assist a person in developing self-confidence.
- **AWARENESS:** Stress that an individual must be aware of the environment, be intuitive, be problem-sensitive, and be ready to make the most of opportunities.
- **RISK-TAKING:** Encourage a person to be a risk-taker and to be an active participant, not a spectator.
- **FLEXIBILITY:** Share with a mentee the importance of being flexible and adaptable in attitudes and actions, looking for alternatives, and seeing situations/persons from different perspectives (diversity).

WORK-BASED LEARNING SAMPLE FORMS

Preparing 21st Century Learners for the Future!

Important Reminders

- **DO NOT VIOLATE THE RIGHTS OF STUDENTS WITH DISABILITIES:** The WBL Coordinator should not discuss a student’s disability with an employer without written consent of the parent (if student is under 18) or student (if over the age of 18). The WBL Coordinator can ask the special education case manager to supply a “permission to release information” form to be completed and signed by the parent (if under 18) or student (if over 18) giving the WBL Coordinator authorization to discuss information concerning the student’s disability with an employer if the information is pertinent to performance of duties on the job placement.
- **BECOME INFORMED ABOUT WORKERS WITH DISABILITIES:** Information regarding employing individuals with disabilities can be found at the Job Accommodation Network website. This site includes comprehensive information about employing and retaining workers with disabilities, including resources for job accommodations: <http://askjan.org/empl/index.htm#pri>
- **BE AWARE OF ALL RESOURCES FOR WORKERS WITH DISABILITIES:** Additional content regarding resources and information on workplace accommodations and other relevant issues can be found at the website of the Office of Disability Employment Policy (ODEP): <http://www.dol.gov/odep>
- **KEEP A WATCHFUL EYE:** Watch for signs of boredom or indifference. Try to create opportunities and experiences that foster discovery of new ideas and development of new skills.
- **ASK OPEN-ENDED QUESTIONS:** Check periodically to see how well and how much the student is learning. Ask open-ended questions, such as, “What has been most challenging to you these past few weeks?”
- **PROVIDE SUPPORT WITHOUT RESCUING:** Too often mentors say, “Let me show you how to do that,” when they should be asking “What you think you should do next?” It takes patience and courage to stand back and let a student risk failure. However, the most significant growth happens through the discomfort of grappling with a new situation.
- **AVOID MESSAGES OF PERFECTION:** The greatest gift a mentor can give students is to be authentic. When you make a mistake, you can show how you learn from that mistake and are more competent as a result. Make sure that the student understands that you are still a learner yourself.



Useful Websites

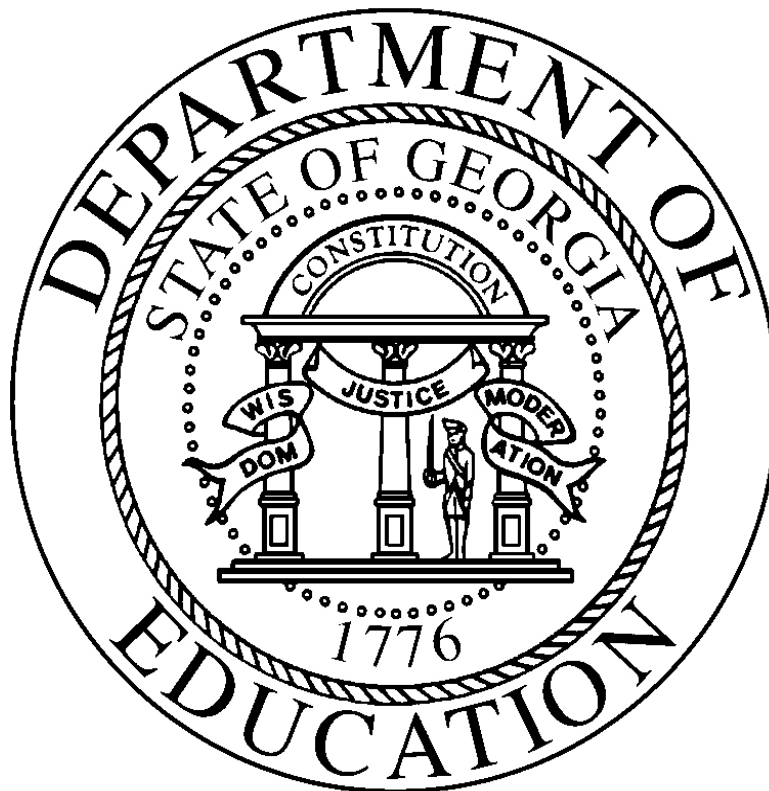
Due to advances in computer technology, software development, the internet, and on-line access, WBL Coordinators today have a myriad of resources at their disposal for teaching employability skills. Information is presented here to make WBL Coordinators aware of some of the resources available. This is in no way an endorsement of any one organization or company responsible for these resources. The Georgia Department of Education does not endorse vendors of educational products but relies on local school districts to decide which resources should be used for their educational programs.

JAN: Job Accommodation Networkwww.askjan.org/empl/index.htm#pri

US Dept. of Labor: Office of Disability Employment Policywww.dol.gov/odep/

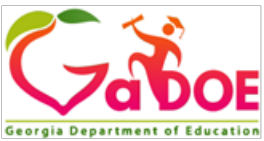
SECTION FIFTEEN

POLICY, LEGAL AND LABOR ISSUES



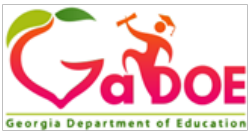
Special Note

The contents of this document are subject to constant change and revision. Please refer to the latest version of this document found on the Georgia Department of Education website for the most accurate and up to date information.



Standard 15: Work-Based Learning sites are in compliance with federal/state labor laws and local policies.

Exemplary	3	Meets Expectation	2	Does Not Meet Expectation	1	Evidence
<p>Include all criteria from "meets expectations" plus the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The WBL Coordinator makes presentations to all stakeholders concerning labor laws, rules, and regulations <input type="checkbox"/> Speakers from business and industry are scheduled to speak to CTAE classes and WBL students concerning labor laws and regulations. 	<ul style="list-style-type: none"> <input type="checkbox"/> The WBL Coordinator makes sure that copies of federal and state laws, rules, regulations, and information pamphlets concerning employment and safety training made available to students and employers. <input type="checkbox"/> The WBL Coordinator makes certain the work site is safe, and employers are in compliance with regulations. <input type="checkbox"/> The WBL Coordinator discusses safety issues with employers. <input type="checkbox"/> Students are never placed at unsafe job sites. <input type="checkbox"/> Students' work hours are in compliance with labor laws. <input type="checkbox"/> The WBL Coordinator monitors the worksite for safety and compliance with laws and regulations. 	<ul style="list-style-type: none"> <input type="checkbox"/> The WBL Coordinator is not aware of all the local, state, and federal labor regulations. <input type="checkbox"/> The WBL Coordinator does not discuss safety issues with students or employers. <input type="checkbox"/> Students are placed at unsafe job sites. <input type="checkbox"/> Students' work hours are not in compliance with labor laws. 		<ol style="list-style-type: none"> 1. Student time sheets. 2. Student job placements. 3. Copies of federal and state laws, rules, regulations, and information pamphlets concerning employment and safety made available to students and employers. 4. Copies of WBL Coordinator and CTAE instructor's lesson plans covering safety issues and labor laws. 		



Legal and Labor Requirements for WBL Placements

WBL placements move students from the confines of a school building and grounds to a work-based environment in the business sector of the community. With this move come additional legal and labor concerns and responsibilities. WBL Coordinators, as well as business partners engaging students in WBL, must adhere to a variety of laws and regulations.

Responsibilities of WBL Coordinators

If an employer does not comply with the law, the WBL Coordinator should terminate the employment arrangement and seek another work-based placement for the student.

WBL personnel are not expected to be "watch-dogs" or enforcement officers, but they are expected to inform administrators and participating employers, when possible, violations of laws and regulations regarding the placement of students in WBL situations occur. Therefore, every individual involved with WBL placements should understand laws and governing policies pertaining to these on-site placements.

Child labor, wage and hour, Social Security, worker's compensation, labor, civil rights, and occupational safety and health laws apply to students and the businesses where students may be employed or *placed* for Internship or Clinical experiences. In addition to these and other federal regulations, there may be local and state rules and regulations that apply to the employment of students.

Failure to comply with the law damages the image of the program and, in instances where a student's health or safety is in jeopardy may result in legal action against the employer, the WBL Coordinator and the participating school district. Problems of violations are best avoided by selecting appropriate employment and training sites and by preparing a written training agreement that specifies conditions to ensure compliance with rules and regulations. **The training agreement may be the most important document involved in the WBL placement.** Training agreements are covered in great detail later in this manual.

Legal Requirements

The information presented below is designed to inform the WBL Coordinator about legal policies and regulations. This information, illustrating the kinds of concerns that should be addressed, is offered as a guide to the WBL Coordinator.

Hiring Students under 18 (15, 16 & 17)

- Employers may not hire students under 18 for jobs categorized as hazardous unless the student is enrolled in a WBL program. It is legal to hire 15-, 16- and 17-year-old students, if they are covered under a WBL training agreement.
- OSHA does not have any rules or regulations specific to students under 18. All OSHA laws apply to all ages. The statement that “OSHA prevents us from hiring students under 18” is a MYTH.
- Georgia HB 402 encourages employer to hire students under 18 in WBL programs.

Affirmative Action

Title VII of the Civil Rights Act of 1964 prohibits discrimination by employers on the basis of race, color, religion, gender, or national origin. This law requires that educational institutions and employers must refrain from discrimination on the basis of race, religion, ethnicity, national origin, age, disability, sex, marital, or veteran status. Discrimination is prohibited in admission, recruitment, treatment of students, academic requirements, financial and employment practices, nonacademic services, and health, welfare, and social services. Employees are also protected by law from retaliation if they complain about discrimination or participate in an Equal Employment Opportunity Commission (EEOC) investigation or lawsuit.

Protected groups are those persons who have historically been most disadvantaged by discriminatory practices formerly sanctioned by law. Protected minority groups are defined as African Americans, Asian Americans, Hispanic Americans, and Native Americans. Women are also designated as a protected group. **All WBL Coordinators are advised to include a non-discrimination statement on all publications and documents.**

Americans with Disabilities Act (ADA)

The Americans with Disabilities Act (ADA) of 1990 prohibits discrimination on the basis of disability in public services, employment, public transportation and accommodations, and telecommunications. Public and private sector organizations must comply with requirements outlined in this act. Basic requirements that directly affect WBL fall into four areas: general, auxiliary aids, physical barriers, and employment.

- General
- All government facilities, services, and communications must be accessible.
 - Public accommodations (e.g., restaurants, hotels, and retail stores) may not discriminate based on disability.
 - Reasonable changes in policies, practices, and procedures must be made to avoid discrimination.
- Auxiliary Aids
- Auxiliary aids and services must be provided to individuals with vision or hearing impairments or other individuals with disabilities unless an undue burden would result.
 - Companies offering telephone service to the general public must offer telephone relay service to individuals who use telecommunications devices for the deaf (TDDs) or similar devices.
- Physical Barriers
- Physical barriers in existing facilities must be removed if removal is readily achievable. If not, alternative methods of providing the services must be offered. All new construction in public accommodations, as well as in commercial facilities such as office buildings, must be accessible.
- Employment
- Employers may not discriminate against an individual with a disability in hiring or promotion if the person is otherwise qualified for the job.
 - Employers can ask about one's ability to perform a job but cannot inquire if someone has a disability or subject a person to tests that tend to screen out people with disabilities.
 - Employers will need to provide "reasonable accommodation" to individuals with disabilities. This includes steps such as job restructuring and modification of equipment.
 - Employers do not need to provide accommodations that impose an "undue hardship" on business operations. An undue hardship is generally defined as excessive or disproportionate costs compared to the organization's ability to pay.

Individuals with Disabilities Education Act (IDEA)

The Individuals with Disabilities Education Act, commonly known as IDEA, was first passed in 1975 and has been reauthorized with amendments several times since it was initially signed into law. The primary purpose of the act is to ensure that all students have the opportunity to experience available and appropriate educational activities, along with the necessary resources to increase their likelihood of academic success. IDEA mandates that students cannot be discriminated against on the basis of disabilities. Educational activities must be closely aligned to the student's Individualized Educational Plan or IEP. Students with disabilities should be provided WBL opportunities, as deemed appropriate to meet the mandates of IDEA. These activities may include assessment, counseling, exploration, and specific job training. As with all students, these activities may include paid or unpaid employment opportunities, as provided under the law.

Confidentiality/Privacy

HIPAA (Health Insurance Portability and Accountability Act of 1996) is United States legislation that provides data privacy and security provisions for safeguarding medical information. WBL students working in the healthcare field need to understand the guidelines of HIPAA and adhere to the confidentiality policy.

For more information on HIPAA, go to:

<https://www.hhs.gov/hipaa/for-professionals/privacy/laws-regulations/index.html>

Student records and information are protected from public disclosure under the Federal Family Rights and Privacy Act. To release information about a student (e.g., classes taken, skills, grades, Social Security Number) to employers, permission must be granted by the student (age 18 or over) or the student's parent or legal guardian if the student is under age 18.

WBL Coordinators should have students' complete application forms and provide any and all necessary information for the employer in regard to the employment process. This ensures that the student, rather than the WBL Coordinator, furnishes the employer with any confidential information that may be requested. It is important that the WBL Coordinator not provide employers with student records, including Social Security Numbers, for identification or record keeping purposes, unless the appropriate permission releases are obtained. A release statement should be contained in the educational training agreement.

Licensure and Certification

Licensure--Under state authority, laws are enacted setting forth the minimum qualifications for persons and the standard to be met for practicing in an occupation. The mandatory regulations of these occupations under state licensure laws best serve the public interest. Employers rely upon the legal licensing agency for assurance that a practitioner is qualified in the field. Where applicable, the WBL Coordinator should ensure that employers where students are placed hold appropriate licenses.

Certification--Professional societies endeavor to improve the quality of services provided by supportive personnel in certain fields through voluntary certification of individual employees. Standards pertaining to education, experience, and personnel qualifications are determined by the professional society, usually in cooperation with the auxiliary group that is subject to the certification procedures. Applicants wishing to become certified under these standards must apply to the certifying board of the specific association and comply with the certificate standards. Where applicable, the WBL Coordinator should ensure that employers where students are placed hold appropriate certifications.

Sexual Harassment

Sexual harassment is verbal and/or physical action aimed at the sexual identity of a person, either male or female, and affects the person's self-esteem and productivity. There are two basic types of sexual harassment: quid pro quo (something for something) and hostile environment.

Quid pro quo sexual harassment occurs when submission is a condition of employment or when submission to or rejection of such conduct is used as a basis for employment decisions affecting an individual. A hostile environment exists when an unwanted behavior interferes with job performance or creates an intimidating or offensive work environment.

In the workplace, sexual harassment may include the following:

- Discussing sexual activities
- Unnecessary touching
- Commenting on physical attributes
- Unseemly gestures
- Crude and offensive language
- Displaying sexually suggestive pictures
- Ostracism of workers of one gender or another
- Giving job favors to employees who participate in consensual sexual activity

Racial Harassment

Racial harassment is physical or verbal conduct relating to an individual's race when the conduct: (1) has the purpose or effect of creating an intimidating, hostile, or offensive work or academic environment; (2) has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or (3) otherwise adversely affects an individual's employment or academic opportunities. A single incident that is sufficiently severe may establish a racially hostile environment.

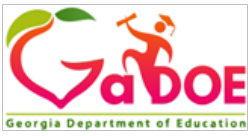
Safety and Health

The Occupational Safety and Health Administration (OSHA) within the Department of Labor is the federal agency with primary responsibility for setting and enforcing standards to promote safe and healthful working conditions for all workers. Provisions under the Williams-Steiger Occupational Safety and Health Occupations Act of 1970 (PL 91-596) apply to every employer with one or more employees engaged in a business affecting interstate commerce.

This act requires employers to maintain employment conditions free of recognizable hazards causing, or likely to cause, death or physical harm. OSHA standards may require specific conditions in the workplace or the use of specific practices, methods, or processes to promote safe work. Employers are responsible for becoming familiar with standards that apply to their facilities and for ensuring a safe work environment.

Training in safety and health protection is particularly important for students in Work- Based Learning placements who are assuming new duties and responsibilities. Safety training is most effective when incorporated into job performance training. Employers have a responsibility under the law to properly supervise employees in the conduct of activities that pose a foreseeable risk of injury. Training agreements should require the employer to assume responsibility for supervising a WBL student's on-the-job activities.

Occupational Safety and Health Administration (OSHA) regulations do not apply to schools since they are public employers. However, for students on WBL placements, the school lab has been replaced with activities at an actual job site and OSHA regulations for the workplace are relevant. WBL Coordinators should be sure safety training is included in the training plan, especially for YAPs and other placements in which the use of tools and working conditions require safety knowledge.



Social Security

All students should have been assigned a Social Security number at birth. Upon placement at a WBL site, each student will be required to complete a W-4 listing his/her Social Security number, the parent's work visa or the alien registration number and the number of dependents claimed for tax information.

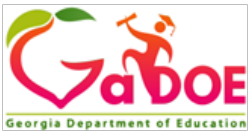
In January of the new calendar year, each employer is required to give the student a copy of a W-2 form, which includes a statement of Social Security contributions deducted from his/her pay, as well as the amount of wages and other contributions. Receipts show the amount of wages that qualify for Social Security. Generally, wages paid in forms other than cash (e.g., the value of meals) must be included.

Most student workers are entitled to benefits under the provisions of the Social Security Act. Major groups of persons who may not be covered are government employees and employees of certain nonprofit organizations. The Social Security Act does not provide coverage for children under 21 years of age who are employed by either parent.

Any student who is currently receiving Social Security benefits may earn only a specific amount each fiscal year. WBL Coordinators are encouraged to include in the WBL application a statement notifying students about this situation and asking them to acknowledge if they are receiving Social Security benefits. If such students participate in the WBL program, the WBL Coordinator should encourage the student to contact the local Social Security Administration office to obtain up-to-date information on limitations.

Transportation

In general, the party responsible for transportation is also liable for injuries that occur while a student is being transported. Under certain circumstances, however, going to and from a job is considered part of one's "work" and may be covered by the employer's workers' compensation insurance. If the school is transporting students, the school's normal insurance coverage also typically covers the students. Employers who provide transportation to and from the job site bear the risk for the time that the student is under their supervision. If a student drives the family car, the individual family insurance covers accident risks. A student driving his or her own car from school to work would fall under the same category as one driving from home to school or back. Because a WBL placement is an extension of the classroom, the student who drives to work is actually moving from one school location to another, and thus accepts responsibility for his or her own safety in the process. WBL Coordinators are encouraged to consider including a waiver or permission form in the application packet to ensure that both the student and parents understand this.



Attendance

Attendance policies can vary greatly among systems. WBL Coordinators must work with their CTAE Administrator and others to develop program attendance policies that are coherent and aligned with those of the local system.

It is very possible that a WBL student who is frequently absent from school but reports to work as assigned may get very good ratings from his/her employer. Often students who miss an unacceptable amount of school may try to count hours worked on weekends in order to meet the minimum requirements for credit. WBL Coordinators and administrators will need to address these and other attendance-related issues in order to develop program policies which are consistent with those of the local system. It is recommended that WBL students should not be allowed to count any hours for work done at a WBL placement on a day when the student was absent from school. A student who has a history of high absenteeism might not be a good candidate for WBL. *

Labor Requirements

Child labor laws were enacted to protect minors from injury in the workplace and to prevent work from interfering with education. The Fair Labor Standards Act (FLSA) was enacted in 1938 to regulate labor practices. Most states had enacted child labor laws prior to the FLSA and many have continued to provide a higher level of protection to workers. Where both state and federal standards have been enacted with respect to an issue, the stricter standard must be observed. All WBL Coordinators should be familiar with the US Department of Labor website on child labor. This website contains a wealth of information that will help WBL Coordinators provide optimum experiences for students and stay in compliance with rules and regulations. All WBL Coordinators should study the following web page and bookmark it to visit frequently:

<https://www.dol.gov/general/topic/youthlabor>

*See GPP Guidance Section in this manual.

Fair Labor Standards Act (FLSA)

The FLSA regulates employment relationships in four areas: minimum wage, overtime, child labor, and equal pay. In theory, not all businesses are subject to FLSA regulations. Those who are exempt from the FLSA need only adhere to any applicable state child labor provisions. In reality, however, the FLSA reaches almost every business, and it is best to assume that the FLSA applies to any business unless there is a specific exception. The FLSA applies to employers who are engaged in interstate commerce. This includes not only businesses that produce goods for interstate commerce, but also those who merely use goods that have traveled through interstate commerce.

In addition, businesses whose annual sales are more than \$500,000, as well as the following organizations, are subject to FLSA:

- Hospitals
- Schools whose primary purpose is the care of disabled or elderly residing on the premises
- Schools for children who are mentally or physically disabled or gifted
- Preschools, elementary and secondary schools
- Higher education institutions
- Public agencies

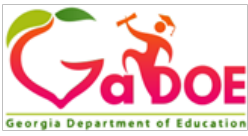
Very few businesses, including nonprofit organizations, do not fall under FLSA's jurisdiction. Unless the employer produces documents proving an exemption from FLSA, the WBL Coordinator should assume that a business engaging a student in a WBL situation is subject to FLSA regulations.

Wages

The Fair Labor Standards Act (FLSA) requires payment of the federal minimum wage. The current federal minimum wage can be obtained from the Department of Labor's website: <http://www.dol.gov/dol/topic/wages/minimumwage.htm>.

When there are differences between federal or state laws or regulations, the stricter standard applies. For instance, if a state has no minimum wage law, the federal minimum wage applies. If a state has a minimum wage that is higher than the federal minimum wage, the state's minimum wage applies.

Employers subject to the FLSA must pay the applicable federal minimum wage and overtime rates unless the state minimum wage is higher. In most states, minors must be paid at least the minimum wage and applicable overtime rates established by the U.S. Department of Labor (no less than 1 1/2 times the regular rate of pay for each hour of work in excess of 40 hours a week).



All wages are subject to taxes. Employers must compensate men and women equally for jobs that involve the same degree of responsibility, skill, and effort, and are performed under similar working conditions. Certain employees who receive tips or gratuities may be entitled to a lesser minimum wage than those who do not.

Other Exemptions and Exceptions to the Federal Minimum Wage

There may be times when students are employed at less than minimum wage to prevent curtailment of employment opportunities. Federal exemptions to the mandated minimum wage do exist for trainees and student learners. Employers are prohibited from displacing employees in order to hire youth at the sub minimum wage.

One exemption to the federal minimum wage is due to the Youth Minimum Wage Program. This program allows that, “A minimum wage of not less than \$4.25 may be paid to employees under the age of 20 for their first 90 consecutive calendar days of employment with any employer as long as their work does not displace other workers. After 90 consecutive days of employment, or when the worker reaches age 20 (whichever comes first), the worker must receive Georgia’s minimum wage of \$5.15 per hour.” Georgia’s minimum wage of \$5.15 per hour, however, with some limited exceptions, the federal minimum wage of \$7.25 rate applies.

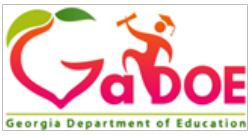
Found at: <http://www.dol.gov/whd/regs/compliance/whdfs32.htm>

Another program that provides an exemption to the federal minimum wage is the Student-Learner Program. This program is for high school students at least 16 years old who are enrolled in career education (shop courses). The employer that hires the student can obtain a certificate from the Department of Labor, which allows the student to be paid not less than 75% of the minimum wage, for as long as the student is enrolled in the career education program. Employers interested in applying for a student learner certificate should contact the Department of Labor Wage and Hour Regional Office with jurisdiction over their state. Georgia is in the Southeast Region. Contact with this regional office may be made at: **USDOL Wage and Hour Division, Atlanta Federal Center, 61 Forsyth Street, Room 7M40, Atlanta, GA 30303—(404) 562-2202**

The U.S. Department of Labor Employment Standards Administration provides for the payment of subminimum wages to people aged 16 or older who are:

- Student learners in a vocational training program as defined in Title 29, Section 520 of the U.S. Code of Federal Regulations.
- Full-time students working in retail establishments, in service establishments, or in institutions of higher learning where they are enrolled.
- Students with disabilities participating in cooperative career and technical education.

According to the U.S. Department of Labor, the key determinant of the level and form of appropriate payment is whether the student is a regular employee, a trainee, or a student gaining work experience as part of his or her education, and the percentage of sub minimum wage workers



employed in any business. Employers must file a sub minimum wage certificate request for each student they will employ from a WBL program at less than the minimum wage. Student-learners employed on a part-time basis pursuant to a bona fide employment program may be paid at 75 percent of the current minimum wage. Full-time students employed in retail, service establishments, or institutions of higher learning may be paid 85 percent of the minimum wage. These sub minimum wage rates would apply to any disabled student employed as a student-learner or full-time student. The local Wage and Hour Office of the Department of Labor can provide additional information regarding these provisions.

The federal minimum wage is \$7.25 per hour. Georgia's minimum wage is \$5.15 per hour, however, with some limited exceptions, the federal minimum wage rate applies. Georgia's minimum wage law can be found in the Official Code of Georgia Annotated (O.C.G.A.) at Title 34-Chapter 4-Section 3 (O.C.G.A. 34-4-3) and the Fair Labor Standards Act, generally and at 29 U.S.C. 203, 206, 213, and 214. **It is recommended that the employer pay the WBL student at least the federal minimum wage.**

Work Permits

Work Permits are required for WBL students under age 16 in Georgia.

In accordance with federal law, to qualify as a student-learner, and therefore be exempt from certain occupational and wage regulations, a student must evidence a written agreement (a *training plan*) that provides for safety instruction, supervision, and a schedule of organized work processes. States often go beyond this, requiring that minors obtain a work permit ("working paper"), usually from the school district, prior to gaining employment. In 2015 Georgia passed HB366 (House Bill) which redefined the age requirement for Work Permits. An excerpt from the law states:

"... relating to regulation of employment of minors, so as to change certain provisions related to the employment of minors; to change certain provisions relating to the issuance of employment certificates for minors; Minors who are at least 12 years of age but less than 16 years of age shall not be employed by or permitted to work for any person, firm, or corporation unless an employment certificate, showing the true age of such minor and that such minor is not less than 12 years of age and is physically fit to engage in the employment sought to be obtained, shall be issued in writing by an appropriate issuing officer who shall be one of the following: (1) If enrolled in a public school, the school superintendent or by some member of his or her staff authorized by him or her, in writing, in the county or city where the minor resides."

Age Requirements

The Work Experience and Career Exploration Program (WECEP) offers exceptions to the child labor regulations that permit 14- and 15-year-olds to be employed in otherwise prohibited circumstances. WECEP is designed to provide a carefully planned work experience and career exploration program for students who can benefit from a career-oriented education. WECEP, among other things, is aimed at helping youths, who are at risk for leaving school, to become motivated to continue their education and to prepare them for the world of work. Summary information on this program is given below. The U.S. Department of Labor provides a website that may be used to access more information: <http://www.dol.gov/elaws/esa/flsa/docs/wecep.asp>

Federal law establishes that a minor must be at least 14 years of age to be employed in specified occupations outside of school hours, for limited periods of time each day and each week, and only during certain times of the day. Fourteen- and fifteen-year-olds may be employed in jobs such as office and clerical work, cashiering and selling, bagging, and carrying out customer's orders, errand and delivery work (by foot, bike, or public transportation), cleanup work, maintenance of grounds, kitchen work, and work connected with cars and trucks (gas dispensing, and car washing and polishing).

Sixteen years old is the basic minimum age for employment in any occupation that is not declared hazardous by the U.S. Secretary of Labor. The law defines persons who are at least 18 years old as adult workers.

The Fair Labor Standards Act (FLSA) requires employers to keep on file the date of birth of every employee under the age of 19. Employers should obtain an official age certificate that validates the date of birth. The certificate may be (1) a federal certificate of age, issued by the Wage-Hour Division, or (2) a state certificate, known as an age, employment, or working certificate or permit, issued by the appropriate state agency or local educational institution. The possession of an age certificate certifying that the employee is of an age appropriate for the work being performed will protect the employer from liability in the event the employee is, in fact, too young to be engaged in such work.

Working Hours

Some states limit the number of hours and times of day that a student under 18 years of age can work in a single day or week. Federal law limits these hours only for those under the age of 16. Students enrolled in career and work exploration programs may be exempt from some minor hour provisions of federal and state laws.

The FLSA also specifies work hours for student workers. There are specific hour limitations that apply to 14- and 15-year-olds (8th grade and up) employed in non-farm jobs. The hours these minors may work are limited to the following:

- Outside school hours
- No more than 3 hours on a school day
- No more than 18 hours in a school week
- No more than 8 hours on a non-school day
- No more than 40 hours in non-school weeks
- Between 7 a.m. and 7 p.m. (between June 1 and Labor Day they may work as late as 9 p.m.).

Note that recent changes in school calendars may make some of these regulations seem outdated, but they are nonetheless the law as it stands now.

Hazardous Occupations

To comply with federal hazardous occupation regulations and to help ensure the safety of students, WBL Coordinators should be familiar with the agricultural and nonagricultural (non-farm) hazardous occupation orders. The Fair Labor Standards Act provides a minimum age of 18 years for any nonagricultural occupation which the Secretary of Labor "shall find and by order declare" to be particularly hazardous for 14-, 15-, 16-, and 17-year-old persons or detrimental to their health and well-being.

Federal Child Labor Laws prohibit many jobs that are especially hazardous. For the general population, minors may perform all work except in 17 occupations considered too hazardous for all youth under the age of 18. The Hazardous Occupations Orders (HOs) are:

- HO 1: Manufacturing and storing explosives.
- HO 2: Motor-vehicle driving and outside helper, including driving motor vehicles or working as outside helpers on motor vehicles or driving as a part of any occupation.
- HO 3: Coal mining.
- HO 4: Forest fire fighting and forest fire prevention, timber tract, forestry service, and occupations in logging and sawmilling
- HO 5: Work using power-driven woodworking machines, including the use of saws on construction sites. (**Exemption** exists – see next section for explanation)
- HO 6: Work involving exposure to radioactive substances.
- HO 7: Work involving the operation of power-driven hoisting devices, including the use of forklifts, cranes, and non-automatic elevators.
- HO 8: Work using power-driven metal forming, punching, and shearing machines (however, HO 8 permits the use of a large group of machine tools used on metal, including lathes, turning machines, milling machines, grinding machines, boring machines, and planing machines). (**Exemption** exists – see next section for explanation)
- HO 9: All mining other than coal mining, including work at gravel pits.
- HO10: Work involving slaughtering or meatpacking, processing, or rendering, including the operation of power-driven meat slicers in retail stores. (**Exemption** exists – see next section for explanation)
- HO11: Work involving the operation of power-driven bakery machines.
- HO12: Work using power-driven paper-products machines, including the operation and loading of paper balers in grocery stores. (**Exemption** exists – see next section for explanation)
- HO13: Work in the manufacturing of brick, tile, and kindred products.
- HO14: Work involving the use of circular saws, band saws, and guillotine shears. (**Exemption** exists – see next section for explanation)
- HO15: All work involving wrecking, demolition, and shipbreaking.
- HO16: All work in roofing operations. (**Exemption** exists – see next section for explanation)
- HO17: All work in excavating, including work in a trench as a plumber. (**Exemption** exists – see next section for explanation)

The list of hazardous occupations is different for agricultural work.

Student-Learner Exemptions

Seven HOs (numbers 5, 8, 10, 12, 14, 16, and 17 above) **permit the employment of student-learners in career education programs** under certain conditions. Student-learners in WBL programs meet the student-learner exemption **if the student is employed under written agreements** (the WBL *training agreement* and *training plan*) which provides that:

- All hazardous work will be performed under the direct and close supervision of a qualified and experienced person.
- Safety instructions will be given by the school and reinforced by the employer with on-the-job training.
- The job training follows a schedule that reflects organized and progressive skills development.
- The work in the hazardous occupation is intermittent and for short periods of time, is under the direct and close supervision of a qualified and experienced person, and is a necessary part of training.

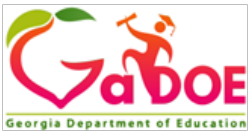
The employer and WBL Coordinator or school principal must sign the written or electronic agreements (i.e., WBL training agreement and training plan). Copies of the agreement must be kept on file by both the school and the employer. WBL Coordinators would be well advised to include a section highlighting “exceptions being applied for this student” when applicable.

In addition to the Hazardous Occupations listed above that are prohibited for minors under the age of 18, 14- and 15-year-olds may not work in the following occupations:

- Cooking, other than at lunch counters and snack bars, and within the view of the customer
- Manufacturing, mining, processing
- Most transportation jobs
- Work in warehouses and workrooms
- On construction jobs except in the office
- In any job involving hoists, conveyor belts, power-driven lawnmowers, and other power-driven machinery.

Occupation limitations are strictly enforced for 14- and 15-year-old youth, with no exceptions. The student-learner provisions applicable to some Hazardous Occupations for youth 16 and 17 years of age do not apply to minors under the age of 16.

For a summary of all labor laws and restrictions see the summary sheet later in this section.



Safety and Procedures Training Agreement for the Workplace

Each workplace has the potential for inherent risks. In addition, policies and procedures related to the creation of a safe working environment vary from worksite to worksite. Often, dedicated training is given to workers related to safety and procedures. The WBL Coordinator, in cooperation with the worksite supervisor, should ensure that the student is included in any necessary training programs concerning safety and procedures that would be beneficial to the safety and success of the student. In the case of required training, documentation should be maintained by the WBL Coordinator stating the student has successfully completed the training and agrees to comply with safety rules and procedures. A sample form that may be used for this documentation may be found in Section 12 of this manual.

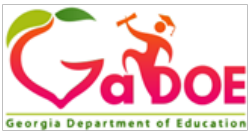
Employment Eligibility Verification for Citizens and Noncitizens

Federal law makes it illegal to discriminate against any individual (other than an alien not authorized to work in the U.S.) in hiring, discharging, or recruiting or referring for a fee because of that individual's national origin or citizenship status. It is illegal to discriminate against work eligible individuals.

All employees, citizens, and noncitizens hired after November 6, 1986, must complete the Immigration and Naturalization Service Form I-9 at the time of hire. This form must be made available by the employer and must be retained by the employer. WBL Coordinators should ensure that all students in the WBL program are prepared to provide the documentation required to prove employment eligibility. A complete list of acceptable documents may be found in the instructions on Form I-9. Employers cannot specify which document(s) they will accept from an employee.

It is the employer's responsibility to provide Form I-9 to the employee. WBL Coordinators may obtain a copy of the form from the Georgia Department of Labor, the U.S. Department of Justice Immigration and Naturalization Service, or from the school system's personnel department. An electronic copy, along with the instructions and related information, may be viewed at:

<http://www.uscis.gov/portal/site/uscis>



Workers' Compensation Insurance

Workers' Compensation Insurance covers medical expenses and lost income for employees injured on the job. If the student is considered employed under state or federal rules and regulations, Workers' Compensation Insurance must be procured. Workers' compensation is furnished and paid for by the employer; no deductions are withheld from the employees' wages for this coverage.

If the student is paid, or unpaid, but still considered a "worker" under state or federal laws, he or she is considered an employee of the firm and comes under the employer's Workers' Compensation coverage. Employees may need a special workers' compensation insurance rider to cover students who are engaged in substantive, unpaid work. If the student is paid through a program intermediary, the intermediary may also be liable and must provide workers' compensation insurance coverage. However, a student in an observer role at the workplace is, in effect, still an extension of the school, and no additional insurance coverage is necessary. Insurance for in-school activities does not require a special policy because it is included in the regular liability arrangements for the school.

In 2016, Georgia passed HB402 (House Bill 402) which provides a possible discount for employers of WBL Students. **The text of HB402 is provided below and on the following pages:**

HB 402

A BILL TO BE ENTITLED AN ACT

To amend Chapter 9 of Title 33 and Chapter 9 of Title 34 of the Official Code of Georgia Annotated, relating to regulation of insurance rates and workers' compensation, respectively, so as to encourage employers to provide work based learning opportunities for students age 16 and older; to provide for an optional reduction in workers' compensation premiums for employers that provide work based learning; to provide that work based learning students are covered under workers' compensation insurance; to establish criteria for employers providing work based learning; to provide for legislative findings; to provide for related matters; to repeal conflicting laws; and for other purposes.

BE IT ENACTED BY THE GENERAL ASSEMBLY OF GEORGIA:

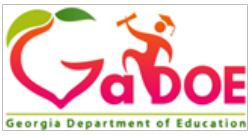
SECTION 1.

The General Assembly finds that it would be beneficial to students, employers, and the economic health of the state to assist in providing highly trained, technologically sophisticated, and career-oriented students who will aid in the development of a successful twenty-first century work force. By opening their doors to work-based learning opportunities, employers can play an active role in shaping the quality of their future work force, by preparing potential leaders for their company and their community, and by helping shape future curriculum to create an educated work force for their industry as a whole. WBL programs can provide students the opportunity to work and learn in a real-world environment and prepare them for future career opportunities. Such work-based learning opportunities can be accomplished by developing partnerships between and among the business community, industry, students, parents, school systems, and postsecondary education institutions.

SECTION 2.

Chapter 9 of Title 33 of the Official Code of Georgia Annotated, relating to regulation of insurance rates, is amended by adding a new Code section to read as follows:

- (a) For each policy of workers' compensation insurance issued or renewed in the state on and after July 1, 2016, there may be granted by the insurer up to a 5 percent reduction in the premium for such policy if the insured has been certified by the State Board of Education to the State Board of Workers' Compensation as a work based learning employer pursuant to Article 12 of Chapter 9 of Title 34 and has notified its insurer in writing of such certification.
- (b) If granted, the premium discount provided by this Code section shall be applied to an insured's policy of workers' compensation insurance pro rata as of the date the insured receives such certification and shall continue for as long as the insured maintains the certification; provided, however, that an insurer shall not be required to credit the actual amount of the premium discount to the account of the insured until the final premium audit under such policy. Certification of an insured shall be required for each year in which a premium discount is granted.

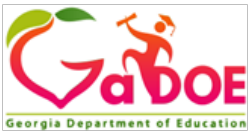


- (c) If it is determined that an insured misrepresented its qualifications for certification pursuant to Article 12 of Chapter 9 of Title 34, the workers' compensation insurance policy of such insured may be subject to an additional premium for the purposes of reimbursement of a previously granted premium discount and to cancellation in accordance with the provisions of the policy.
- (d) Each insurer shall make an annual report, in accordance with guidelines established by the Commissioner, to the rating and statistical organization designated by the Commissioner illustrating the total dollar amount of the premium discounts applied pursuant to this Code section.
- (e) The Commissioner shall conduct a study to determine the impact of the premium discounts provided pursuant to this Code section in encouraging employers to provide work based learning opportunities for students age 16 or older.
- (f) The Commissioner shall be authorized to promulgate rules and regulations necessary for the implementation and enforcement of this Code section."

SECTION 3.

Chapter 9 of Title 34 of the Official Code of Georgia Annotated, relating to workers' compensation, is amended by adding a new Code section to read as follows:

- (a) As used in this Code section, the term:
 - (1) 'WBL placement' or 'placement' shall have the same meaning as in
 - (2) 'WBL student' or 'student' shall have the same meaning as in Code Section 34-9-430.
- (b) Notwithstanding the provisions of paragraph (2) of Code Section 34-9-1:
 - (1) A WBL student in a paid work-based learning placement for an employer shall be deemed an employee of such employer for purposes of workers' compensation coverage; and
 - (2) A WBL student in an unpaid WBL placement for an employer shall be deemed an employee of such employer for purposes of workers' compensation coverage unless all of the following conditions apply:
 - (A) The placement, even though it includes actual operation of the facilities of the employer, is similar to training which would be given in an educational environment;
 - (B) The placement is for the benefit of the student;
 - (C) The student does not displace regular employees, but works under close supervision of existing staff;
 - (D) The employer that provides the training derives no immediate advantage from the activities of the student; and on occasion its operations may actually be impeded;
 - (E) The student is not necessarily entitled to a job at the conclusion of the placement; And
 - (F) The employer and the student understand that the student is not entitled to wages for the time spent in the placement."



SECTION 4.

Said chapter is further amended by adding a new article to read as follows:

ARTICLE 12

As used in this article, the term:

- (1) 'Employer' means a person or entity that is subject to the provisions of this chapter but shall not include the state or any department, agency, or instrumentality of the state; any county; any county or independent school system; any municipal corporation; or any employer which is self-insured for the purposes of this chapter.
- (2) 'Employer member of a group self-insurance fund' means any employer who is a member of a fund certified pursuant to Code Section 34-9-153.
- (3) 'Self-insured employer' means any employer certified pursuant to Code Section 34-9-127.
- (4) 'WBL Coordinator' means a school employee who coordinates and supervises students in work-based learning placements.
- (5) 'Work-based learning employer' means an employer who provides work-based learning placements in accordance with this article.
- (6) 'Work-based learning placement' or 'placement' means an arrangement between a business or industry partner and a local school system in which students are released for a portion of the school day for structured learning at an employer's job site in either a paid or unpaid position while receiving academic credit. Work -learning placements include, but are not limited to, employability skill development, service learning, cooperative education, internship, youth apprenticeship, and clinical experiences.
- (7) 'Work-based learning student' means a student age 15 or older in a work-based learning placement for an employer.
 - (a) A work-based learning employer that has been certified pursuant to this Code section may be eligible for a premium discount under such employer's workers' compensation insurance policy pursuant to Code Section 33-9-40.3.
 - (b) The State Board of Education shall certify to the State Board of Workers' Compensation that a work-based learning employer meets the following requirements:
 - (1) Enters into a training agreement with one or more work-based learning students, the student's parent or guardian, and the school's WBL Coordinator;
 - (2) Develops, in conjunction with the school's WBL Coordinator, a detailed training plan for the work-based learning student that focuses on development of technical skills and employability skills;
 - (3) Assigns a mentor to the work-based learning student and assist in monitoring the progress of such student;
 - (4) Provides workers' compensation insurance coverage for the work-based learning student;
 - (5) Complies with all federal, state, and local laws and regulations regarding the employment of students; and
 - (6) Complies with the rules and regulations of the State Board of Education.

A self-insured employer or an employer member of a group self-insurance fund that provides work based learning placements for one or more work based learning students substantially in

accordance with Code Section 34-9-431 and that complies with all other provisions of this article required of employers in order to qualify for insurance premium discounts may be certified by the State Board of Education to the State Board of Workers' Compensation as a work based learning employer in compliance with this article."

SECTION 5.

All laws and parts of laws in conflict with this Act are repealed.

Private insurance companies may not deny workers' compensation insurance coverage to an employer because 15-18-year-olds are employed. If employers have a record of claims, however, they may have to pay assigned risk premiums. These assigned risk premiums are not related to the age of the company's employees, but rather to past history of injury claims.

HB402 Brochure

Determine the Options

Is the employer of the Work-Based Learning student in:

1. The Voluntary Market (provisions are optional)
2. The Assigned Risk Plan (provisions are mandatory)
3. A governmental institution or self-insured entity to which this bill does not apply.

Contact Us

Each school/school system has a designated Work-Based Learning coordinator that manages the WBL program.

The local school WBL coordinator should be the first point of contact for inquiries.

Laura Bowen
Georgia Department of Education
Program Specialist - Work-Based Learning/Youth Apprenticeship
205 Jesse Hill Jr. Drive
2053 Twin Towers East
Atlanta, GA 30334
Call - (404) 313-9700
laura.bowen@doe.k12.ga.us



Can I insure someone under the age of 18 on my Worker's Compensation Policy?


**Georgia House Bill 402:
The Law on Worker's Compensation Insurance and Discounts for Work-Based Learning Students**




The Georgia Department of Education does not discriminate on the basis of race, color, religion, sex, national origin, age, or disability in its programs, activities, or employment practices.

Why the need for HB 402

The General Assembly finds that it would be beneficial to students, employers, and the economic health of the state to assist in providing highly trained, technologically sophisticated, and career oriented students which will aid in the development of a successful twenty-first century work force. By opening their doors to work-based learning opportunities, employers can play an active role in shaping the quality of their future work force, by preparing potential leaders for their company and their community, and by helping shape future curriculum to create an educated work force for their industry as a whole. Work-based learning programs can provide students the opportunity to work and learn in a real-world environment and prepare them for future career opportunities. Such work-based learning opportunities can be accomplished by developing partnerships between and among the business, community, industry, students, parents, school systems, and postsecondary education institutions.



Details and Requirements

How does the Employer become "certified by the State Board of Education to the State Board of Worker's Compensation?"


Each work-based learning coordinator enters the employer information into an on-line database that is monitored by the Georgia Department of Education. The employer list is provided to the State Board of Worker's Compensation at the end of the school year.

Work-Based Learning Job Code

All employers should code WBL students on their Worker's Compensation reports and documents with job code 9777 regardless of whether they are receiving the discount.

National Council on Compensation Insurance

The circular from NCCI announced the approval of item 02-GA-2015 - Establishment of a Georgia Work-Based Learning Program Premium Credit for carriers of Worker's Compensation Insurance.



Authorization of the Discount Option

For each policy of workers' compensation insurance issued or renewed in the state on and after July 1, 2016, there may be granted by the insurer up to a 5 percent reduction in the premium for such policy if the insured has been certified by the State Board of Education to the State Board of Workers' Compensation as a work-based learning employer pursuant to Article 12 of Chapter 9 of Title 34 and has notified its insurer in writing of such certification.

Entities Not Subject to the Provision

"Employer" means a person or entity that is subject to the provisions of this chapter but shall not include the state or any department, agency, or instrumentality of the state; any county; any county or independent school system; any municipal corporation; or any employer which is self-insured.

Premium Credit Amounts


Employers who participate in the Work-Based Learning program through the Georgia Department of Education may receive a credit of up to 5% in accordance with the table shown here, subject to a maximum credit that is not to exceed \$2,500.

# Students	Credit
1	2%
2	3%
3	4%
4 or more	5%

Employer Requirements

The employer must meet the following requirements:

- Have the signed training agreement on file;
- Have the detailed training plan on file;
- Assign a mentor to the WBL student;
- Comply with all federal, state, and local laws and regulations;
- Comply with the rules and regulations of the State Board of Education.



Unemployment Insurance

The unemployment insurance system was designed to give employees some degree of financial security by providing income support when they lose jobs through no fault of their own. Both state and federal law govern the system. The Social Security Act created the Unemployment Trust Fund in which each state has an account. The Act established requirements for the administration of state unemployment systems and provides funding to help the states administer their systems. The Federal Unemployment Tax Act (FUTA) requires state unemployment insurance laws to meet certain standards and determines which employers and what payments are subject to the federal employment tax.

Students in WBL programs may or may not be eligible for unemployment benefits, depending on whether they meet the requirements as set forth by the Georgia Employment Security Law. There are many factors that must be considered in order to determine their eligibility. They are not disqualified as a result of being identified as WBL students, as described by GA Employment Security Law 34-8-35-C11. This portion of the law states that, *“Service performed by an individual who is enrolled as a student at a nonprofit or public educational institution which normally maintains a regular faculty and curriculum and normally has a regularly organized body of students in attendance at the place where its education activities are carried on, in a full-time program taken for credit at such institution, which program combines academic instruction with work experience, if such service is an integral part of such program and such institution has so certified to the employer, except that this paragraph shall not apply to service performed in a program established for or on behalf of an employer or group of employers.”* In the event that a student’s employment is terminated, and a new job is not able to be acquired, it is advisable that the student visit the local office of the Georgia Department of Labor to determine eligibility.

Basic Rules for Collecting Unemployment Compensation in Georgia

In Georgia – as in every other state – employees who are temporarily out of work through no fault of their own may qualify for unemployment benefits. The eligibility rules, prior earnings requirements, benefit amounts, and other details vary from state to state. Here are the basic rules for collecting unemployment compensation in Georgia.

In Georgia, the Department of Labor handles unemployment benefits and determines eligibility on a case-by-case basis. Applicants must meet the following three eligibility requirements in order to collect unemployment benefits in Georgia:

- Your past earnings must meet certain minimum thresholds.
- You must be unemployed through no fault of your own, as defined by Georgia law.
- You must be able and available to work, and you must be actively seeking employment.

Rules for collecting unemployment were updated in response to how COVID19 made an impact on unemployment. Those updates can be found on the website listed below.
<https://dol.georgia.gov/laws-and-rules/gdol-rules>

Past Earnings

- Virtually all states look at recent work history and earnings during a one-year "base period" to determine eligibility for unemployment. In Georgia, as in most states, the base period is the earliest four of the five complete calendar quarters before filing the benefits claim. For example, if claim is filed in October of 2013, the base period would be from June 1, 2012, through May 31, 2013.
- During the base period, it must meet all of the following requirements in order to be eligible for unemployment:
 - must have earned wages in at least two quarters during the base period.
 - must have earned at least \$1,134 in wages during the two quarters of the base period in which the highest wages were earned.
 - the total wages during the base period must be at least 1.5 times the wages earned in the highest quarter of the base period.

Reasons for Unemployment

The person must be out of work through no fault of his or her own to qualify for unemployment benefits.

- **Layoffs.** If the person was laid off, lost the job in a reduction-in-force (RIF), or got "downsized" for economic reasons, the person will still meet this requirement.
- **Firing.** If the person was fired because of the lack of the skills to perform the job or simply weren't a good fit, the person won't necessarily be barred from receiving benefits. However, if the person engaged in "misconduct," he or she will not be eligible to receive unemployment. In Georgia, among other things, misconduct means an intentional violation of the employer's rules, the failure to conform to standards which an employer can reasonably expect from an employee, or careless behavior that is so frequent or severe that it shows a disregard for the employer's interests. For example, showing up to work under the influence of alcohol or drugs or having several unexcused absences after written warning would typically qualify as misconduct.
- **Quitting.** If the person quits his or her job, he or she will not be eligible for unemployment benefits unless there was a good work-related reason for quitting. A personal reason for quitting, no matter how compelling, will not satisfy this requirement.

Implications for Work-Based Learning

- The WBL Coordinator should ensure that the employer understands how unemployment applies to WBL students:
 - Student employment for the school year will not constitute the four quarters of employment required to qualify for unemployment.
 - Students should agree to resign/quit at the end of the official school year. If the employer chooses to keep the student employed until they have accumulated over four quarters of employment, they should understand their responsibility if the student applies for unemployment later.
 - Workers who quit or are fired for lack of performance are not eligible for unemployment.

Door-to Door Sales and Solicitation by Minors

Although door-to-door sales by minors are not specifically prohibited by Georgia State law, the practice is strongly discouraged as a WBL placement because of safety and security reasons. Several states contiguous to Georgia, including Florida and Tennessee, have enacted laws that ban or restrict the practice. If a particular business considered for student placement uses door-to-door sales or solicitation as a part of its business practices, consideration should be given to restricting the WBL student from any participation in this practice at the business. The best solution to this situation is to seek an alternative placement for the student.

Placements involving Family or Relatives

As a general rule, a placement resulting in a situation where the student's worksite supervisor is a parent or other relative is not appropriate. Any placement in a home office or private residence of any kind does not meet the placement criteria as outlined in Standard Six. It is virtually impossible for a coordinator to properly supervise a student under these conditions, and the probability is high that work site visitations could put the coordinator in an untenable situation. In order for a student to be placed at a family-owned worksite, the business must be recognized in the community as a legitimate enterprise which meets all of the legal requirements of operation (i.e. has a business license with an employer I.D number, meets all federal and state safety and health requirements, zoning and code restrictions, etc.). Also, it is preferable that the student be supervised by someone other than a relative.

Although it is acknowledged that some valuable, even outstanding placement opportunities do exist which involve a family-owned business, these are far outnumbered by situations which are difficult to adequately supervise or properly evaluate. Coordinators are strongly encouraged to thoroughly investigate and analyze such placement opportunities and to exercise the highest level of professional judgment in approving a placement in a family business.

Guidelines for Safe and Appropriate Placement of WBL Students

Safe and appropriate placements are critical to an effective WBL experience. Safety and security should be the first priority when considering placements for WBL students. When placing students in the work environment, consideration should be given to program logistics and factors that may jeopardize the student's personal safety.

The following list of guidelines should be considered when selecting a placement for WBL students:

- The parent or legal guardian, student, and WBL Coordinator should agree that the site is the most appropriate site available for the student placement.
- Care should be taken to ensure that the placement is free from gender or sexual discrimination or exploitation. This includes the workplace environment, uniform or required dress, and advertising and promotion themes.
- An assessment should be made by the WBL Coordinator to ensure that safe and adequate parking, access, and departure is available to the WBL student. Security, lighting, fencing, and adequate parking near the entrance to buildings are of utmost importance.
- Jobs which involve door-to-door sales or solicitation by minors are not acceptable placements.
- Commuting distance for the student should be minimal and reasonable.
- Businesses with a history of crime-related incidents, especially those involving violence, should be avoided.
- Placements in high-risk occupations should be carefully monitored, with more frequent visitations and training sessions. Examples of high-risk occupations include those frequently found in agriculture, retail stores, restaurants, and on construction sites.
- Adequate training and support should be available to educate the student on particular risks inherent to the placement site (robbery, slippery surfaces, chemical exposure, hot surfaces, etc.)
- Adequate supervision for the student must be ensured at all times.
- Workers and supervisors at the worksite must be aware of equipment and tasks that are prohibited for student workers.
- Placement in private homes or the provision of home-bound services at private homes should be met with great skepticism and carefully evaluated and monitored or should be avoided and an alternate placement secured.
- Placement in settings that serve alcohol should be avoided or carefully monitored to ensure that the placement does not put the student in harassing, unsafe, or illegal situations.

An evaluation form entitled, "Evaluation of Potential WBL Site" may be found in the Forms section of this manual.

Students' Rights and Grievance Procedures

Student participants in WBL programs have the same primary workplace rights and responsibilities as any other worker. In addition, as students, they possess rights as afforded to all students. Specific rights held by students involved in WBL experiences include:

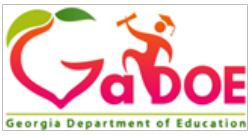
- Students have the right to refuse unsafe work tasks and conditions.
- Students have the right to file complaints with DOL when they feel their rights have been violated or their safety has been jeopardized.
- Students are entitled to workers' compensation for a work-related injury or illness. (Taken from NIOSH Publication No. 2003-128)

In the event that a student wishes to file a grievance against an employer, the following procedural steps are recommended until all parties are satisfied with the resolution of the grievance:

- Discuss the incident with the immediate supervisor, if the student feels comfortable doing this. Even if the problem is rectified at this level, the student should inform the WBL Coordinator about the incident.
- Discuss the situation with the WBL Coordinator.
 - *[Note: The procedure should end at this point, if all parties involved in the grievance are satisfied that the grievance has been adequately addressed.]*
- File a formal written grievance with the WBL Coordinator.
- Participate in a discussion, involving the student, immediate supervisor, and the WBL Coordinator.
- File a formal written grievance with the principal or other school administrator.
- File a formal written grievance with the system superintendent.
- File a formal written grievance with the Department of Labor or other appropriate governmental agency.

Establish Rights and Responsibilities of the Participants

Students should have realistic expectations of the workplace and the training they will receive, but in turn, commitments are required of the student (e.g., tenure in program, absenteeism). WBL Coordinators will need to develop and communicate a grievance or complaint process for students (e.g., for use if a student is dissatisfied with the training or supervision they are receiving; if they feel harassed on the job) and employers (e.g., for use if an employer is dissatisfied with the participation of the student). The student, parent, school representative, and workplace representative should sign a WBL training agreement stipulating rights and responsibilities of each party. (Section 16 of this manual).



Child Labor Summary Sheet

The Georgia Department of Labor's Child Labor Section administers and monitors the guidelines and restrictions for the employment of anyone who has not reached his or her 18th birthday.

When there is a difference in state, federal, or local law regarding child labor, the law providing the most protection to the minor takes precedence. Below are the more restrictive requirements for employing a minor.

RESTRICTION	DETAILS	JURISDICTION
MINIMUM AGE FOR EMPLOYMENT	14 YEARS OF AGE	FEDERAL
EMPLOYMENT CERTIFICATE REQUIRED (Work Permit)	Under 16 Years of Age (15 Years of Age & Under) Obtained from Georgia School attended OR County School Superintendent <i>Includes home schooled minors and minors from out-of-state working in Georgia</i>	STATE
MAXIMUM HOURS OF WORK Allowed for minors 14 & 15 years of age and younger	3 Hours (school day) 8 Hours (non-school day) 18 Hours (school week) 40 Hours (non-school week) Not during normal school hours. Not before 7 a.m. Not after 7 p.m. (Evening hours extended to 9 p.m. June 1, to Labor Day)	FEDERAL
HAZARDOUS OCCUPATIONS Minors 17 years of age and younger may not work in these occupations or industries.	Manufacturing and storing explosives; motor vehicle driving and outside helper; coal mining; logging and saw milling; power-driven woodworking machines; exposure to radioactive substances; power-driven hoisting apparatus; power-driven metal-forming, punching, and shearing machines; mining; slaughtering; meat-packing, processing or rendering; power-driven bakery machines; power-driven paper products machines; manufacturing brick, tile, and kindred products; power-driven circular saws, band saws, and guillotine shears; wrecking; demolition, and ship-breaking operations; roofing operations; excavation operations. http://www.youthrules.gov/know-the-limits/hazards/index.htm	FEDERAL
ALCOHOLIC BEVERAGE RESTRICTIONS	May not: Dispense, serve, sell or take orders for alcoholic beverages. (EXCEPTION: Where alcohol is sold for consumption OFF the premises). NOTE: Local law may be more restrictive.	STATE
PROHIBITED OCCUPATIONS Minors 15 Years of Age & Younger	http://dol.georgia.gov/child-labor-hazardous-occupations http://www.youthrules.gov/know-the-limits/hazards/index.htm	STATE FEDERAL



<p>MINORS IN ENTERTAINMENT Minors 17 Years of Age & Younger</p>	<p>Requires special application and certificate of consent. Certificate of consent must be issued by Georgia Child Labor Section prior to minor beginning work.</p>	<p>STATE</p>
<p>TEEN DRIVING RULES</p>	<p>Sixteen-year-olds may not drive at all on public roadways but may on dealership property.</p> <p>Seventeen-year-olds may drive on public roads while on the job, if they:</p> <ul style="list-style-type: none"> ◆ Hold a valid state driver’s license; ◆ Have completed a state-approved driver education course; ◆ Are instructed that seat belts must be used; and ◆ Have no record of a moving violation at the time of hire. <p>Motor vehicles being driven must:</p> <ul style="list-style-type: none"> ◆ Not exceed 6,000 lb. gross vehicle weight; ◆ Be equipped with a seat belt; and ◆ Not be used for towing vehicles. ◆ Driving is permitted if it is: <ul style="list-style-type: none"> ◆ Restricted to daylight hours; ◆ Within a 30-mile radius of the place of employment; and ◆ Occasional and incidental (i.e., no more than 1/3 of an employee’s worktime/day nor more than 20 percent of an employee’s worktime/week). <p>Seventeen-year-olds may not be employed as delivery or shuttle drivers, but may make limited daily trips for delivery and passenger transport:</p> <ul style="list-style-type: none"> ◆ Up to 2 trips/day delivering goods to customers, but vehicle deliveries are <i>not</i> subject to this limit; ◆ Transport of up to 3 passengers, including employees, with the transport of non-employee passengers limited to 2 trips/day; and ◆ Certain deliveries are prohibited, including route deliveries or sales, <i>urgent</i>, <i>time-sensitive deliveries</i>, or the for-hire transportation of property, goods, or passengers. ◆ <i>Urgent, time-sensitive deliveries</i> are trips which, because of such factors as customer satisfaction, the rapid deterioration of the quality or change in temperature of the product, and/or economic incentives, are subject to time-lines, schedules, and/or turnaround times which might impel the driver to hurry to complete the delivery. <p>For more information regarding child labor laws visit the following websites: http://www.dol.gov/esa/forms/whd/AG/ag_pocket_guide.pdf http://www.uada.com/public/pages/Teen_Driving_NADA_Summary_Jan2005.pdf http://www.youthrules.dol.gov/ http://www.dol.gov/compliance/audience/youth.htm http://www.dol.state.ga.us/em/cl_hazardous_occupations.htm</p>	<p>FEDERAL AND STATE</p>
<p>Child Labor personnel are usually available for presentations to school classes, issuing officers, PTA's, employer groups, etc. Please contact the Child Labor Section if you are interested.</p>		
<p align="center">Georgia Department of Labor -Child Labor Section Phone: (404) 232-3260 U. S. Department of Labor Wage and Hour Division ATLANTA - (404) 893-4600 SAVANNAH - (912) 652-4221</p>		
<p>Note: Minors working for a parent/guardian who owns the business are exempt from all but the hazardous/prohibited occupation restrictions.</p>		

Classification of WBL Students with Regard to Tax Withholding for Employees or General Contractors

Work-Based Learning Coordinators should monitor the employment status of students participating in paid jobs. Some employers may claim relief under Section 530 of the Internal Revenue Code and want to treat student employees as independent contractors issuing Form 1099 to avoid tax withholding. When facing these issues, the WBL Coordinator should do the following:

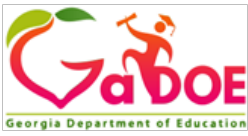
- Avoid being a party to misclassification of student workers by employers.
- Explore with the employer *why* it believes it should treat student workers as contractors.
- Become informed about the Internal Revenue Code and Section 530 rules.
- Educate and inform students concerning their rights and tax liability.
- Involve Department of Labor representatives when appropriate.
- Understand the use of Form SS-8 when a determination process needs to take place.

Employees who have been issued a Form 1099 are still liable for Self-Employment Tax contributions. Misclassified employees are liable for the employee share of FICA rather than for tax under the Self Employment Tax Contributions Act. Tax liability for employers misclassifying workers is determined in the auditing process. Lack of worker social security numbers is not a reasonable basis for treating workers as contractors rather than employees. Following are excerpts from the Training material used by the Department of Treasury, Internal Revenue Service in making employer status determinations and withholding responsibilities during the auditing process. Consideration of IRS Section 530 is the first step in any worker classification case.

From IRS Training Materials 3320-102:

Section 530 provides businesses with relief from federal employment tax obligations if certain requirements are met. It terminates the business's, **not the worker's**, employment tax liability under Internal Revenue Code (IRC) Subtitle C (Federal Insurance Contributions Act (FICA) and Federal Unemployment Tax Act (FUTA) taxes, federal income tax withholding, and Railroad Retirement Tax Act taxes) and any interest or penalties attributable to the liability for employment taxes (Rev. Proc. 85-18, 1985-1 C.B. 518).

Section 530(e)(3) of the Revenue Act of 1978, as amended by the Small Business Job Protection Act of 1996, clarifies that the first step in any case involving whether the business has the employment tax obligations of an employer with respect to workers is determining whether the business meets the requirements of section 530. If so, the business will not have an employment tax liability with respect to the workers at issue.



IRS Rev. Rul. 87-41, 1987-1 C.B. 296.

Internal Revenue Service - Revenue Ruling

EMPLOYMENT STATUS UNDER SECTION 530(D) OF THE REVENUE ACT OF 1978

Published: 1987

Section 3121.-Definitions, 26 CFR 31.3121(d)-1: Who are employees.

(Also Sections 3306, 3401; 31.3306(i)-1, 31.3401(c)-1.)

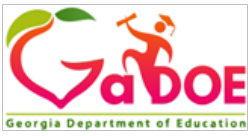
Employment status under section 530(d) of the Revenue Act of 1978. Guidelines are set forth for determining the employment status of a taxpayer (technical service specialist) affected by section 530(d) of the Revenue Act of 1978, as added by section 1706 of the Tax Reform Act of 1986. The specialists are to be classified as employees under generally applicable common law standards.

As an aid to determining whether an individual is an employee under the common law rules, twenty factors or elements have been identified as indicating whether sufficient control is present to establish an employer-employee relationship. The twenty factors have been developed based on an examination of cases and rulings considering whether an individual is an employee. The degree of importance of each factor varies depending on the occupation and the factual context in which the services are performed. The twenty factors are designed only as guides for determining whether an individual is an employee; special scrutiny is required in applying the twenty factors to assure that formalistic aspects of an arrangement designed to achieve a particular status do not obscure the substance of the arrangement (that is, whether the person or persons for whom the services are performed exercise sufficient control over the individual for the individual to be classified as an employee). The twenty factors are described below:

1. INSTRUCTIONS. A worker who is required to comply with other persons' instructions about when, where, and how he or she is to work is ordinarily an employee. This control factor is present if the person or persons for whom the services are performed have the RIGHT to require compliance with instructions. See, for example, Rev. Rul. 68-598, 1968-2 C.B. 464, and Rev. Rul. 66-381, 1966-2 C.B. 449.

2. TRAINING. Training a worker by requiring an experienced employee to work with the worker, by corresponding with the worker, by requiring the worker to attend meetings, or by using other methods, indicates that the person or persons for whom the services are performed want the services performed in a particular method or manner indicate an employer-employee relationship. See Rev. Rul. 70-630, 1970-2 C.B. 229.

3. INTEGRATION. Integration of the worker's services into the business operations generally shows that the worker is subject to direction and control. When the success or continuation of a business depends to an appreciable degree upon the performance of certain services, the workers who perform those services must necessarily be subject to a certain amount of control by the owner of the business. See *United States v. Silk*, 331 U.S. 704 (1947), 1947-2 C.B. 167.



4. SERVICES RENDERED PERSONALLY. If the Services must be rendered personally, presumably the person or persons for whom the services are performed are interested in the methods used to accomplish the work as well as in the results. See Rev. Rul. 55-695, 1955-2 C.B. 410.

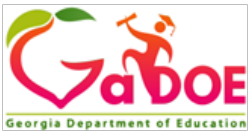
5. HIRING, SUPERVISING, AND PAYING ASSISTANTS. If the person or persons for whom the services are performed hire, supervise, and pay assistants, that factor generally shows control over the workers on the job. However, if one worker hires, supervises, and pays the other assistants pursuant to a contract under which the worker agrees to provide materials and labor and under which the worker is responsible only for the attainment of a result, this factor indicates an independent contractor status. Compare Rev. Rul. 63-115, 1963-1 C.B. 178, with Rev. Rul. 55-593 1955-2 C.B. 610.

6. CONTINUING RELATIONSHIP. A continuing relationship between the worker and the person or persons for whom the services are performed indicates that an employer-employee relationship exists. A continuing relationship may exist where work is performed at frequently recurring although irregular intervals. See *United States v. Silk*.

7. SET HOURS OF WORK. The establishment of set hours of work by the person or persons for whom the services are performed is a factor indicating control. See Rev. Rul. 73-591, 1973-2 C.B. 337.

8. FULL TIME REQUIRED. If the worker must devote substantially full time to the business of the person or persons for whom the services are performed, such person or persons have control over the amount of time the worker spends working and impliedly restrict the worker from doing other gainful work. An independent contractor on the other hand, is free to work when and for whom he or she chooses. See Rev. Rul. 56-694, 1956-2 C.B. 694.

9. DOING WORK ON EMPLOYER'S PREMISES. If the work is performed on the premises of the person or persons for whom the services are performed, that factor suggests control over the worker, especially if the work could be done elsewhere. Rev. Rul. 56-660, 1956-2 C.B. 693. Work done off the premises of the person or persons receiving the services, such as at the office of the worker, indicates some freedom from control. However, this fact by itself does not mean that the worker is not an employee. The importance of this factor depends on the nature of the service involved and the extent to which an employer generally would require that employees perform such services on the employer's premises. Control over the place of work is indicated when the person or persons for whom the services are performed have the right to compel the worker to travel a designated route, to canvass a territory within a certain time, or to work at specific places as required. See Rev. Rul. 56-694.



10. ORDER OR SEQUENCE SET. If a worker must perform services in the order or sequence set by the person or persons for whom the services are performed, that factor shows that the worker is not free to follow the worker's own pattern of work but must follow the established routines and schedules of the person or persons for whom the services are performed. Often, because of the nature of an occupation, the person or persons for whom the services are performed do not set the order of the services or set the order infrequently. It is sufficient to show control, however, if such person or persons retain the right to do so. See Rev. Rul. 56-694.

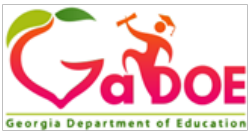
11. ORAL OR WRITTEN REPORTS. A requirement that the worker submit regular or written reports to the person or persons for whom the services are performed indicates a degree of control. See Rev. Rul. 70-309, 1970-1 C.B. 199, and Rev. Rul. 68-248, 1968-1 C.B. 431.

12. PAYMENT BY HOUR, WEEK, MONTH. Payment by the hour, week, or month generally points to an employer-employee relationship, provided that this method of payment is not just a convenient way of paying a lump sum agreed upon as the cost of a job. Payment made by the job or on § straight commission generally indicates that the worker is an independent contractor. See Rev. Rul. 74-389, 1974-2 C.B. 330.

13. PAYMENT OF BUSINESS AND/OR TRAVELING EXPENSES. If the person or persons for whom the services are performed ordinarily pay the worker's business and/or traveling expenses, the worker is ordinarily an employee. An employer, to be able to control expenses, generally retains the right to regulate and direct the worker's business activities. See Rev. Rul. 55-144, 1955-1 C.B. 483.

14. FURNISHING OF TOOLS AND MATERIALS. The fact that the person or persons for whom the services are performed furnish significant tools, materials, and other equipment tends to show the existence of an employer-employee relationship. See Rev. Rul. 71-524, 1971-2 C.B. 346.

15. SIGNIFICANT INVESTMENT. If the worker invests in facilities that are used by the worker in performing services and are not typically maintained by employees (such as the maintenance of an office rented at fair value from an unrelated party), that factor tends to indicate that the worker is an independent contractor. On the other hand, lack of investment in facilities indicates dependence on the person or persons for whom the services are performed for such facilities and, accordingly, the existence of an employer- employee relationship. See Rev. Rul. 71-524. Special scrutiny is required with respect to certain types of facilities, such as home offices.



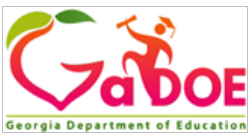
16. REALIZATION OF PROFIT OR LOSS. A worker who can realize a profit or suffer a loss as a result of the worker's services (in addition to the profit or loss ordinarily realized by employees) is generally an independent contractor, but the worker who cannot is an employee. See Rev. Rul. 70-309. For example, if the worker is subject to a real risk of economic loss due to significant investments or a bona fide liability for expenses, such as salary payments to unrelated employees, that factor indicates that the worker is an independent contractor. The risk that a worker will not receive payment for his or her services, however, is common to both independent contractors and employees and thus does not constitute a sufficient economic risk to support treatment as an independent contractor.

17. WORKING FOR MORE THAN ONE FIRM AT A TIME. If a worker performs more than de minimis services for a multiple of unrelated persons or firms at the same time, that factor generally indicates that the worker is an independent contractor. See Rev. Rul. 70-572, 1970-2 C.B. 221. However, a worker who performs services for more than one person may be an employee of each of the persons, especially where such persons are part of the same service arrangement.

18. MAKING SERVICE AVAILABLE TO GENERAL PUBLIC. The fact that a worker makes his or her services available to the general public on a regular and consistent basis indicates an independent contractor relationship. See Rev. Rul. 56-660.

19. RIGHT TO DISCHARGE. The right to discharge a worker is a factor indicating that the worker is an employee and the person possessing the right is an employer. An employer exercises control through the threat of dismissal, which causes the worker to obey the employer's instructions. An independent contractor, on the other hand, cannot be fired so long as the independent contractor produces a result that meets the contract specifications. Rev. Rul. 75-41, 1975-1 C.B. 323.

20. RIGHT TO TERMINATE. If the worker has the right to end his or her relationship with the person for whom the services are performed at any time he or she wishes without incurring liability, that factor indicates an employer- employee relationship. See Rev. Rul. 70-309.



Useful Websites

Due to advances in computer technology, software development, the internet, and on-line access, WBL Coordinators today have a myriad of resources at their disposal for teaching employability skills. Information is presented here to make WBL Coordinators aware of some of the resources available. This is in no way an endorsement of any one organization or company responsible for these resources. The Georgia Department of Education does not endorse vendors of educational products but relies on local school districts to decide which resources should be used for their educational programs.

CDC Workplace Safety and Health www.cdc.gov/niosh/docs/2003-128/pdfs/2003128.PDF

US Department of Labor (USDOL).....www.dol.gov/

USDOL: Youth & Labor www.dol.gov/general/topic/youthlabor

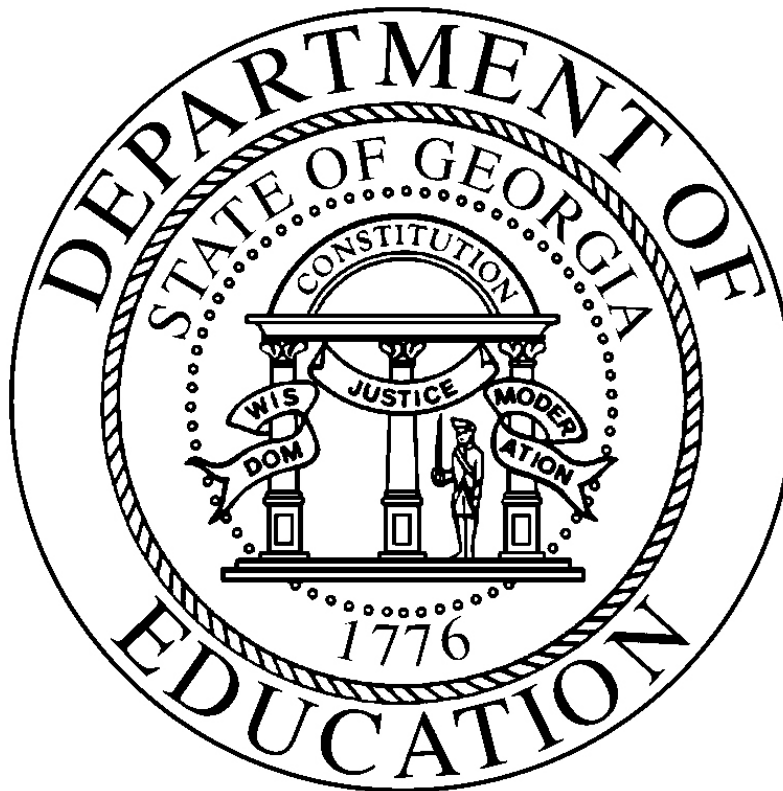
USDOL: Minimum Wage.....www.dol.gov/general/topic/wages/minimumwage

USDOL: Wage & Hour Division..... www.dol.gov/whd/regs/compliance/whdfs32.htm

USDOL: Work Experience & Career Exploration webapps.dol.gov/elaws/whd/flsa/docs/wecep.asp

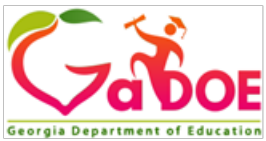
SECTION SIXTEEN

TRAINING AGREEMENTS



Special Note

The contents of this document are subject to constant change and revision. Please refer to the latest version of this document found on the Georgia Department of Education website for the most accurate and up to date information.



Standard 16: The WBL Coordinator has an individual Educational Training Agreement with all required signatures on file for each WBL student.

Exemplary	3	Meets Expectation	2	Does Not Meet Expectation	1	Evidence
<p>Include all criteria from "meets expectations" plus the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The following is also included in each educational training agreement: <ul style="list-style-type: none"> ✓ Career goal of student ✓ A plan for transition into post-secondary education 		<ul style="list-style-type: none"> <input type="checkbox"/> The training agreement form has been reviewed and accepted by the school administration. <input type="checkbox"/> A signed educational training agreement is on file for each student outlining responsibilities of each party. <input type="checkbox"/> A copy of the training agreement is on file with the employer. <input type="checkbox"/> The following is included in each educational training agreement: <ul style="list-style-type: none"> ✓ Purpose of training agreement ✓ Duration of training period ✓ Minimum and maximum number of hours to work ✓ Academic credit to be earned ✓ Employer responsibilities ✓ Educational institution and WBL Coordinator responsibilities ✓ Parent/guardian responsibilities ✓ Student responsibilities ✓ Wage agreement and process for progressive wage scale for all YAP placements 		<ul style="list-style-type: none"> <input type="checkbox"/> Educational training agreements are incomplete for students in the WBL program. <input type="checkbox"/> The Educational Training agreements are unsigned and/or do not include the outlined responsibilities of each party. <input type="checkbox"/> The Educational Training Agreement does not include the necessary elements for the student to be successful in the WBL program. <input type="checkbox"/> The training agreement has not been reviewed and accepted by the school administration. 		<ol style="list-style-type: none"> 1. WBL Coordinator files. 2. Copies of all WBL students' training agreements signed by the student, parent(s)/ guardian(s), the WBL Coordinator and the employer. 3. The training agreement form adopted by the local system.

Training Agreements

The Role of Training Agreements in Work-Based Learning

The Training Agreement is a document that contains mutually agreed upon expectations for all parties involved in the Work-Based Learning process (i.e., student, parent/guardian, school, and employer) that spells out each party's role, as well as other considerations, such as employment terms, schedule of hours, duration of work, compensation, termination, etc. The document is reviewed and signed by all parties to the agreement.

The training agreement is the most important tool providing protection to WBL Coordinators and school officials against accusations of negligence and liability claims.

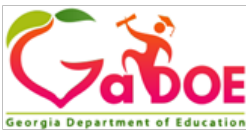
A training agreement is required for a student to participate in Work-Based Learning. It outlines and confirms agreement on the essential responsibilities of all participating parties, the employer, student, coordinator, parent, and school administrator. The training agreement is the best legal protection for everyone involved. It establishes a basis of understanding as to what is expected from everyone involved in a WBL placement. It is important that each student placed on a WBL work site have on file a completed training agreement.

Signing and Filing Procedures

The Training Agreement should be signed by all parties (student, parent(s), employer, WBL Coordinator) and should be filed in a secure location (electronic or hard copy) and available upon request by state and local admin. Obtaining the employer's signature on the Training Agreement provides an excellent opportunity for a visit to the employer and for building a relationship with the mentor. **Caution: Sending the Training Agreement by the student to obtain employer signatures creates a potential liability risk in the event that the signature was found later not to be authentic.** The best procedure is for the WBL Coordinator to have these documents signed in their presence. As a next best option, if documents are sent by the student to obtain signatures, the WBL Coordinator should follow up with a verbal verification during the next contact with the employer by mentioning the signature and receiving verification.

A typical example would be: "Last week, Josh had you sign the Training Agreement. Do you have any questions about any of the responsibilities defined in the agreement?" Hopefully the response will be, "No it looked fine" or something to that effect and not a statement such as, "What Training Agreement? I did not sign anything last week." Once this verification is made, it is highly advisable to make a note of it on the copy you are filing. Always remember the three "D's" of avoiding accusations of negligence in education: Document, Document, Document.

Once all signatures are obtained on the Training Agreement, the WBL Coordinator should make three copies of this Training Agreement, keeping one, giving one to the student, and giving one to the work site supervisor/mentor. The student should keep a copy in his or her notebook or portfolio.



SAMPLE Educational Training Agreement

Important Note:

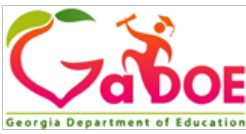
This is SAMPLE Educational Training Agreement on the following pages.

It is not intended to be a final document.

Modifications should be made to this agreement based on local school system policies.

Once a standard form has been created it should be reviewed and accepted by the school administration.

Customization of the school's agreed upon form can be made on an individual bases to accommodate special situations with each student's placement.



SAMPLE
Educational Training Agreement

FOR 20__-20__ SCHOOL YEAR

Student Name: _____

Parent/Guardian Name: _____

Circle Program: **YAP** **Cooperative** **Internship** **ESD** **GPP**

Start Date of Employment: _____

Employing Company Name: _____

Employing Company Address: _____

Employing Company Supervisor's Name: _____

Employing Company Mentor's Name: _____

Work Phone Number: _____ **Work Fax Number:** _____

Supervisor's Cell Number: _____

Supervisor's E-mail Address: _____

WBL Coordinator's Name: _____

Purpose of this Document:

The purpose of this document is to form an agreement with the student, parent, employer, and coordinator of Work-Based Learning Program of _____. Each party will carry out the responsibilities delegated to him or her this school year.

The Student Agrees:

1. To be at least 15 years of age.
2. To be on track for graduation.
3. To maintain good grades at school and have a good attendance record.
4. To demonstrate acceptable behavior at school and at the work site.
5. To assist the WBL Coordinator in finding an appropriate employment position related to the career focus area of the program and the career objective of the student.
6. To provide transportation to and from work.
7. To sign in/out with WBL Coordinator or approved school personnel each day.
8. To arrive to work on time.
9. To NOT use my cell phone while at work.
10. To attend school and work regularly and not go to work without first going to school, or go to school without going to work, unless previously discussed with the WBL Coordinator. Failure to adhere to this part of the agreement may result in the student receiving appropriate academic and/or disciplinary action. If a student will be absent from school or work, the WBL Coordinator should be notified as soon as possible.

11. To concentrate on the instructions that I am receiving from my employer, and to write down important details as I receive my instructions.
12. To discuss all aspects of the employment with the WBL Coordinator and the work site supervisor; not with other students, co-workers, etc.
13. To take criticism without resentment and learn from constructive criticism.
14. To be neat, clean, and dress appropriately for the work environment.
15. To give my best effort at all times by asking questions if I do not understand directions or if I need more information to do my job.
16. To represent the school and employer by demonstrating honesty, punctuality, courtesy, and a willingness to learn. If the student is dismissed from employment due to negligence or misconduct, proved by school investigation, the student will be dropped from the Work-Based Learning program and not receive academic credit.
17. To work the minimum required hours based on the schedule type used by the school system.

Schedule Type	Minimum # Hours per Week	Credit Earned
Block	7.5 per block of release	1.0 each semester
6 + periods per day	5 per period of release	.5 each semester
18. To call the WBL Coordinator and my employer before my scheduled work time for that day when I am planning to be absent; however, my absences should be limited to ___ or fewer absences per semester.
19. To inform my employer of any doctor and dentist appointments well in advance of the appointment.
20. To make employment changes only with the approval of the WBL Coordinator. The WBL Coordinator reserves the right to change the student’s employment situation if necessary.
21. To receive a minimum of two Employability Skills and at least one Job Skills evaluation by the WBL Coordinator and the Work-Based training supervisor per grading period. To understand that the part time work of the WBL placement does not create eligibility for unemployment benefits at the end of the placement.
22. To allow the release of student records regarding academic performance, attendance, and discipline for the purpose of employment and program follow-up.
23. To submit to the WBL Coordinator a monthly record indicating total hours and salary earned during the month.
24. To understand that in addition to working, the student will be required to submit assignments to the WBL coordinator in order to earn their grade.

The Parents/Guardian of the Student Agree:

1. To encourage the student to carry out effectively his/her duties and responsibilities at both the school and place of employment.
2. To assume responsibility for the conduct and safety of the student from the time he/she leaves school until he/she reports to work; likewise, from the time he/she leaves his/her job until he/she arrives home.
3. To assume full responsibility for my child after dismissal from school, including days when my child is not required to be on the job.
4. To understand that it is my responsibility to provide automobile and health insurance coverage for my child.
5. To provide transportation to and from work for my child.
6. To make inquiries concerning the student’s training, wages, or working conditions through the WBL Coordinator rather than directly to the employer.
7. To understand that the student must attend school and work regularly and not go to work without going to school, nor go to school without going to work, unless previously approved by the WBL Coordinator.

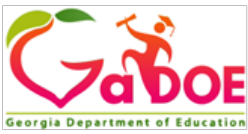


- 8. To offer assistance to the WBL Coordinator, serve as a resource person, and/or aid in other ways that could benefit the school and the student.
- 9. To allow the release of student records regarding academic performance, attendance, and discipline for the purpose of employment and program follow-up.
- 10. To understand that my child is enrolled in the Work-Based Learning program at _____ High School and that my child will be dismissed from school at the end of his/her regularly scheduled on-campus classes each day.
- 11. To understand that in addition to working, the student will be required to submit assignments to the WBL coordinator in order to earn their grade.
- 12. To attend an orientation (virtual/in-person) to better understand the program expectations.

The Employer/Work Site Supervisor Agrees:

- 1. To provide a variety of work experiences for the student that contributes to the attainment of his/her career objective.
- 2. To employ the student, the minimum required hours based on the school system’s schedule type.

Schedule Type	Minimum # Hours per Week	Credit Earned
Block	7.5 per block of release	1.0 each semester
6 + periods per day	5 per period of release	.5 each semester
- 3. To employ the student, the entire school calendar year (August __, 201__ to May __, 201__).
- 4. To adhere to policies and practices which prohibit discrimination on the bases of race, color, national origin, sex, and handicap in recruitment, hiring, placement, assignment to work tasks, hours of employment, levels of responsibility, and pay.
- 5. To provide instructional materials and occupational guidance to the student.
- 6. To evaluate the student, in consultation with the WBL Coordinator, a minimum of two Employability Skills and at least one Job Skills evaluation by the WBL Coordinator per grading period.
- 7. To pay the student a paid/non-paid internship experience.
 - a. Paid internships must follow GADOL minimum wage guidelines.
 - b. Compensation for non-paid internships is the experience the student receives
- 8. To adhere to all federal and state regulations including child labor laws and minimum wage regulations.
- 9. Students employed through a Work-Based Learning program **may become eligible for unemployment compensation** if employed four consecutive quarters. If an employer employs a Work-Based Learning student beyond the last day of school for this school year, then the student should be treated as a regular employee and that student may file unemployment compensation based on current unemployment rules.
- 10. To adhere to income tax and Social Security withholding regulations. WBL students may not be considered independent contractors and for IRS purposes cannot be issued an IRS Form 1099 unless the employer has provided proof to the WBL Coordinator of their status under section 530 of the IRS Code.
- 11. To provide time for consultation with the WBL Coordinator concerning the student and to discuss with the WBL Coordinator any difficulties that may arise.
- 12. To inform the WBL Coordinator about any disciplinary action is taken in regard to the employment of the student.



The WBL Coordinator Agrees:

1. To assist in the academic and occupational instruction of the student.
2. To conduct supervisory visits to the student’s place of employment.
3. To provide assistance with educational and training problems of the student.
4. To assist the work-based training supervisor in an evaluation of the student a minimum of two Employability Skills and at least one Job Skills evaluation per grading period.
5. To maintain records pertinent to the student, the employer, and the school.
6. To adhere to policies and practices which prohibit discrimination on the bases of race, color, national origin, sex, and handicap in recruitment, hiring, placement, assignment to work tasks, hours of employment, and levels of responsibility.

I have read the _____ High School’s Work-Based Learning Educational Training Agreement and will carry out the responsibilities delegated to the best of my ability.

Student Signature

Date

Parent/Guardian Signature

Date

Supervisor Signature

Date

WBL Coordinator Signature

Date

GPP Coordinator Signature

Date

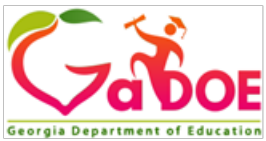
SECTION SEVENTEEN

TRAINING PLANS



Special Note

The contents of this document are subject to constant change and revision. Please refer to the latest version of this document found on the Georgia Department of Education website for the most accurate and up to date information.



Standard 17: Each student has an educational training plan that specifies a planned sequence of learning experiences and work tasks correlated with the student's career pathway.

Exemplary	3	Meets Expectation	2	Does Not Meet Expectation	1	Evidence
<p>Include all criteria from "meets expectations" plus the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The written training plan includes: <ul style="list-style-type: none"> ✓ the learning objectives relevant to the student's career pathway ✓ activities and work tasks in which students will engage to achieve the objectives ✓ technical skills that go far beyond employability skills <input type="checkbox"/> The educational training plan correlates with related learning in the student's individual graduation plan. 	<ul style="list-style-type: none"> <input type="checkbox"/> All training plans are developed in C-NET and all students entered into C-NET are indicated as having a training plan. <input type="checkbox"/> The WBL Coordinator, the worksite supervisor, and the student cooperatively develop the educational training plan. <input type="checkbox"/> CTAE teachers of related pathways are involved in training plan development where appropriate. <input type="checkbox"/> The educational training plan details on-the-job activities that relate to the student's pathway. <input type="checkbox"/> Training plans are based on the O*NET job titles and duties. <input type="checkbox"/> Mastery of the tasks listed on the training plan are an integral part of the student assessment process. <input type="checkbox"/> A copy of the training plan signed by all parties is present in the student's file. 	<ul style="list-style-type: none"> <input type="checkbox"/> Training plans are not developed in C-NET. <input type="checkbox"/> Some student entries in C-NET are lacking their training plan. <input type="checkbox"/> Students do not have completed educational training plans. <input type="checkbox"/> The educational training plan does not include the necessary elements for the student to be successful in the WBL program. <input type="checkbox"/> Training plans are not based on the O*NET job titles and duties. <input type="checkbox"/> The employer and teachers of related pathways are not involved in the development of the training plan. 	<ol style="list-style-type: none"> 1. Copies of all WBL students' educational training plans. 2. Evidence that the employers, parents, students, the teachers of related pathways, and the WBL Coordinator have all participated in the development of the educational training plan. 3. C-NET Records. 4. Evidence of the training plan being used for student evaluation. 			

Training Plans

The Role of the Training Plan in Work-Based Learning

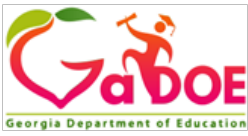
Training Plan is the written document that defines the foundation skills, workplace transition skills, and job-specific skills that the WBL student will master.

The curriculum for WBL placements is the training plan and are mandatory for every student. It would be difficult to overemphasize the importance of the training plan in the success of a Work-Based Learning student. WBL Coordinators develop educationally sound work sites, develop employer relationships, train mentors, and place students according to career goals and programs of study. The training plan becomes the guide for learning by which all parties will operate. It is in many ways the most important piece of the WBL job placement. The purpose of the curriculum is to identify learning, which should take place and to establish standards of competence. The training plan should be a guide in which specified duties and tasks are itemized. This listing of duties and tasks represent the learning, which should take place through the workplace experience. To be of maximum value, the training plan should be developed in such a way that it can be used in the process of evaluating the progress of the student.

The primary purpose of the WBL placement is to help students gain the experience they will need in the workplace in order to make a successful transition from school to a career. The WBL Coordinator, student, and employer must work together to prepare a training plan for each student detailing specific skills, tasks, and competencies to be attained on the job. This plan outlines the tasks, duties, and responsibilities that the student is expected to learn. The training should progress through a logical step-by-step process, which ensures that the type and rigor of skills are diverse and continually increase. The WBL Coordinator should use the rating from the employer on tasks, duties, and responsibilities to determine if the student is successfully fulfilling the tasks outlined in the training plan. The student should not be given a grade based solely on the evaluation from the employer, but it should be used as input. Employers in the business community are not employees of the school system, have not been trained in strategies and methods of student evaluation, and thus are not authorized to assign student grades.

Training may be given in careers in which the WBL Coordinator is not a specialist, and therefore, will require research. In practically all instances, the WBL Coordinator should seek the help of the employer or employee mentor, another employee in the training station, other people engaged in the same career at another business setting, or the teachers of related subjects in the school. It is the responsibility of the WBL Coordinator to see that each student has a thorough and well-developed training plan.

Because most WBL placements are unique experiences for the students involved, each training plan should be custom designed. Training plans designed for other students in similar jobs to use as a reference are accessible from a variety of sources. It is good practice to reference training plans from other sources, but rarely will one be used without some modification. Unless a WBL Coordinator has multiple students in identical jobs, with the same employer, it is unlikely that identical training plans should exist.



Developing the Training Plan with C-NET

The CTAE Resource Network (CTAERN), in collaboration with Georgia Department of Education personnel, have designed a student data base and record keeping system for all students enrolled in Georgia's Work-Based Learning courses. The development of this resource, given the name Georgia C-NET, is contracted to an independent company specializing in website development. All WBL Coordinators in Georgia may access C-NET via the CTAERN website (www.ctaern.org). All WBL Coordinators should use C-NET to maintain student files. A vital part of C-NET is the integrated training plan developer. The training plan development function of C-NET contains the entire Occupational Information Network (O*NET) data base of job classifications and related duties/tasks for each job. This is the most extensive source of information available sponsored by the US Department of Labor/Employment and Training Administration through a grant to the North Carolina Department of Commerce. Use of this resource is highly recommended when possible. Every student training plan should be developed using C-NET regardless of whether it is based on the O*NET task lists.

The training plan job tasks must be observable or assessable tasks that accurately reflect the skills the student will be learning and performing. Keep in mind, the job tasks will be effective for the entire year. When edited, the training plan should be reviewed by the employer for accuracy.

Assessment of how well each student has learned to master the tasks on the training plan is a crucial part of the training process. Training plans developed with C-NET contain a built-in assessment feature. During the semester, each mentor/supervisor should complete an assessment of the student's progress using a copy of the training plan as a reference. This information will then be recorded in C-NET by the WBL Coordinator using the "*Job Skills Assessment*" tab. Once recorded and saved, this information remains a part of the student's C-NET file and should be included in the overall evaluation of the student. **Legitimate evaluation of student performance in Work-Based Learning must include assessment of technical skills learned and not be based primarily on employability skills and teacher expectations.**

C-NET training is conducted during the Work-Based Learning workshops offered by the CTAE Resource Network. WBL Coordinators learn how to develop training plans in C-NET during this training.



SAMPLE Educational Training Plan 1

Job Title: Engineering Electronic Assembly
Program Area: Engineering, Drawing & Design

Student Name: John Doe School: CTAE High School
Type of Work-Based Learning Placement: Apprenticeship
Employing Company Name: ABC Architectural Firm
Employing Company Address: 100 First Street
Employing Company Supervisor/Mentor: Mr. Smith
Supervisor/Mentor Contact Numbers: Phone: 555-1212 Cell: 555-1212 Fax:
Occupational Goal: Electrical Engineer
Completed Coursework Related to Placement: Engineering and Technology, Engineering Drawing and Design

Enter the date that the student reaches the following level of competency:
1 = Very little or no skill; Needs close supervision to perform this task.
2 = Moderately competent; Some knowledge but requires some supervision to perform this task.
3 = Proficient; Can perform this task with little or no supervision.
Student competency on all tasks should start at level 1 or 2 and be documented as 3 by the end of the experience.

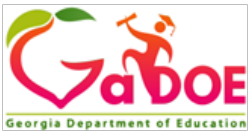
Table with 4 columns (Task, 3, 2, 1) and 6 rows of tasks related to plant layouts, safety, and regulations.

List any potential health/safety conditions related to this specific work assignment (Indicate NONE if no such conditions have been identified):

Special requirements expected of the student.

Student Signature Date Supervisor Signature Date
Coordinator Signature Date Parent Signature Date

NOTES:



SAMPLE Educational Training Plan 2

Job Title: _____ **Program Area:** _____

Student Name: _____ School: _____
 Type of Work-Based Learning Placement: _____
 Employing Company Name: _____
 Employing Company Address: _____
 Employing Company Supervisor/Mentor: _____
 Supervisor/Mentor Contact Numbers: Phone: _____ Cell: _____ Fax: _____
 Occupational Goal: _____
 Completed Coursework Related to Placement: _____

Enter the date that the student reaches the following level of competency:
 1 = Very little or no skill; Needs close supervision to perform this task.
 2 = Moderately competent; Some knowledge, but requires some supervision to perform this task.
 3 = Proficient; Can perform this task with little or no supervision.
 Student competency on all tasks should start at level 1 or 2 and be documented as 3 by the end of the experience.

	3	2	1
Task 1 – Answer telephones, direct calls and take messages.			
Task 2 – Communicate with customers, employees, and other individuals to answer questions, disseminate or explain information, take orders and address complaints.			
Task 3 – Compile, copy, sort, and file records of office activities, business transactions, and other activities.			
Task 4 – Maintain and update filing, inventory, mailing, and database systems, either manually or using a computer.			
Task 5 – Operate office machines, such as photocopiers and scanners, facsimile machines, voice mail systems and personal computers.			
Task 6 – Review files, records, and other documents to obtain information to respond to requests.			

List any potential health/safety conditions related to this specific work assignment (Indicate NONE if no such conditions have been identified): _____

Special requirements expected of the student: _____

Student Signature _____ Date _____ Supervisor Signature _____ Date _____

Coordinator Signature _____ Date _____ Parent Signature _____ Date _____

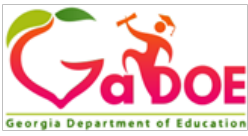
NOTES: _____

Signing and Filing Procedures

The Training Plan should be signed by all parties (student, parent(s), employer, and WBL Coordinator) and should be filed in a secure file cabinet in the coordinator's office. Obtaining the employers signature on the Training Plan provides an excellent opportunity for a visit to the employer and for building a relationship with the mentor. **Caution: Sending the Training Plan by the student to obtain employer signatures creates a potential liability risk in the event that the signature was found later not to be authentic.** The best procedure is for the WBL Coordinator to have these documents signed in their presence. As a next best option, if documents are sent by the student to obtain signatures, the WBL Coordinator should follow up with a verbal verification during the next contact with the employer by mentioning the signature and receiving verification:

A typical example would be: *“Last week, Josh had you sign the Training Plan. Do you have any questions about any of the responsibilities defined in the agreement?”* Hopefully the response will be, *“No it looked fine”* or something to that effect and not a statement such as, *“What Training Plan? I did not sign anything last week.”* Once this verification is made, it is highly advisable to make a note of it on the copy you are filing. Always remember the three “D’s” of avoiding accusations of negligence in education: Document, Document, Document

Once all signatures are obtained on the Training Plan, the WBL Coordinator should make three copies of this Training Plan, keeping one, giving one to the student, and giving one to the work site supervisor/mentor. The student should keep a copy in his or her notebook or portfolio.



Useful Websites

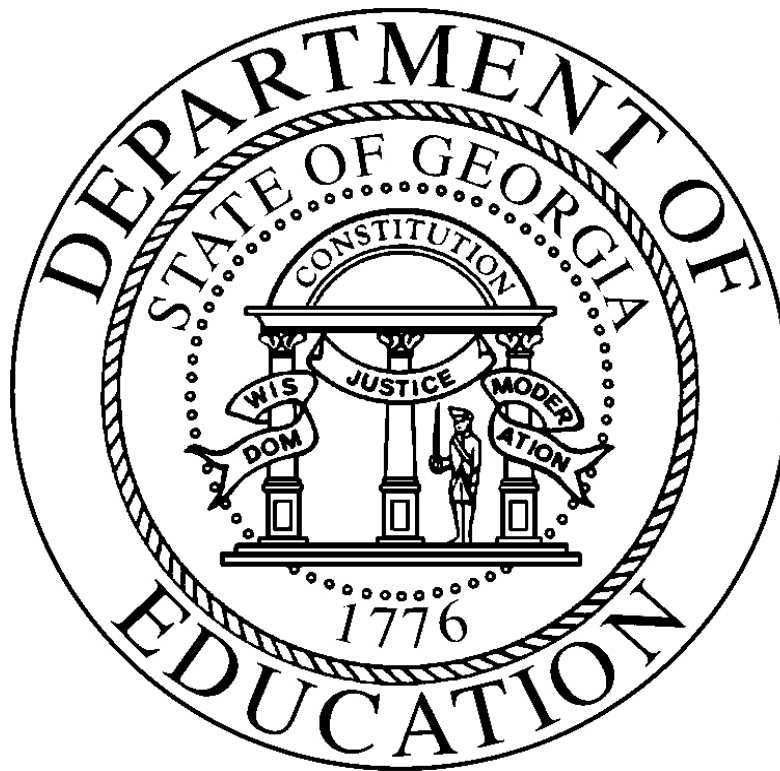
Due to advances in computer technology, software development, the internet, and on-line access, WBL Coordinators today have a myriad of resources at their disposal for teaching employability skills. Information is presented here to make WBL Coordinators aware of some of the resources available. This is in no way an endorsement of any one organization or company responsible for these resources. The Georgia Department of Education does not endorse vendors of educational products but relies on local school districts to decide which resources should be used for their educational programs.

CTAE Resource Networkwww.ctaern.org

O*NETwww.onetonline.org

SECTION EIGHTEEN

STUDENT EVALUATION PROCEDURES



Special Note

The contents of this document are subject to constant change and revision. Please refer to the latest version of this document found on the Georgia Department of Education website for the most accurate and up to date information.



Standard 18: Each Work-Based Learning student is evaluated on a regular basis by the work site supervisor/mentor to assess progress toward goals established in the student's Educational Training Plan.

Exemplary	3	Meets Expectation	2	Does Not Meet Expectation	1	Evidence
<p>Include all criteria from "meets expectations" plus the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The WBL Coordinator meets regularly with the work site supervisor/mentor, along with the WBL student, to discuss student performance and make adjustments to the student's Educational Training Plan. <input type="checkbox"/> Parents and work site mentors are oriented about assessment and student expectations. <input type="checkbox"/> Other assessment methods, such as journals and portfolios, are used in the grading process. <input type="checkbox"/> Two Employability Skills Assessments and one Job Skills assessment based on the Training Plan are conducted per semester. <input type="checkbox"/> Extensive information is given to the student to assist them in becoming successful on the job site. 	<ul style="list-style-type: none"> <input type="checkbox"/> Students are given a packet which clearly defines expectations and the assessment procedures. <input type="checkbox"/> A written evaluation of the student's employability skills is completed by the work site supervisor/mentor on the performance of the WBL student at least twice per semester. <input type="checkbox"/> An assessment of the Job Skills attainment is conducted at least once per semester by review of the Training Plan. <input type="checkbox"/> A conference is held by the WBL Coordinator with the student to give feedback on the student's accomplishments and areas for improvement. <input type="checkbox"/> At a minimum, the student's semester grade includes evaluation of employability skills, assessment of technical skills listed on the training plan, and school-based requirements of the WBL Coordinator. 	<ul style="list-style-type: none"> <input type="checkbox"/> Written evaluations are not regularly completed by the work site supervisor/mentor. <input type="checkbox"/> No conference is held with the student to give feedback on the student's accomplishments and areas for improvement. <input type="checkbox"/> The work site evaluation is not an integral part of the student's overall grade. <input type="checkbox"/> The method for determining student grades is ambiguous. <input type="checkbox"/> Student expectations are not clearly defined and communicated in advance. 	<ol style="list-style-type: none"> 1. Written grading procedures. 2. Documentation of work site evaluation. 3. Records of conferences held with students about employer evaluations 4. Student enrollment packet/materials. 5. Evidence of parent and/or mentor training. 6. C-NET records. 7. Student journals and/or portfolios. 			

Student Assessment Grading and Evaluation Procedures

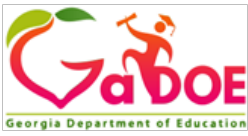
Assessment of student learning is a critical component of Work-Based Learning (WBL). To award credit for student achievement at the work place, schools and employers must be able to measure and record progress toward relevant academic and performance goals. All students should be formally evaluated every grading period for academic performance and Work-Based performance in the program. All partners are responsible for ensuring that formal evaluation and/or appropriate grading take place in the program with the goals that students will receive a high school diploma and successful mastery of industry skill standards.

The student's overall evaluation must include an assessment of academic performance, an assessment of progress in attaining competencies identified in his/her training plan, and an assessment of attendance, behavior, and attitude at school and on the work site. A variety of assessment mechanisms, such as portfolios, exhibitions, and written exams that will test students' mastery at different stages of the program, should be utilized.

WBL Coordinators must set rigorous standards for students and expect high quality work. Complete records of all grades earned must be maintained. The most common method to assess student learning at the work place is regular, written evaluation of student performance by the work site mentor. Written evaluation of performance and in-depth review conferences between the student, the mentor, and the WBL Coordinator should reflect upon student accomplishments, as well as areas for improvement. These conferences give meaning to such abstract but critical competencies as communication or team work skills.

A minimum of three assessments should be conducted per semester; two of which may be an Employability Skills assessment and one Job Skills assessment of progress made on the training plan. One of the Employability Skills assessments and the Job Skills assessment may be conducted at the same time making it possible to complete all three required assessments in only two meetings with the employer. Additional assessments may be needed at other times as deemed appropriate. Employers may assist in evaluation of student performance, but they cannot assign student grades. It is the responsibility of the WBL Coordinator to secure ratings from the employers on student performance and incorporate this information into the coordinator's rubric used to calculate the final grade for each WBL student. Evaluations must be reflective of progress on skills, knowledge, and processes identified in the training plan.

The best method of securing this rating is to present the evaluation report in person and to talk with the employer about each item before it is evaluated. There may be times when it would be appropriate to send an evaluation form along with the student, having him/her return it to you in a sealed envelope. However, it is much better for WBL Coordinators to see employers in person. Also, while a phone call to an employer can be a good way to touch base, these should not be considered a supervisory visit and should not count as one of the two minimum visits required per semester.



Work site supervisors/mentors and WBL Coordinators should go over evaluations with each student, either individually or at a meeting of all three parties. While the ideal situation would be for everyone to meet together, reality is that arranging such meetings for every student placed is extremely time consuming and logistically very difficult. More often than not, employers and WBL Coordinators will meet with students at different times to discuss employer evaluations. It is important that employers and WBL Coordinators communicate regularly and effectively so that they remain on the same page. The critical part of the process is review of the evaluation with the student so that he/she can continue to make progress towards the goals and benchmarks detailed in the individual training plan.

Each WBL Coordinator must develop their own grading procedure based upon school and system policies and individual judgment. However, *it is important to keep in mind that a WBL student's grade should reflect more than simply the employer evaluation.* Other factors, such as portfolio grades, promptness in returning forms, Career Technical Student Organization (CTSO) participation or other duties and assignments, should also be reflected in the assessment process.

It is critical that WBL Coordinators have *written grading procedures which are detailed in the course Syllabus* and that these procedures be reflected in WBL grades. Grading of WBL students should include assignments and activities beyond those experienced at the work site. For example, student portfolios or participation in the appropriate CTSO should be considered as a part of the process of student assessment.

Each WBL Coordinator should keep an accurate, detailed and up-to-date grade book that provides written proof of fair, inclusive, and ongoing assessment. It is very important to know that **a teacher's records, files, and grade book** are subject to the **Georgia Open Records Act**. If a parent or legal guardian wishes to view a teacher's grade book, this law gives them the right to do so. It is very important that the WBL Coordinator be able to justify every student's grades by the documentation provided in a complete file and a detailed and accurate grade book.

Detailed information about the Georgia Open Records Act can be found at the following link:
<https://law.georgia.gov/law>

The Student Information Packet

Student assessment is most successful when the student is well informed, in advance, of expectations. **The following pages are samples of content for such a document.** Each WBL Coordinator should examine the sample documents on the following pages and design a customized packet which takes into account all local policies and procedures.

Local Policies

The following pages are not designed to be used without editing and customization by each WBL Coordinator. When designing your Student Information Packet (Student Handbook) take into account local school rules or system policies regarding grading procedures and processes to be used.

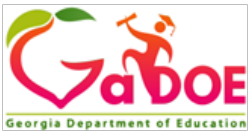
Accessing the Sample Documents

It is not necessary for each WBL Coordinator to re-create all the documents needed for the Student Handbook. The sample documents found on the following pages are also available on-line as Word documents. Documents can be opened, edited, and saved to the local computer much faster than cutting and pasting or re-creating the document. These documents can be accessed on the CTAE Resource Network as Word documents that can be edited.

Sample Documents

The following pages contain examples of documents that can be used in the WBL program. It is suggested that you modify these to best fit the program within your school systems. This information can also be created digitally.

- Acceptant Memo to Student
- Acceptance Letter
- Student Expectations
- Attendance Policy
- Grading Policy
- Instructions for Journal Entries
- Journal Point Values
- Instructions for the Student Portfolio
- WBL Portfolio Outline
- Student instructions for Schedules Meetings
- Tips for Succeeding on the Job
- Instructions for Interacting with Authority
- Student Handout for Following instructions
- Instructions for Personal Dress and Appearance
- WBL Student Time Sheet
- General Employment Traits – GeorgiaBEST@Work
- General Employment Traits



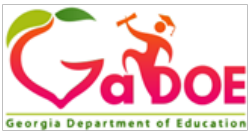
SAMPLE
Acceptance Memo to Student

TO: (WBL Applicant)
FROM: (WBL Coordinator)
SUBJECT: WORK-BASED LEARNING PROGRAM
DATE: (Current Date)

**Congratulations! You have been accepted into the
Work-Based Learning Program for next year.**

When you receive registration materials for next year, make sure you see me to complete your Work-Based Learning portion of registration, or tell your counselor you have been accepted into the program for next year.

If you have questions, you are welcome to see me before school. My office is located _____.



**SAMPLE
Acceptance Letter**

Date

Student's Name

Congratulations! You have been selected to participate in the Work-Based Learning Program. It is the beginning of an exciting and rewarding experience as part of your college and career pathway.

Through participation in Work-Based Learning, classroom learning is combined with work experience. Along the way, you will be expected to meet certain standards. Knowing what is expected of you at school and during your work site experience will help you to succeed, so take the time to read the following pages carefully.

With the honor of being released from school to work on a related job site comes a responsibility involving commitment and continued effort on your part. The fact that you have been selected shows that you are willing to strive for success and build a foundation for your future career.

Best wishes as you begin on the new venture. I wish you success and pledge my support in this endeavor.

Respectfully

Coordinator's Name
Title
School System

SAMPLE Student Expectations

Work-Based Learning (WBL) students are expected to excel in three major areas: academic performance, school and workplace behavior, and job performance.

As a WBL student, (*insert your school/system standards here, i.e. attendance, GPA, etc.*). You may take advantage of many support services to help you achieve these goals, but you have to do the work! Failure to meet either of these goals can result in termination from the program and possible loss of credit.

Participation in this program means that your work site is an extension of the school program. Think of your job site as a remote lab environment. To participate in Work-Based Learning, you must demonstrate acceptable behavior at school and at the work site. You are expected to follow the standards of behavior of your local school system as well as those of the employer.

The following standards of behavior at the job site will be discussed during orientation.

Guidelines are included in this handbook for the following:

- Attention to Personal Appearance
- Commitment of Time
- Handling Personal Relationships
- Following Instructions
- Interacting with Authority
- Courtesy
- Training Plans
- Attendance Policy
- Mentors
- Tips for Succeeding on the Job
- Portfolio Guidelines

SAMPLE Attendance Policy

The Work-Based Learning experience is designed to instill the importance of positive work habits and attitudes, both on the job and in the classroom.

You must assume responsibility for regular attendance at

- your school
- your work site on the assigned days

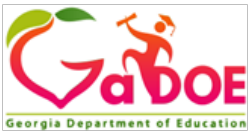
On days you do not attend school you cannot report to the job site, except by special permission.

YOUR ATTENDANCE WILL AFFECT YOUR ELIGIBILITY FOR CREDIT.

It is also important in your evaluation by both your mentor and teacher.

YOU MUST GO TO WORK EVERY DAY THAT YOU ARE REQUIRED TO BE IN ATTENDANCE. You are an employee of the business and your employer depends on you to be at work every day. Your employer assigns you important work every day, and if you are absent, that work is not completed. **YOU ARE AN EMPLOYEE OF THE BUSINESS PARTNER and you must follow the same rules as other employees.**

- If you are sick and cannot attend work, you **MUST** call your employer **BEFORE** you are scheduled to begin work that day. You should always carry your employer's number with you.
- If you know you will be unable to attend work in advance (for example, you must take a test at school) let your employer know well in advance why you are going to be absent and the days you will be absent.
- We **STRONGLY** encourage you to schedule all doctor and dentist appointments outside of your work hours: however, should you have an appointment, let your employer know **PRIOR** to the day of the appointment.
- If you are absent due to a death in the family, you must call or have someone else call your employer and instructor.
- Unexpected absences are considered to be evidence of undesirable work behavior and are **STRONGLY** discouraged.
- No show to work, without a phone call and/or prior approval:
 - First Offense - written warning
 - Second Offense – possible removal from the program



**SAMPLE
Grading Policy**

Grades are an important part of the Work-Based Learning program. In order to help students keep an average that will help them succeed in high school at work and post-secondary education, the following guidelines have been established:

- At the end of each grading period, the WBL Coordinator will check the student’s grades.
- In the event that the student has not maintained an average of ____ or better, the student will be placed on probationary status until the next grading period.
- In the event that the student’s grades have not improved by the next grading period (brought up to an average of ____), the student’s grades will be reviewed for possible removal from the program.

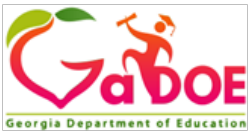
Grading Categories*

Portfolio and/or Journal Assignments	XX%
Employer Evaluations	XX%
Coordinator Evaluations	XX%
Submission of Work/Wage Information	XX%
Meeting Attendance	XX%

Total 100%

*Grading category percentages should reflect your system/school guidelines, individual program expectations, and coordinator preferences.

Failure to successfully complete ALL ASSIGNMENTS may jeopardize future participation in the WBL Program.



SAMPLE Instructions for Journal Entries

The journal assignments and projects are very important parts of the WBL experience. The journal assignments should be a minimum of one page in length (single space), and must be typed. There are deadline dates for each assignment; **there is a penalty for late work.**

All work should be given to and will be graded by the WBL Coordinator. Work that is not neat, grammatically correct or work with words incorrectly spelled may be given back to the students to revise. Also, if the coordinator feels as if the student has turned in incomplete assignments, the journal or project may be given back for further work.

Recommended journal topics and a grading scale are shown on the following page:



SAMPLE
Journal Point Values (By 9 Weeks Sections)

YEAR ONE

1st Semester, 1st Nine Weeks

- Job Description/Duties..... 5 points
- Interview your Mentor 10 points
- Obtain a copy of Company Policies & Procedures:..... 5 points

1st Semester, 2nd Nine Weeks

- Document effective time management 5 points
- Outline/demonstrate appropriate work behaviors 10 points
- Explain positive work ethics related to job..... 10 points

2nd Semester, 1st Nine Weeks

- Highlight positive event at work..... 10 points
- Analyze a problem at work with solutions 10 points
- Describe your role as an effective communicator..... 10 points

2nd Semester, 2nd Nine Weeks

- Explain/demonstrate an innovative accomplishment..... 10 points
- Describe an incident which highlights self-directed accomplishment 15 points

TOTAL = 100 points

YEAR TWO

1st Semester, 1st Nine Weeks

- Describe work relationships with co-workers..... 10 points
- Outline your post-secondary plans: 5 points
- Explain your role as a team player..... 5 points

1st Semester, 2nd Nine Weeks

- Artifacts from a visit to a post-secondary school..... 10 points
- Report on a citizenship/community service activity..... 20 points

2nd Semester, 1st Nine Weeks

- Letter of introduction to prospective employers 10 points
- Describe the use of excellent customer service skills..... 10 points

2nd Semester, 2nd Nine Weeks (used optional assignments for values)

- Analyze and summarize your WBL experience 10 points
- Thank you letter to mentor: 20 points

TOTAL = 100 points

SAMPLE

Instructions for the Student Portfolio

A Portfolio is required for all students enrolled in the Work-Based Learning program. You should obtain a three ring binder, at least 1 inch in thickness,, to serve as your portfolio. You will be responsible for maintaining it and bringing it to our meetings. The portfolio is a way for you to organize your assignments and showcase your best work; it can be used when applying for post-secondary schools, financial aid, and jobs. Therefore, it should be kept in a professional manner with cover pages, dividers, and tabs for all sections, etc. **All assignments must be typed and error-free.**

All late work will have penalties. Failure to complete a portfolio may result in credit not being awarded for the Work-Based Learning enrollment.

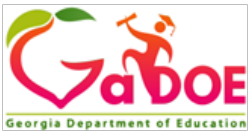
The specifications and procedures will be specified by the WBL Coordinator. The Portfolio is graded each nine weeks as part of the student’s WBL evaluation.

Portfolio Benefits

- Discover, document, and develop their employability skills;
- Reinforce integration of academic skills, course-specific skills, and employability skills;
- Reflect on their work and goal setting;
- Showcase their best work;
- Establish and strengthen their personal integrity;
- Become a self-directed, life-long learner; and
- Document achievements in a professional manner.

The portfolio is a “*work in progress*” and will chronicle the student progress toward their career goal. The portfolio may include:

- Letter of Introduction
- Materials from their application to the apprenticeship program
- Employability skills
- Work evaluations
- Work samples
- Post-secondary plans and documentation
- Hours verification
- Student achievement and awards
- Journal assignments
- Projects
- Other items deemed necessary by WBL Coordinator.



**SAMPLE
WBL Portfolio Outline**

- I. Cover Sheet for the front cover of the 3-ring binder (5 points)**
 - a. Graphic or Unique Design
 - b. Name
 - c. School
 - d. Occupation or Career Pathway Related to the WBL Experience

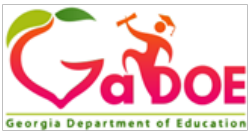
- II. Table of Contents (5 points)**

- III. Introduction (20 points)**
 - a) **Letter of Introduction**
This is the major self-reflective piece in the portfolio. This describes the qualities and goals of the individual and introduces the various parts of the portfolio, including the significance of the work included.

 - b) **Work Philosophy**
Write a paper discussing the responsibilities, expectations, and work ethics you believe to be important for an outstanding employee. Include information about how your personal characteristics compare to those listed in your discussion.

 - c) **Goals**
This may include two to five year goals for the student
Goals should be measurable
Goals are different from career objectives
Write three to five goals
The goals should not be too personal
Academic plan of study

- IV. Employability Skills (20 points)**
 - a) Resume
 - b) Letters of references or recommendations
 - c) Cover Letter
 - d) Follow-up letter/Thank-you note for the job interview



V. Other Career Related Education Experiences (25 points)

Choose five topics below to be counted as 5 points each.

(If a student has skills in more than one area of expertise, get them to make sections in the portfolio to indicate the different areas with information behind each divider)

- a) Job Shadowing Experiences
- b) Internships
- c) Photo Journal (give explanations)
- d) Job descriptions and information about employment
- e) Employer/Instructor evaluations with student analysis
- f) Seminars Attended
- g) Training Plans and mastery levels
- h) Work Samples
- i) Glossary of Terminology Used at Work
- j) Letters of commendation
- k) Work/Wage Records

VI. Work Samples/Achievements (15 points)

- a) Classroom projects
- b) CTSO projects/activities
- c) Real life simulations
- d) Photo Journals
- e) Research Paper
- f) Scholastic/Attendance records

VII. Activities/Honors (10 points)

- a) Extra-Curricular Activities (Student organizations, church groups, community groups, sports, etc.)
- b) Honors/Awards/Recognition (Certificates, newspaper articles, etc.)

SAMPLE

Student Instructions for Scheduled Meetings

Seminars/Monthly (or Bi-monthly) meetings

You are expected to attend meetings associated with the Work-Based Learning program throughout the year. Meeting requirements are:

1. Attend the WBL Seminar held annually. The date is: _____
2. Attend the Employer Appreciation Reception held in May at a date to be arranged later.
3. Attend all regular meetings on the dates and times specified below.

It is your responsibility to make arrangements for a work schedule that allows participation in the school-based component of this program. **You are expected to make arrangements with your employer, well in advance of your meeting requirements, so that work schedules can be arranged to accommodate your needs.** If there is an issue with the employer's willingness to participate in establishing your work schedule to accommodate required meetings, contact the WBL Coordinator so that an intervention can be arranged. You should bring your portfolio to all meetings. The schedule of your regular meetings is as follows:

Example 1

Monthly meetings held the last Friday of every month. Meet at 2:30 pm in the media center.

Example 2

Bi-monthly meetings held the first and third Monday of each month. Meet at 1:45 in the Cafeteria.

SAMPLE Tips for Succeeding on the Job

Listed below are some tips that will help you succeed on the job:

- Be neat and clean.
- Dress appropriately for the work environment.
- Be friendly and courteous.
- Keep yourself occupied at all times. Do the job you have been assigned. If you don't have something to do, use initiative or ask your mentor.
- If you have a work related problem, it is your responsibility to talk with your mentor first. If the problems continue, consult with your school facilitator or coordinator.
- If you have a problem with school and assignments, it is your responsibility to talk with your school facilitator immediately!
- Take criticism without resentment, and learn from constructive criticism.
- Don't make excuses. Chronic excuse makers are rarely believed.
- Give your best effort at all times. Remember, your job is important.
- You are entitled to respect on your job. Your mentor and your coworkers are also entitled to respect. Give the same courtesy you expect in return.
- Always notify your mentor if you are going to be absent. **Attendance at school and work is a must.**
- Ask questions if you do not understand directions or if you need more information to do your job.
- Follow company policies regarding the use of:
 - Cell phones and other electronic devices.
 - The internet, social networking sites, and e-mail.

SAMPLE

Instructions for Interacting with Authority

The relationship you have with your mentor will be one of the most important relationships you will have during your Work-Based Learning experience. Applying the guidelines you've already read and the advice below will help you have the best possible relationship with your mentor.

- Always treat your mentor with courtesy and respect
- If you need something, **ask** for it, don't demand it
- Accept constructive criticism
 - Listen to it
 - Learn from it
 - Don't feel put down

Constructive criticism is meant to help you improve your future work performance. It is an important part of working. If you accept what is being said, you can learn what to do the next time.

Handling Personal Relationships

- Personal calls during work hours are not allowed.
- Socializing is limited to break time and lunch.
- Visiting fellow students during work hours is not permitted.

SAMPLE

Student Handout for Following Instructions

Performing your duties correctly will help you achieve success on the job. Responsible workers have learned that following all instructions from their mentors or fellow workers completely and accurately guarantees that the job will be done right!

Follow these steps:

- **LISTEN**

Concentrate on the instructions you are receiving. Pay attention to the details; they will be important when you are completing the task. Make eye contact with the person while listening.

- **TAKE NOTES**

Write down important details as you receive your instructions. You can refer to your notes as you complete the task.

- **ASK QUESTIONS**

Be sure you understand the instructions. If you don't, ask your mentor to repeat them or explain them further. You can be sure that your mentor would rather repeat instructions than have you repeat a task if it is not done correctly!

- **FOLLOW YOUR INSTRUCTIONS EXACTLY**

Don't try to create a short cut by leaving a step out. The task may not make sense to you, but if you follow the instructions exactly, you'll get it done correctly.

COURTESY

Showing courtesy to both your supervisor and your fellow workers will make a difference. Remember these easy guidelines:

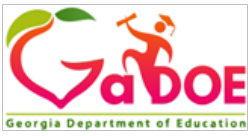
- Be courteous to fellow workers and others.
- Always say "please" and "thank you."
- Make courtesy a habit.
- Treat co-workers, patients, customers, and/or clients with respect and sensitivity.

SAMPLE

Instructions for Personal Dress and Appearance

It's easy to maintain a professional look at all times at the workplace if you follow these guidelines:

- Dress appropriately at the work site.
- Keep your hair well-groomed and in an appropriate style.
- If you have a uniform, keep it clean.
- Keep make-up, perfume, and jewelry to a minimum. Jewelry should include only a watch, class ring, and / or wedding/engagement ring, NO “dangling” earrings.
- If you are unsure of the dress code, you will definitely need to ask your mentor.
- Once you begin working, you will be instructed about appropriate dress for your job. **In general, do NOT wear the following items at the workplace:**
 - **Hats, jeans, shorts, miniskirts, sandals, sheer or low-cut blouses, tank tops, spandex, and cropped blouses that show your stomach or back.**



SAMPLE WBL Student Time Sheet

WBL Student Time Sheet *This is a state requirement.*
You may use a print out from employer for time worked, only if it covers a full month.

Student: _____ Employer: _____ Month: _____

Maximum Grade for Work Not Turned in at Meeting = 75
 Additional 5 Point Deduction for Each Day Late Up to 5 Days

When Calculating Total Hours, Round to Nearest 15 Minute Increment.
 15 min. = .25 30 min. = .50 45 min. = .75

Day	Date	Hours (each day)
Sunday		
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		

Day	Date	Hours (each day)
Sunday		
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		

Day	Date	Hours (each day)
Sunday		
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		

Day	Date	Hours (each day)
Sunday		
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		

Day	Date	Hours (each day)
Sunday		
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		

Total Hours (Month) _____
 Hourly Wage _____
 Total Wages (Month) _____

 Student Signature

 Employer/Mentor Signature

Date Signed: _____



SAMPLE General Employment Traits -- GeorgiaBEST@Work

FREQUENCY OBSERVATION TOOL FOR WBL/YAP STUDENTS

Student Name:	Job Title:
Teacher/Coordinator Name:	School Name:
Organization/Company Name:	Supervisor/Observer Name:
Work Start Date:	Date Observed:

<p>DIRECTIONS:</p> <p>The headings in the red boxes are the standards of performance. The items in the left column under each of the red boxes are the attributes/competency/skills to be evaluated.</p> <p>The definitions for each attribute/competency/skill can be found at the end of this document for reference.</p> <p>Please place a check mark ✓ in the appropriate column to</p>	<p>SELDOM OBSERVED Needs immediate improvement</p>	<p>OBSERVED SOMETIMES This competency/skill is observed on an infrequent basis, there is a clear development opportunity here</p>	<p>OBSERVED This competency/skill is observed, please continue to focus on it so that it is observed constantly without exception</p>	<p>CONSISTENTLY OBSERVED This competency/skill is observed on a constant basis, everyone in contact with this person would observe excellence in this area</p>	<p>N/A</p>

Personal Characteristics

Attitude					
Initiative					
Flexibility					
Organization					
Discipline					
Integrity					

Interactions with Others

Respect					
Effective Communication					
Teamwork					

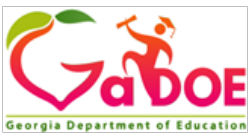
Employer Expectations

Attendance and Punctuality					
Customer Service					
Critical Thinking and Problem Solving					
Technology Usage and Social Media Ethics					
Professionalism					
Adherence to Policy					

Technical Evaluation

Proficiency of Job Tasks Identified on Training Plan					
--	--	--	--	--	--

<p>In order to attain a GeorgiaBEST@Work certificate:</p> <p>(1)* The student must have an 80% overall average rating of "observed" or higher.</p> <p>(2) The student must not have been fired from work during the evaluation period.</p> <p>(3) The student must maintain minimum employee performance evaluation of "meets standards."</p> <p>(4) The teacher will submit this evaluation online and maintain a record of the original document according to school policy.</p> <p><i>*There are 15 attribute/competency/skill categories; the student must have been rated as "observed" or "consistently observed" in at least 12 of the 15 categories which is 80%.</i></p> <p><i>If a student is rated "seldom observed" in ANY category, the supervisor should provide a performance improvement plan and work with that individual to improve in that area. The student could still be eligible for a GeorgiaBEST@Work certificate if he/she shows improvement by the next rating period and meets the other criteria listed above.</i></p>	<p>Employee had satisfactory performance and has been observed for a period of at least 90 days:</p> <p>Supervisor's _____ Signature</p>
	<p>Student's Signature: _____</p>
	<p>Date: _____ (see page 2 for</p>



(Continued)

Supervisor comments/Performance examples to justify Rating/Performance improvement plan and goals:

Table with 6 empty rows for supervisor comments.

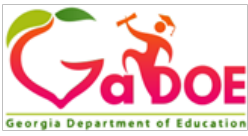
Supervisor's Initials: _____

Tips for Implementing the GeorgiaBEST@Work Frequency Observation Tool

- RATIONALE: This employability skills frequency observation tool is designed to best address the 15 attributes/competencies/skills that employers have identified as necessary to not only get a job, but to keep a job.
PREPARATION: The supervisor/observer should review the evaluation tool with the employee on the first day of work/first day of observation period.
FREQUENCY (Suggested): Supervisor/reviewer should observe the employee on a daily basis and complete an observation tool at 30-day, 60-day, and 90-day periods following the first day of work/first day of observation period.
FIRST EVALUATION: The first evaluation can also be used as a helpful diagnostic and developmental tool that is maximized when delivered within the first 30 days of employment.
SUPPORT: GeorgiaBEST program staff are available to make the evaluation process as simple and seamless as possible.

Through employer orientations, worksite monitoring, and on-going communication, GeorgiaBEST program staff are available

To address any outstanding questions or concerns by the employer, GeorgiaBEST program staff can be reached at (404) 232-7339.



SAMPLE General Employment Traits

Student Progress Report

Student: _____ Employer: _____

Current Date: _____ Due Date: _____

School: _____ Evaluation Period Ending: _____

Directions: Please evaluate the student-employee as fairly as possible and as compared with workers with the same experience. Circle the number for each statement that most accurately reflects the student's performance in that category.

Category	Excellent	Above Average	Average	Below Average	Unsatisfactory
Produces quality work	10	9-8-7	6-5-4	3-2-1	0
Reports to work promptly when scheduled	10	9-8-7	6-5-4	3-2-1	0
Uses time wisely	10	9-8-7	6-5-4	3-2-1	0
Demonstrates honesty and integrity	10	9-8-7	6-5-4	3-2-1	0
Demonstrates responsible behavior	10	9-8-7	6-5-4	3-2-1	0
Cooperates with others	10	9-8-7	6-5-4	3-2-1	0
Responds to feedback constructively	10	9-8-7	6-5-4	3-2-1	0
Uses/maintains materials and equipment appropriately	10	9-8-7	6-5-4	3-2-1	0
Follows company policies	10	9-8-7	6-5-4	3-2-1	0
Maintains appropriate personal appearance	10	9-8-7	6-5-4	3-2-1	0

General Comments:

Training Supervisor: _____ (signature)

WBL Coordinator: _____ (signature)

Discussion with student held on _____

Student _____ (signature)



Useful Websites

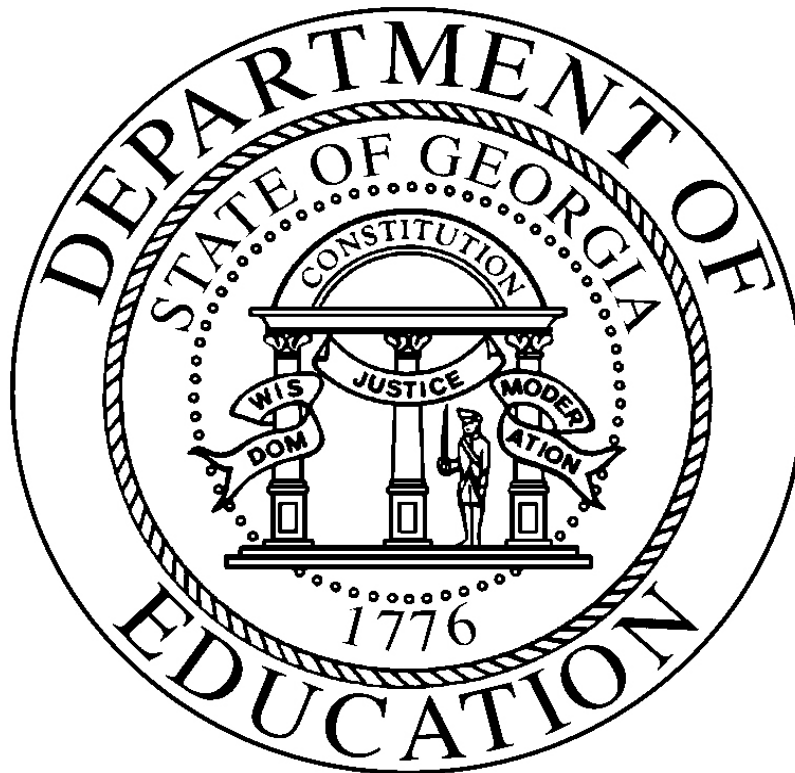
Due to advances in computer technology, software development, the internet, and on-line access, WBL Coordinators today have a myriad of resources at their disposal for teaching employability skills. Information is presented here to make WBL Coordinators aware of some of the resources available. This is in no way an endorsement of any one organization or company responsible for these resources. The Georgia Department of Education does not endorse vendors of educational products but relies on local school districts to decide which resources should be used for their educational programs.

Georgia Open Records Act www.law.georgia.gov/law

GaDOL: GeorgiaBEST dol.georgia.gov/georgiabest

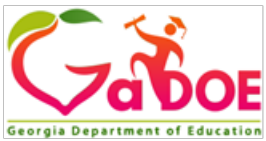
SECTION NINETEEN

COURSE CREDIT AND STUDENT RECORDS



Special Note

The contents of this document are subject to constant change and revision. Please refer to the latest version of this document found on the Georgia Department of Education website for the most accurate and up to date information.



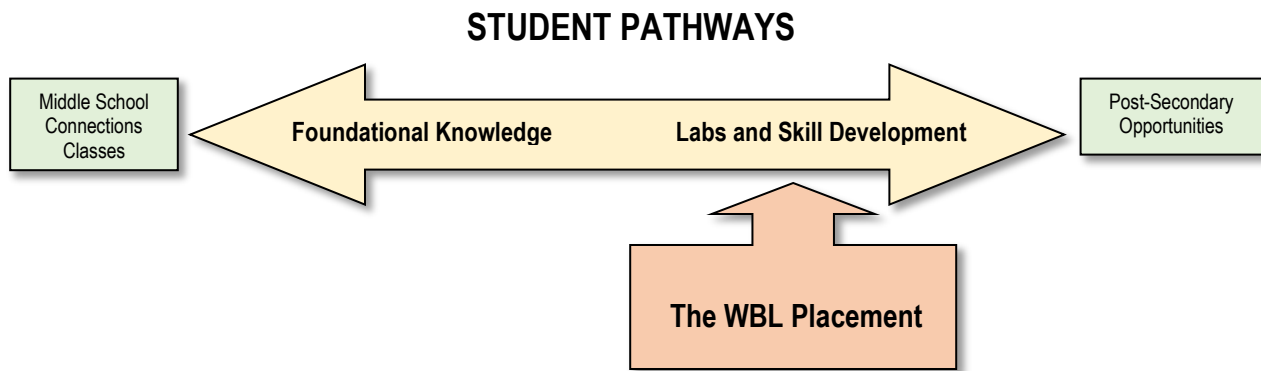
Standard 19: Work-Based Learning students are enrolled in State approved courses, and complete and accurate records and documentation for enrollment, assessment, and awarding of credit are kept on file for each Work-Based Learning student.

Exemplary	3	Meets Expectation	2	Does Not Meet Expectation	1	Evidence
<p>Include all criteria from "meets expectations" plus the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Extensive records exist for Mentor training and involvement of the employer in student evaluations. <input type="checkbox"/> Guidance counselors and the WBL Coordinator work in a collaborative model to enroll students and award credit. <input type="checkbox"/> Reports from C-NET are used in a variety of ways to implement a more effective program. <input type="checkbox"/> Records are constantly monitored by the local school leadership. <input type="checkbox"/> All school personnel have an appreciation for inclusion of WBL in each career concentration. 	<ul style="list-style-type: none"> <input type="checkbox"/> An individual student file exists for each student on a WBL placement which contains the following records: completed WBL application packet with references, student individual graduation plan (IGP), employment verification documents, signed copies of the training agreement, training plan, and employer evaluations. <input type="checkbox"/> The following data is complete and up to date in the C-NET online database: Student and parent demographic and contact information, employer data, worksite visit documentation, work/wage (earnings) records, employer evaluations/student assessment (grading) records, training plans, training agreements. <input type="checkbox"/> Student credit is awarded for WBL placements in accordance with state board policies using approved course numbers. <input type="checkbox"/> A plan exists for maintaining records and tracking graduates in the YAP program to completer status. 	<ul style="list-style-type: none"> <input type="checkbox"/> Very few records are kept on file for the WBL student. <input type="checkbox"/> C-NET is not used. <input type="checkbox"/> C-NET is used but not complete and up-to date. <input type="checkbox"/> The master schedule indicates incorrect course numbers being used for awarding of credit. <input type="checkbox"/> Student grades are established by very subjective methods. <input type="checkbox"/> Program of Study information given to students does not indicate WBL credit as part of the course sequences students may enroll in. <input type="checkbox"/> Hours students are required to work are not consistent with contact hours required for credit. 	<ol style="list-style-type: none"> 1. Accurate and up-to-date student records and files on C-NET, the online database available via the CTAE Resource Network. 2. Site visitation and work/wage information for each student. 3. Student transcripts. 4. Master schedule of students enrolled in WBL placements. 5. Assessment and grading policy and rubrics. 6. WBL credits included in course sequences that make up career concentrations and pathway sequences. 7. YAP completer data. 8. Employment verification documents include but not limited to time sheets, signed training agreements and training plans. 			

Course Credit for Work-Based Learning Placements

The student placement resulting in enrollment in a WBL course is an extension of the student’s pathway. * A student is classified as a concentrator by Perkins V after completing two courses in a pathway. End of pathway assessments are based upon content of the first three courses specified in each pathway, which logistically cannot be derived from the multitude of variances found in the training plans associated with WBL courses. Credit for enrollment in a WBL course may be counted in all pathways as the additional course elective option beyond the number of courses that constitute a pathway completer.

The CTAE curriculum begins with foundational knowledge, theory, and skills and progresses to lab activities to learn technical skills and culminates with post-secondary education. The WBL placement fits into this spectrum as an extension of the lab activities component.

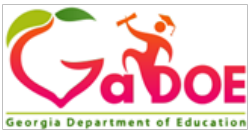


Learning Environment Requirements for Awarding Credit

The WBL placement should be thought of as a lab activity class in which the student is enrolled but is located in a lab environment away from the regular school’s educational facilities. In this case, the lab environment is an actual work site located at a community business where on-the-job training occurs. The WBL coordinator should take note that certain laws governing schools do not also govern private industry (eg. IEP/504) and should make placements accordingly. The WBL Coordinator has a duty to ensure that the participating employer is a partner with the school, understands the training requirements, and agrees to participation in development of the training program and assessment procedures.

Releasing students from school to report to the work site, in lieu of regularly scheduled classes, requires alternate methods of supervision and coordination on the part of the WBL Coordinator. Guided by the established training plan, student learning of equal or greater value than other pathway classes with defined curricula must be assured. Employers who view WBL students as “cheap labor or part time workers”, rather than partners in a training process, should be avoided. All work environments should be carefully scrutinized to verify effective WBL opportunities. One primary purpose of WBL is to allow students to learn the culture of the workplace, as well as

*See GPP Guidance Section in this manual.



developing industry validated skills. Rarely will employment at the school site be an appropriate WBL site.

The following State Board Rule outlines approved courses for grades 9-12 and contains a clause addressing student work on school premises:

160-4-2-.20 LIST OF STATE-FUNDED K-8 SUBJECTS AND 9-12 COURSES FOR STUDENTS ENTERING NINTH GRADE IN 2008 AND SUBSEQUENT YEARS.

The State Board Rule contains one exception in reference to the school site being a location of the training site for a legitimate WBL placement.

160-4-2-.20 – (1) Requirements (a) states:

**“Local boards of education shall not receive state funds for the following:
3. Any class period in which the student serves as an assistant in a school office or in the media center, except when such placement is an approved work learning site of a recognized career program.”**

Examination of the Georgia Performance Standards of existing CTAE courses reveals very few course elements correlated to skills that can be developed in a school office environment. The most closely associated course lacks the content match needed to legitimately place a WBL student by this exception.

The appropriateness of a placement made from the exception referred to in the State Board Rule *Requirements* carries an expectation of careful scrutiny. Work-Based Learning is an opportunity for students to develop and apply skills learned in the related CTAE course content. It is the responsibility of the local system to ensure the correlation between the training plan and the instructional objectives of the career and technical program to which it is linked.

The restriction of student [assistants] workers in school offices and media centers does not mean legitimate opportunities for student placement on the school campus or school site are impossible. For example, elementary or middle school classrooms may be appropriate internship sites for WBL enrollments related to the Early Childhood Education pathway or Education pathway. The WBL criteria should be strictly adhered to for cases where school systems become employers or provide internship sites for students enrolled in WBL.

Just as in any other worksite placement and/or CTAE class, appropriate records must be kept, and student assessment procedures should be in place to evaluate progress accordingly and to award grades and credit.

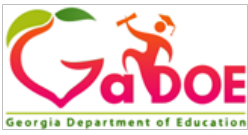
Local System Responsibilities

Schools must constantly find creative answers to the many questions that are often associated with the growing responsibility and accountability of the school for the care, custody, and education of those children under their tutelage. *The doctrine of “in loco parentis” has a strong presence in modern day student affairs. This Latin phrase translates as “in the place of a parent” and places responsibility for the well-being of the student on the educational institution while the student is enrolled. Enrolling students in WBL placements is an extension of the school’s training program and extra diligence must be exercised to assure that documentation and records reflect adherence to policy, laws and guidelines. Legal liability can be minimized and negligence can be avoided by maintaining accurate records and documentation.* Because of the unique nature of a WBL placement, additional documentation is needed. As a minimum, the school must coordinate with all stakeholders (employers, students, parents/guardians) to ensure the following:

- A training site that is an appropriate and safe learning environment
- Safety equipment and training
- Parental permission and completion of parent/guardian orientation
- Emergency contact information and procedures are in place
- A work site supervisor/mentor that is qualified and trained to teach the correlated skills
- The curriculum for this experience has been established as a training plan
- The training to be conducted is of the proper scope and sequence for awarding course credit
- The amount of assignments/projects required for course credit in WBL is consistent with other course credits
- The training experience is consistent with other courses in the particular career pathway chosen
- The WBL course fits into the course sequence in the student’s chosen pathway
- The work site supervisor has an appropriate role to assist in student assessment
- The WBL Coordinator has established objective assessment procedures
- Work hours and wages earned are appropriate and legal

State Approved Courses for Work-Based Learning

Students should be enrolled in the state approved WBL courses appropriate for the pathway to which the WBL placement is linked. State Board Rule 160-4-2-.03 (State Approved Courses) specifies course numbers to be used for WBL and can be found on the GaDOE website. The following is an excerpt from the State Board Rule:



XX.7 7 = WORK-BASED LEARNING

“A 7 as the first numerical digit to the right of the decimal indicates that students taking the course are participating in a work-based learning program. State Board of Education Rule 160-4-3-.14 CAREER RELATED EDUCATION describes the requirements necessary for students aged 15 or over in any public school in the state to participate in the WBL Program.” Work-based programs may be designated in each CTAE pathway using the chart below. The five digits to the right of the decimal used in conjunction with the 7 will be applied to the two-digit whole number that indicates the Program CIP (Classification of Instructional Programs) code number. Using this system, student enrollments are possible in all CTAE pathways for up to 3 credits in each WBL placement. The 4th digit to the right of the decimal specifies the # of classes off campus (4 = 1 hour; 5 = 2 hours; 6 = 3 hours) and that determines the credit as well.

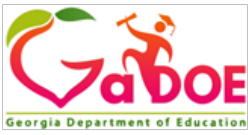
Following are two examples of course numbers utilizing this numbering system:

07.711500 **Business, Marketing, and Information Management WBL Placement**

This number may be used for a 1st year student who is enrolled in or has completed the necessary course(s) in a Business, Marketing, and Information Management pathway for a first time, 2 hour or 2 credit WBL placement.

21.721400 **Technology Education WBL Placement**

This number may be used for a 2nd year student who is enrolled in or has completed the necessary course in a Technology Education pathway for the 2nd year, 1 hour or 1 credit WBL placement.

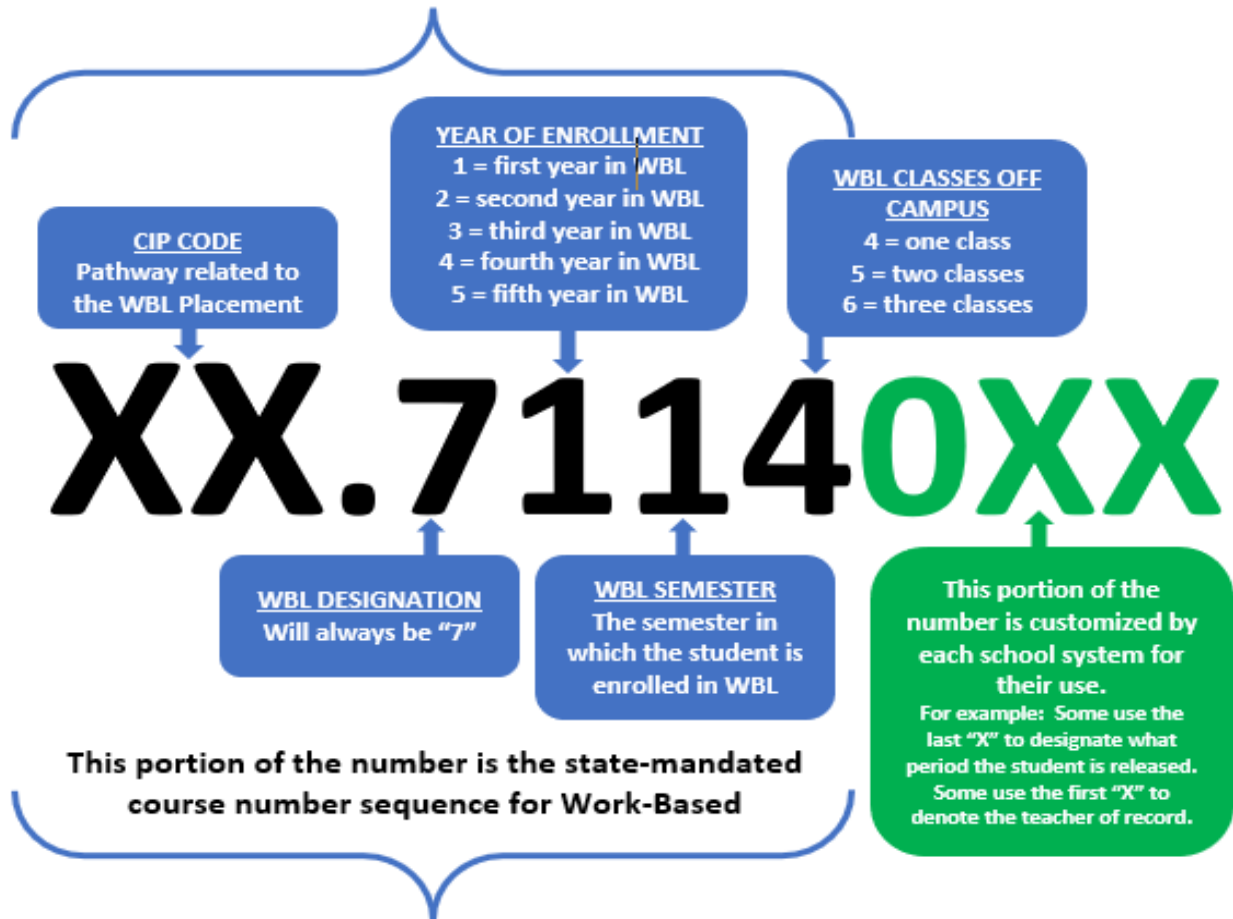


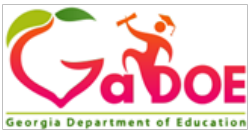
Work-Based Learning Numbering System

CIP#	Program Area	Year	Semester	Hours
YEAR ONE				
XX.711400	Concentration/Pathway Title	Year One	Semester one	One hour
XX.712400	Concentration/Pathway Title	Year One	Semester two	One hour
XX.711500	Concentration/Pathway Title	Year One	Semester one	Two hour
XX.712500	Concentration/Pathway Title	Year One	Semester two	Two hour
XX.711600	Concentration/Pathway Title	Year One	Semester one	Three hour
XX.712600	Concentration/Pathway Title	Year One	Semester two	Three hour
YEAR TWO				
XX.721400	Concentration/Pathway Title	Year Two	Semester one	One hour
XX.722400	Concentration/Pathway Title	Year Two	Semester two	One hour
XX.721500	Concentration/Pathway Title	Year Two	Semester one	Two hour
XX.722500	Concentration/Pathway Title	Year Two	Semester two	Two hour
XX.721600	Concentration/Pathway Title	Year Two	Semester one	Three hour
XX.722600	Concentration/Pathway Title	Year Two	Semester two	Three hour
YEAR THREE				
XX.731410	Concentration/Pathway Title	Year Three	Semester one	One hour
XX.732410	Concentration/Pathway Title	Year Three	Semester two	One hour
XX.731510	Concentration/Pathway Title	Year Three	Semester one	Two hour
XX.732500	Concentration/Pathway Title	Year Three	Semester two	Two hour
XX.731610	Concentration/Pathway Title	Year Three	Semester one	Three hour
XX.732600	Concentration/Pathway Title	Year Three	Semester two	Three hour
YEAR FOUR				
XX.741410	Concentration/Pathway Title	Year Four	Semester one	One hour
XX.742410	Concentration/Pathway Title	Year Four	Semester two	One hour
XX.741500	Concentration/Pathway Title	Year Four	Semester one	Two hour
XX.742500	Concentration/Pathway Title	Year Four	Semester two	Two hour
XX.741600	Concentration/Pathway Title	Year Four	Semester one	Three hour
XX.742600	Concentration/Pathway Title	Year Four	Semester two	Three hour
YEAR FIVE				
XX.751410	Concentration/Pathway Title	Year Five	Semester one	One hour
XX.752410	Concentration/Pathway Title	Year Five	Semester two	One hour
XX.751500	Concentration/Pathway Title	Year Five	Semester one	Two hour
XX.752500	Concentration/Pathway Title	Year Five	Semester two	Two hour
XX.751600	Concentration/Pathway Title	Year Five	Semester one	Three hour
XX.752600	Concentration/Pathway Title	Year Five	Semester two	Three hour

Figure 1:

WORK-BASED LEARNING COURSE NUMBERING TEMPLATE





WBL Coordinator Resource Manual (REVISED MAY 2022)

The table below contains the Classification of Instructional Programs (CIP) numbers to be substituted for the “XX” as the first two digits in the course number, depending on the student’s pathway.

CIP	Cluster/Pathway Title
CTAE Pathways for Perkins V and CCRPI	
01.	Agricultural Business and Production Technology (CIP 01)
02.	Agriculture Science and Technology (CIP 02)
03.	Conservation and Renewable Natural Resources (CIP 03)
06.	Business, Marketing, and Information Management (CIP 06)
07.	Business, Marketing, and Information Management (CIP 07-Finance)
08.	Business, Marketing, and Information Management (CIP 08-Marketing)
10.	Communications Technologies (CIP 10)
11.	Information Technology (CIP 11)
12.	Human Services (CIP 12)
13.	Education, Teacher General (CIP 13)
20.	Family & Consumer Sciences (CIP 20)
21.	Technology Education (CIP 21)
25.	Health Sciences (CIP 25)
29.	Government and Public Administration (CIP 29)
43.	Public Safety (CIP 43)
46.	Construction Technology (CIP 46)
47.	Mechanical Occupations (CIP 47)
48.	Precision Production Occupations (CIP 48)
49.	Manufacturing Sciences (CIP 49)
CCRPI ONLY	
28.	Military Sciences (CIP 28)
32.	Program of Education and Career Exploration/Career Connection (CIP 32)
Advanced Academic Pathway (AAP)	
23.	Language Arts (CIP 23)
26.	Life Sciences (CIP 26)
27.	Mathematics (CIP 27)
40.	Physical Sciences (CIP 40)
45.	Social Sciences (CIP 45)
Fine Arts	
50.	Visual Arts (CIP 50)
51.	Dance (CIP 51)
52.	Theatre Arts (CIP 52)
53.	Music/Band (CIP 43)
54.	Chorus (CIP 54)
60.-67.	Spoken (World) Languages (CIP 60-67)
Great Promise Partnership (GPP)	
35.	GPP (CIP 35) A GPP student with CIP code 35.7 is not included in Perkins V or CCRPI calculations; therefore, these students do not influence the calculations positively or negatively



Internship Courses as Part of a Pathway

Some CTAE pathways contain *practicum* courses which are very similar to internship. A primary difference in these courses and the WBL internship is the status of the instructor of record. The practicum courses that are part of the pathway require the instructor of record to be certified "in field" for teaching that pathway. Pathway Practicum courses contain standards that have already been specified in the course content. The content of a WBL internship is individualized and is decided by the employer and coordinator during training plan development.

FTE Funding Level for WBL Lab Classes

The courses described in the chart above utilizing the "7" as the first digit past the decimal are "CTAE lab classes" whereby the lab is actually an off-site lab on the job site. These lab weight classes can be reported for FTE earnings at "K" weight, provided the conditions of lab weight funding are observed. Currently, state board rule 160-5-1-.08 does not define a class size specifically for WBL; **however, for student safety and program effectiveness, it is essential that instructor workload is realistic and manageable.** Therefore, it is recommended that the number of students enrolled for supervision by the WBL Coordinator not exceed the lab class size of 28 per period allocated proportionately for each period in the WBL Coordinators schedule. This is regardless of how students are actually scheduled in a given period. This is illustrated in the following examples:

Block Schedule Examples

0-28 students are scheduled to be released from school during the regular school day for WBL:

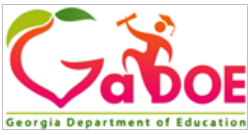
The system may receive lab weight (K) funding, provided the WBL Coordinator has the fourth block of the day scheduled for supervision, and this period is unencumbered from any other duties or assignments. Exceeding this number of students means a loss of lab weight funding or that another block should be allocated in the WBL Coordinator's schedule.

29-56 students are scheduled to be released from school during the regular school day for WBL:

The system may receive lab weight (K) funding, provided the WBL Coordinator has the third and fourth blocks of the day scheduled for supervision, and these blocks are unencumbered from any other duties or assignments. Exceeding this number of students means a loss of lab weight funding or that another block should be allocated in the WBL Coordinator's schedule.

57-84 students are scheduled to be released from school during the regular school day for WBL:

The system may receive lab weight (K) funding, provided the WBL Coordinator has the three blocks of the day scheduled for supervision, and these blocks are unencumbered from any other duties or assignments. Exceeding this number of students means a loss of lab weight funding or that another block should be allocated in the WBL Coordinator's schedule.



85-112 students are scheduled to be released from school during the regular school day for WBL:

The system may receive lab weight (K) funding provided the WBL Coordinator is paid extended day from local funds and has the entire school day scheduled for supervision and these periods are unencumbered from any other duties or assignments. Exceeding this number of students means a loss of lab weight funding or that another block should be allocated in the WBL Coordinator's schedule.

Six or Seven Period Day Examples

0-20 students are scheduled to be released from school during the regular school day for WBL:

The system may receive lab weight (K) funding provided the WBL Coordinator has the last period of the day scheduled for supervision and this period is unencumbered from any other duties or assignments. Exceeding this number of students means a loss of lab weight funding or that another block should be allocated in the WBL Coordinator's schedule.

21-40 students are scheduled to be released from school during the regular school day for WBL:

The system may receive lab weight (K) funding provided the WBL Coordinator has two periods of the day scheduled for supervision and these periods are unencumbered from any other duties or assignments. Exceeding this number of students means a loss of lab weight funding or that another block should be allocated in the WBL Coordinator's schedule.

41-60 students are scheduled to be released from school during the regular school day for WBL:

The system may receive lab weight (K) funding provided the WBL Coordinator has three periods of the day scheduled for supervision and these periods are unencumbered from any other duties or assignments. Exceeding this number of students means a loss of lab weight funding or that another block should be allocated in the WBL Coordinator's schedule.

61-80 students are scheduled to be released from school during the regular school day for WBL:

The system may receive lab weight (K) funding provided the WBL Coordinator has four periods of the day scheduled for supervision and these periods are unencumbered from any other duties or assignments. Exceeding this number of students means a loss of lab weight funding or that another block should be allocated in the WBL Coordinator's schedule.

81-100 students are scheduled to be released from school during the regular school day for WBL:

The system may receive lab weight (K) funding provided the WBL Coordinator has the five periods of the day scheduled for supervision and these periods are unencumbered from any other duties or assignments. Exceeding this number of students means a loss of lab weight funding or that another block should be allocated in the WBL Coordinator's schedule.

Summary

In simplified terms, take the number of students scheduled and divide by 28 for block schedule, or 20 for 6/7 period schedules, and determine the number of periods or blocks that should be allocated to WBL supervision and still qualify for lab weight funding.



CCRPI vs. Perkins V: Effects on Work-Based Learning

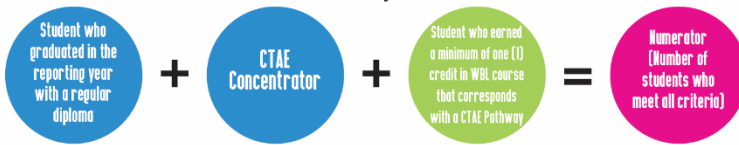
Definitions

CTAE Concentrator - A secondary student who has successfully completed two (2) courses in a State-recognized, Georgia-approved CTAE Pathway.

CTAE Participant - An individual who has completed not less than one course in a State-recognized, Georgia-approved CTAE Pathway.

Guideline	CCRPI	Perkins V	Explanation
Requires the WBL Placement to be tied to a Pathway Concentration (minimum of two courses in a CTAE pathway) to receive credit.	✗	✔	To receive credit for Perkins V, indicator 5S3 requires the WBL Placement to be tied to at least two (2) courses on the student's transcript. This student will be identified as a 'Concentrator'.
Will give credit for WBL Placements in Advanced Academic Pathways, Fine Arts, Foreign Language, and ROTC.	✔	✗	CCRPI will count all Pathways, while Perkins V will only count CTAE Pathways. While the GaDOE does recognize ROTC as a CTAE Pathway, the Federal Govt., which funds Perkins V, does not.
Designed to measure the effectiveness of the CTAE Department.	✗	✔	CCRPI is designed to measure the effectiveness of the entire school system, while Perkins V is designed to measure the effectiveness of the CTAE Department.

Perkins V, 5S3 Formula



CCRPI Formula

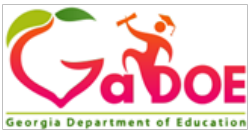
12th graders in the previous year who earned full credit in WBL at any time during high school Career



12th Graders in previous year

Scenarios: Who Counts in Which Category

Scenario	ESD	COOP	Intern.	YAP	CCRPI	Perkins V
Scenario #1: 'Student A' has two Healthcare Classes (25.) and one Ag. Science Class (02.) on their transcript. 'Student A' currently works at a Farmer's Market. 'Student A' are undecided about their future career plans.						
Option #1 - Code the student with the Ag. Science Class (02.).	✗	✗	✔	✗	✔	✗
Option #2 - Code the student with the Healthcare Classes (25.).	✔	✗	✗	✗	✔	✔
Perkins V requires pathway concentration (2 classes in the same CIP). In order to earn Perkins V credit, the student would have to be coded with the Healthcare CIP (25.) and categorized as ESD. If the student is coded with the Ag. Science Class (02.) the student could be classified as an intern, but would only be eligible for CCRPI credit, not Perkins V credit.						
Scenario #2: 'Student B' only has one Business Class (07.) on their transcript. 'Student B' wants to be a Lawyer and currently works at a Law firm.						
Option #1 - Code the student with the Business Class (07.).	✗	✗	✔	✗	✔	✗
Option #2 - Have the student take another Business Class (07.) concurrent with their WBL Placement (07.).	✗	✔	✔	✔	✔	✔
'Student B' only qualifies to meet the CCRPI metric until another Business (07.) class is taken. If the student takes another business class concurrently with the WBL Placement, The student could be categorized as either a COOP, Intern, or YAP while qualifying for Perkins V.						
Scenario #3: 'Student C' has two Culinary Classes (20.), and Automotive Class (47.), and one Marketing Class (08.). 'Student C' currently works as an Oil Technician for a Car Dealership, but wants to be a Chef.						
Option #1 - Code the student with the Automotive Class (47.).	✗	✗	✔	✗	✔	✗
Option #2 - Code the student with the Culinary Classes (20.).	✔	✗	✗	✗	✔	✔
Option #3 - Help the student find a job in a Culinary Field.	✗	✗	✗	✔	✔	✔
'Student C' could be categorized as an Intern using the Automotive (47.) class but would only qualify for CCRPI, not Perkins V. 'Student C' cannot be categorized as a YAP student while working in the Automotive (47.) area because the placement does not align with the student's career goal. If the Coordinator helps the student find a job in a Culinary (20.) Field, the student would be eligible for CCRPI, Perkins V, and YAP.						



Work Hour Requirements for Awarding of Credit

Course credit should be based on contact hours comparable to seat time in other pathway classes. Class schedules in Georgia fall into two basic categories:

1. Systems that utilize 6 or more periods per day of approximately one-hour classes, usually 55 minutes.
2. Systems that utilize 4 periods per day of approximately 1 ½ hour classes, usually 90 minutes.

Hours of on-the-job work required by WBL students must be calculated according to the type of scheduling used by the school system. Following are the requirements for each.

Work Hour Requirements for Students on Block Scheduling

Students in system utilizing block scheduling must work a minimum of 7.5 hours per week for each period (block) that the student is released from school and for which he/she will earn a unit of credit. Students released from school for two blocks per day are required to work a minimum of 15 hours per week. Calculations for this requirement are:

Calculations for Block Schedule

- 90 minutes X 90 days per semester = 8100 minutes (135 hours) per unit of credit.
- 135 hours per credit / 18 weeks per semester = 7.5 hours per week that a WBL student must work.
- A student in a WBL placement all year would earn 2 credits (1 per semester) for 270 hours of work.
- A student in a WBL placement for two blocks all year would earn 4 credits for 540 hours of work.

Work Hour Requirements for Students on Six or More Periods Per Day

Students in system utilizing scheduling for six or more 55-minute periods per day must work a minimum of 5 hours per week for each period that the student is released from school and for which he/she will earn a unit of credit. Students released from school for two periods per day are required to work a minimum of 10 hours per week. Calculations for this requirement are:

Calculations for a Six (>) Period Day Schedule

- 55 minutes X 180 days per year = 9900 minutes (165 hours) per unit of credit.
- 165 hours per credit / 36 weeks per year = 4.6 hours per week that a WBL student must work.
- A student enrolled in 2 periods all year would earn 2 credits for 331 hours of work.

Maintaining Student Records

Two types of records are required for students enrolled in Work-Based Learning.

1. Documents in hard copy or electronically, with signatures where appropriate, maintained in individual student folders.
2. Data and records stored electronically available for a variety of reporting.

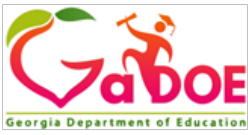
Documents Required in Student Folders

The WBL Coordinator should establish procedures for maintaining student files, hard copy or electronically. Taking into account local policies and procedures, at the very minimum, student files should contain the following documentation:

- A copy of the student's Program of Study
- The student's completed application signed by parents/guardians.
- The criteria checklist verifying the placement type
- A completed Training Agreement signed by all participants
- A customized Training Plan signed by all participants (created in C-NET)
- Safety Training agreement form (found in Section 12)
- Written evaluations of the student's work performance
- Grading rubric indicating how student grades are determined including the factor of employer evaluations and student portfolios

Review of Student Records

When a GaDOE review team visits the school as part of a Risk Assessment and Monitoring visit as a result of Perkins Grant Compliance, the team will request WBL student records that are listed above. The WBL Coordinator should keep student folders (hardcopy or electronic) with the files up to date and ready for inspection at all times. WBL student data in C-NET should be kept up to date and ready for inspection as well.



Georgia C-NET Data Recorded Online

All students enrolled in a state approved course for WBL should be recorded in C-NET, the online student database for WBL students. The CTAE Resource Network provides each CTAE administrator and instructor with a profile page. This profile page, for all persons managing WBL Programs, is connected to C-NET, the online database. It allows coordinators to customize training plans, track progress, and keep complete histories of employer/student information.

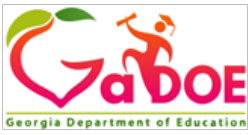
Information pertaining to a student's disability should not be included in C-NET records where information can be viewed by others that do not teach that student. Any information regarding a student's disability (IEP, accommodations, BIP, etc.) should be kept in the WBL Coordinator's locked confidential files. **According to the law, the WBL Coordinator cannot share information pertaining to a student's disability with an employer. The student may choose to self-disclose their disability and necessary accommodations.**

The C-NET function for creating individual training plans utilizes the job titles and tasks lists available on ONET. The entire ONET business-industry occupational task list is incorporated into C-NET. Training plans created on C-NET which are derived from the ONET task list include an icon recognizing the ONET source. The section of this manual that discusses training plans reflects the use of C-NET for development of customized training plans using the ONET task lists. If coordinators place students in positions for which ONET does not have task lists, the coordinator is responsible for creating a customized training plan using resources such as the Occupational Handbook or job descriptions provided by the employer.

WBL Coordinators should attend training provided by the Georgia Department of Education and the CTAE Resource Network regarding information about training plans.

Reporting is not necessary with the use of C-NET. Reports for needed data are available to Program Specialists at the Georgia Department of Education, as well as local system employees.

C-NET is a function provided by the CTAE Resource Network which is operated with federal funds and is available to all local school systems in Georgia. There is no cost to local school systems for instructors and coordinators using C-NET.



Maintaining and Archiving Student Records

WBL Coordinators should compile and maintain thorough records on each WBL student. Some of the forms and documents included are required by law while others are mandated by local systems/administration and others are used at the discretion of the WBL \Coordinator to facilitate implementation. Student records should be maintained in an orderly, safe, and secure environment. Student privacy should be protected by having records accessible only to appropriate school personnel. File cabinets with locks should be used for student files.

Data recorded on C-NET is automatically backed up and resides on secure servers.

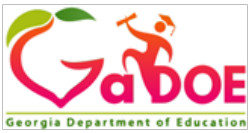
Parents cannot sign away the rights of their minor child; therefore, students can bring suit up to 3 years after their 18th birthday, or up to age 24 for students with an IEP. **In order to have records available in case of litigation, student records must be archived for three years, or six (6) years for students with an IEP, after a student graduates.**

Student Assessment

It is very important that WBL Coordinators have *written grading procedures* that are reflected in determining the grades of students enrolled in WBL courses. Grading of WBL students should include assignments and activities beyond those experienced at the work site. For example, student portfolios, or participation in the appropriate CTSO, should be considered as a part of the process of student assessment.

Each WBL Coordinator should keep an accurate, detailed and up-to-date grade book that provides written proof of fair, inclusive, and ongoing assessment. It is very important to know that **an instructor's records, files, and grade book** are subject to the **Georgia Open Records Act**. If a parent or legal guardian wishes to view an instructor's grade book, this law gives them the right to do so. It is very important that the WBL-Coordinator be able to justify every student's grade by the documentation provided in a complete file and a detailed and accurate grade book!

Detailed information about the Georgia Open Records Act can be found at:
<http://law.ga.gov/law>



SAMPLE Release from School Sign-Out Sheet

ATTENTION: You must sign out on this sheet each day before you leave school. This will act as an attendance record and must be accurate. Beside your name, in the daily column, put the time you are leaving school. You may stop by the office any time during the day to sign out, as long as you accurately record your leaving time. If you find the office and classroom locked when you come by, put your name and checkout time on a piece of paper and slip it under the office door.

Week of _____ Fall Semester Spring Semester (Circle One)

Table with 6 columns: Student Name, Monday, Tuesday, Wednesday, Thursday, Friday. Multiple empty rows for student entries.



Useful Websites

Due to advances in computer technology, software development, the internet, and online access, WBL Coordinators today have a myriad of resources at their disposal for teaching employability skills. Information is presented here to make WBL Coordinators aware of some of the resources available. This is in no way an endorsement of any one organization or company responsible for these resources. The Georgia Department of Education does not endorse vendors of educational products but relies on local school districts to decide which resources should be used for their educational programs.

CTAE Resource Network www.ctaern.org

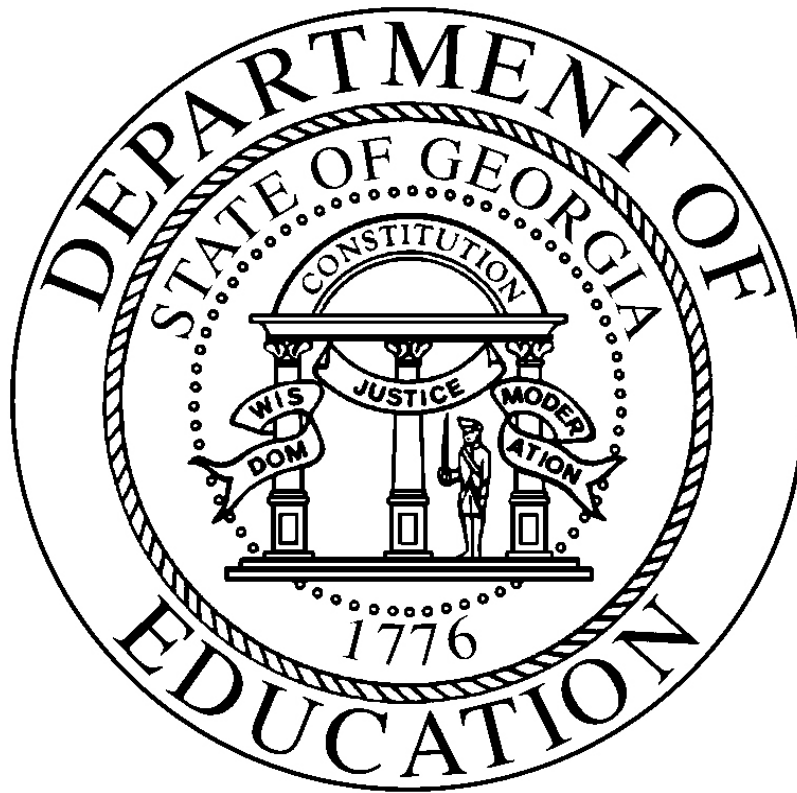
Georgia Open Records Act www.law.ga.gov/law

O*NET www.onetonline.org

2022-2023 GaDOE State-Funded Courses <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Documents/State-Funded-List-of-Subjects-and-Courses-Supported-by-SBOE-Rule-160-4-2-20.pdf>

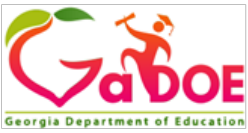
SECTION TWENTY

WORK SITE VISITATION



Special Note

The contents of this document are subject to constant change and revision. Please refer to the latest version of this document found on the Georgia Department of Education website for the most accurate and up to date information.



Standard 20: Work-Based Learning personnel are available for supervision of students during periods that students are placed on Work-Based Learning sites and make regular supervisory visits. (Including virtual)

Exemplary	3	Meets Expectation	2	Does Not Meet Expectation	1	Evidence
<p>Include all criteria from "meets expectations" plus the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Supervisory visits exceed the required twice per grading period. <input type="checkbox"/> Some visits are used to coordinate the individual student's job activities with the school-based related instruction. <input type="checkbox"/> The WBL Coordinator takes the training plan and other individual student records to the WBL site during most visits for reference and evaluation purposes. 		<ul style="list-style-type: none"> <input type="checkbox"/> The instructor is available to visit work sites during all periods that students are being released from school or at placed work sites. <input type="checkbox"/> Supervisory visits are scheduled on a regular basis, two or more times each semester. <input type="checkbox"/> Some drop-in visits are made to the work site. <input type="checkbox"/> A written report, indicating the work site visited and the purpose for each visit, is completed and serves as documentation of WBL coordination visits. <input type="checkbox"/> The WBL Coordinator keeps written records of work site visits to ensure no student goes unsupervised. <input type="checkbox"/> All C-NET records are up to date and accurate. 		<ul style="list-style-type: none"> <input type="checkbox"/> Regular supervisory visits are not made by the WBL Coordinator. <input type="checkbox"/> Visits are not completed more than once per semester. <input type="checkbox"/> No written visitation report exists to serve as a record of each visit and the purpose of the visit. <input type="checkbox"/> C-NET Records are not up-to-date and/or accurate. <input type="checkbox"/> Students are released from school or on a WBL placement during a block or class period that the WBL Coordinator is encumbered with other duties or classes and is not available to visit the work site. 		<ol style="list-style-type: none"> 1. Records of supervisory visits recorded in C-NET. 2. Supervisory visitation reports completed in C-NET for each visit. 3. C-NET records. 4. Instructor's schedule. 5. Schedule of student enrollments.

Coordination Visits

A unique part of the WBL Coordinator's job is the opportunity to make work site visits during the instructional day to effectively evaluate and facilitate student's progress on the job. The WBL Coordinator is the instructor of record for all students enrolled in WBL. **The instructor's schedule must be arranged so that they are available during all periods that students are assigned to job sites.** To avoid liability risks and student safety issues, the WBL Coordinator should be available during the times the student is at the job site during the school day. Having the WBL Coordinator's schedule encumbered during these times is equivalent to having students in unsupervised classes. During the coordination visits the WBL Coordinator carries on the necessary out-of-school activities, i.e. training site visits, student observations at work, and consultations held with the employers and individuals that have been assigned the responsibility of training the student. The frequency of these coordination visits depends upon the particular situation. **A minimum of two visits per semester per student is required.** Additional visits may be necessary in given situations. To be considered a site visit the WBL coordinator and worksite mentor must be present. Virtual site visits are appropriate via phone and/or Zoom due to extreme circumstances, but both the mentor and WBL coordinator must be present.

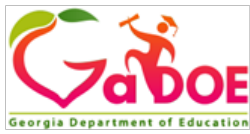
Because of the unique nature of the job, WBL Coordinators must always conduct their business in a professional way and carry out their duties in a responsible, accountable manner which is beyond reproach. This involves accurate record keeping and effective communication with administrators, counselors, and other instructors. The WBL Coordinator needs to help others understand the scope of his or her responsibilities through good public relations and by building working relationships with everyone in the school.

The WBL Coordinator must constantly be aware of the student's successes and failures in on-the-job activities so as to achieve optimum results with each student. The WBL Coordinator ensures that normal progression takes place, that a complete and well-rounded series of manipulative skills is acquired, and that these skills are supplemented by technical and general information that will make the student a competent and well-rounded employee.

Coordination Objectives

The function of coordination ensures that certain essential objectives are attained. These are:

- Prevent any possible exploitation of students.
- Determine progress of students on the job.
- Solve problems that occur on the job.
- Enable the WBL Coordinator to broaden knowledge of job requirements and accepted standard practices.
- Increase WBL Coordinator's ability to understand the employer's viewpoint.
- Check on student's work habits and attitudes.
- Determine employer and employee's reactions.
- Promote cooperation of employees and employers with the school.



- Collaboratively determine grade for job training with the employer.
- Make school instruction relevant to the student.

Coordination Visit

When making a work site coordination visit, the WBL Coordinator should note the student's general understanding of on-the-job requirements, dress, grooming, and general appearance. If possible, notice should be taken of the student's attitude and interest.

During the visit, the WBL Coordinator should confer with the employer, supervisor, or mentor to discuss one or all of the following items:

- Duties and tasks relative to the agreed training plan
- Student's performance on assigned responsibilities
- Punctuality and regularity of attendance
- Quality and quantity of work expected and performed
- Student's attitude toward the job, employer, co-workers, clientele, etc.
- Student's reaction to criticism
- Safety conditions
- Validation of work hours
- Rewards and/or disciplinary actions
- Student's work habits
- Student's rotation through different job experiences
- Student's preparation for the next job changes or advancement
- Additional opportunities for involvement in the WBL program

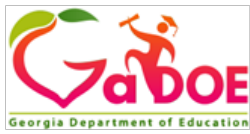
As specified in Standard 20, documentation is required for each visit. *A sample form for recording coordination visits is included in this section. **Site visit data must be entered into C-NET.***

Scheduling Coordination Visits

Depending upon several factors, the nature of the coordination visit may take different forms. Basically there are three kinds of visits: 1) those that are scheduled ahead of time with the employer or appropriate contact at a work site, 2) unannounced, drop-in visits and 3) virtual visits.

Any number of factors may come into play as to the most effective way to carry out a coordination visit. Among these are:

- How well the WBL Coordinator knows the employer
- How long the WBL Coordinator has placed students at the work site
- The size of the business being visited
- The student's work schedule
- The length of time the student has been employed
- How well the student had been doing on employer evaluations
- Recent concerns or complaints by either the employer or the student



- Red flags raised by counselors, administrators, or parents
- Busy times (daily/seasonally) at a business when the employer may not be available
- Multiple students placed at the same work site

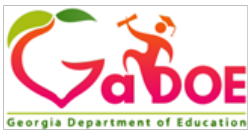
Employers who have an established history with a WBL Coordinator may be more open to drop-in visits, and the WBL Coordinator may be more comfortable about showing up unannounced. However, it is good policy for the WBL Coordinator to make time for drop-in visits to all work sites in order to get a more accurate observation of the way business is normally conducted and to identify any potential problems. The WBL Coordinator should not expect the employer or the mentor/supervisor to drop whatever he/she is doing in order to meet. Instead, drop-in visits are intended to let both students and employers know that the WBL Coordinator is actively supervising the student at the work site and is serious about the educational nature of the placement.

At least twice per semester, the WBL Coordinator needs to call ahead and schedule a formal coordination visit with the employer and/or appropriate mentor/supervisor. Scheduled visits are good times to show up with a copy of the training plan and a student evaluation form. All parties, including the student, may sit down and evaluate the progress being made by the student, according to benchmarks set out in the training plan. Such conferences, assuming there are no particular problems, may take thirty minutes or more, so it is necessary for the WBL Coordinator to schedule a time that is convenient for the employer. Some visits may take less time, but WBL Coordinators should try to avoid “drop by and wave” or “thumbs up” types of coordination visits. Each visit deserves enough time for some dialog and consultation.

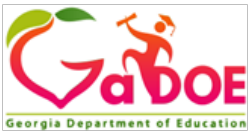
Occasionally, virtual site visits may be deemed appropriate due to extreme circumstances. During the virtual visit all parties, including the student, should be present to evaluate the progress being made by the student. Many times, these virtual visits allow more time to discuss student and employer concerns.

Sometimes, even a scheduled visit may be interrupted or become inconvenient for the employer due to some unexpected business situation. In such a case, the WBL Coordinator should defer to the situation at hand and leave so that the employer can attend to his business. It is good policy for the WBL Coordinator to remember that, although the business is a partner with the school in the WBL effort, there are times when the partnership is not equal. The business could more than likely function without the WBL student, but the WBL placement depends on the cooperation and continued good will of the business owner. The WBL Coordinator should keep a calendar or some other record of scheduled and drop-in visits to ensure that each student has been visited at least twice per semester. Each visit should be documented and kept in the student’s files, hardcopy or virtually. Likely, situations will arise which will require more intense supervision.

Also, WBL Coordinators should guard against complacency. When a student has a long history of good work evaluations, it is easy to assume that things are fine. There is nothing quite as embarrassing as going to a work site only to be told that the student, who had been placed there, had quit several weeks earlier. Never forget that teenagers can be impulsive and irresponsible. These are the types of situations which can undermine the integrity of a WBL program and, in doing so, that of the WBL Coordinator, also.



On the other hand, the WBL Coordinator should be aware that students love it when he/she comes to the work site and observes them on-the-job. This is especially true when a related pathway instructor makes the effort to go see the student at work, even if the visit is just a part of a normal daily routine. The extra attention is encouraging to the student and almost always results in a better performance by that student, resulting in a willingness on the part of the employer to participate in future placements. The coordination visit is the heart of the WBL effort. It should be at the very top of the WBL Coordinator's to-do list.



SAMPLE Supervisory Visitation Report

Student _____ Date _____

Place of Employment _____

Work Site Supervisor _____ Title _____

Purpose of supervisory visitation:

- checkbox Educational Training Plan Development/Implementation
checkbox Student Observation
checkbox Student Evaluation
checkbox Counseling
checkbox Problem Resolution
checkbox Other: _____

On-The-Job Behaviors Related to Core Skills

Comments: Record observations, actions to be taken, and/or recommendations. Identify specific strengths and needed improvements.

[insert checklist, if desired]

On-The-Job Behaviors Related to Specific Job Skills

Comments: Record observations, actions to be taken, and/or recommendations. Identify specific strengths and needed improvements.

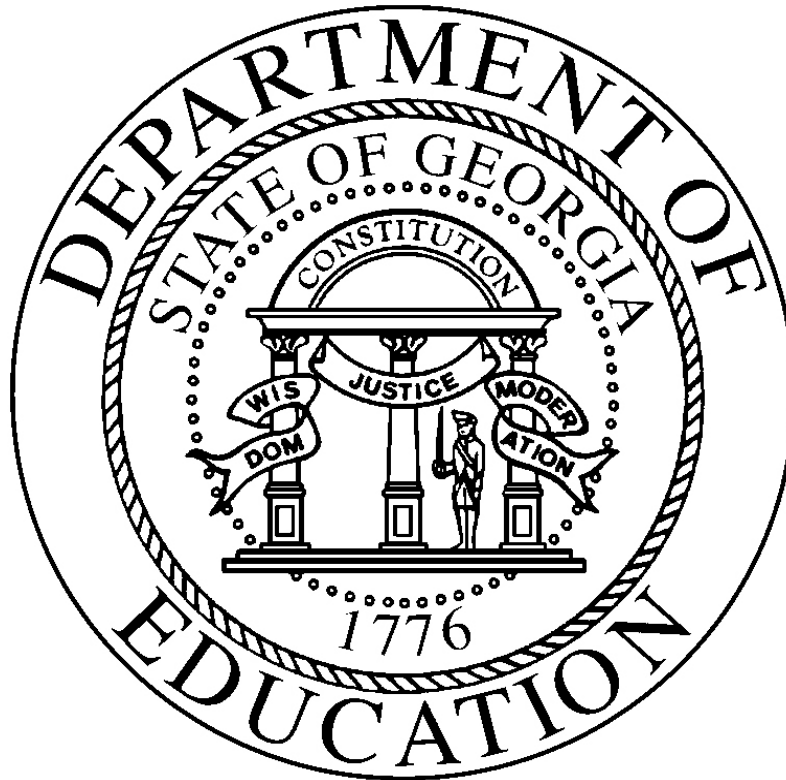
[insert checklist, if desired]

Follow-up conference held with student on: _____ Date _____

WBL Coordinator's Signature _____

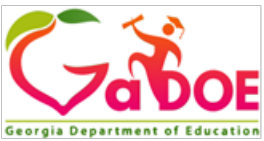
SECTION TWENTY-ONE

POST-SECONDARY OPPORTUNITIES



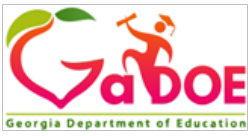
Special Note

The contents of this document are subject to constant change and revision. Please refer to the latest version of this document found on the Georgia Department of Education website for the most accurate and up to date information.



Standard 21: Work-Based Learning Coordinators assist students with post-secondary transition opportunities.

Exemplary	3	Meets Expectation	2	Does Not Meet Expectation	1	Evidence
<p>Include all criteria from "meets expectations" plus the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The WBL Coordinator works closely with counselors to provide information about postsecondary credit opportunities to students, parents, educators, and community partners. <input type="checkbox"/> The WBL Coordinator works with postsecondary institutions to understand post-secondary opportunities for students. <input type="checkbox"/> The appropriate sequence of courses in the individual career plan is aligned over a six-year period (four years secondary and two years postsecondary). <input type="checkbox"/> The student file of all WBL students includes an individual career plan complete with advisement and post-secondary options. 	<ul style="list-style-type: none"> <input type="checkbox"/> Most YAP students complete the post-secondary or industry credential required to become a YAP completer. <input type="checkbox"/> The WBL Coordinator makes presentations to CTAE classes concerning post-secondary opportunities. <input type="checkbox"/> The WBL Coordinator assists WBL students with post-secondary opportunities. 	<ul style="list-style-type: none"> <input type="checkbox"/> A low percentage of YAP students are not YAP completers. <input type="checkbox"/> The WBL Coordinator does not present information to CTAE classes concerning post-secondary opportunities. <input type="checkbox"/> The WBL Coordinator has no process in place to assist students with post-secondary opportunities. 	<ol style="list-style-type: none"> 1. Records of YAP completers. 2. Participation in dual enrollment activities. 3. Documentation of Career Pathway Completers. 4. Documentation of post-secondary campus tours. 5. Documentation of industry tours. 			



Post-Secondary Opportunities

Work-Based Learning placements are a vital component of the sequence of courses available to students in Career, Technical, and Agricultural Education classes. The WBL Coordinator should be actively involved and be able to assist students with articulated credit and other post-secondary opportunities.

Career Pathways, Career Clusters, and Programs of Study

Career clusters are the broad 17 categories of occupations, and career pathways are subcategories underneath those career clusters. Career pathways are further defined as a coherent, articulated sequence of rigorous academic and career related courses. This is typically what we consider a connecting course for WBL.

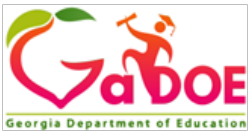
Students have the opportunity, through dual enrollment, to earn college and high school credit. Dual enrollment classes can also be used as a connecting course for the purposes of WBL when appropriate. Legislation is always evolving regarding this issue. When in doubt, consult with your high school counselor/dual enrollment specialist at your school/system.

Dual Enrollment

Dual Enrollment (DE) allows students in grades 9-12 to earn both high school and college credit for the same course. Students may enroll in college courses full-time or part-time and may take courses during or after regular school hours on the college campus, online, or sometimes at the high school. Courses can be taken during fall and spring semesters or even during the summer. Students are eligible to take courses through spring semester of the 12th grade year, up to the point of graduation, even if they have met graduation requirements. Effective Summer term of 2020 and later, all new public high school students pursuing High School Graduation Option B (SB2) are subject to the 30 semester or 45 quarter hour Dual Enrollment Funding Gap. Please talk with your school counselor for further information. Students may enroll at participating TCSG, USG, and private universities. Over 27,000 academic and CTAE courses are available to take as a DE student, which can be taken for college credit and lead to a certificate, diploma, or degree. Dual Enrollment is funded through the Georgia Student Finance Commission and covers tuition, mandatory fees, and textbooks.

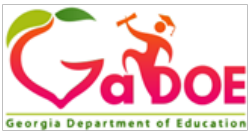
More information about dual enrollment can be found at the GA Futures website: www.gafutures.org/hope-state-aid-programs/scholarships-grants/dual-enrollment/eligibility

Students and parents should read the FAQs and familiarize themselves with all the helpful information found at the www.GAfutures.org website. The next step would be a conversation with the school counselor to discuss the student's goals and whether DE might be a good fit for the student. Once this advisement has taken place, students complete the Student Participation Agreement form and apply to the college of interest. Each college has its own requirements, so



students should go the website of the college of interest to check for entrance requirements. In most cases, either satisfactory scores from either the SAT, ACT, or Accuplacer will be required. Once the student has been accepted to the college, college courses are selected, and the funding application is completed via the GAfutures website.

DE is an excellent resource for getting a head start on earning college credits, access to expanded course offerings, and exposure to careers. It is a natural fit for students pursuing WBL. For additional information about the Technical College System of Georgia (TCSG), University System of Georgia (USG), and GAtracs (One Stop Site for College Transfer Information), see the following links:



Useful Websites

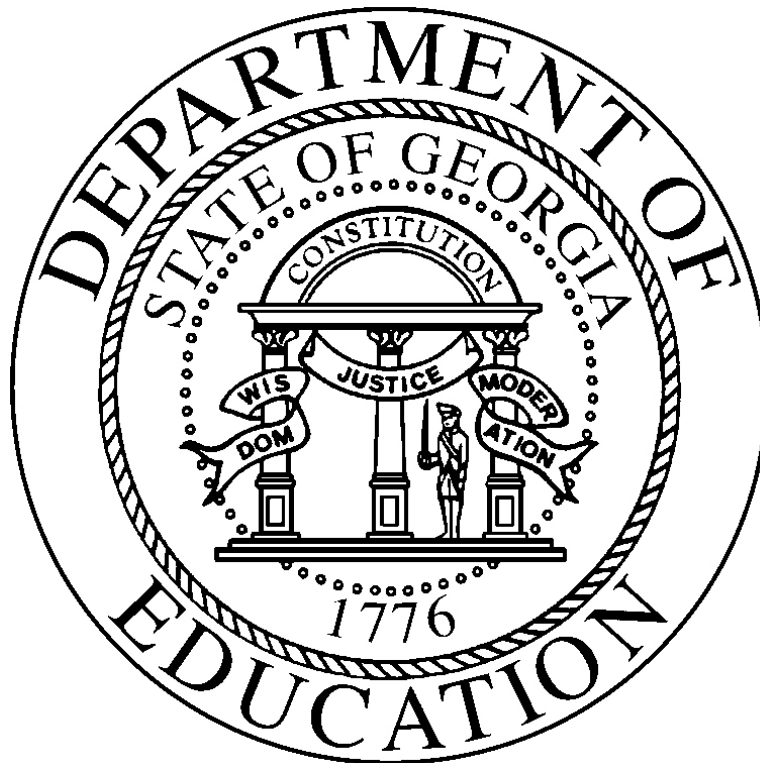
Due to advances in computer technology, software development, the internet, and on-line access, WBL Coordinators today have a myriad of resources at their disposal for teaching employability skills. Information is presented here to make WBL Coordinators aware of some of the resources available. This is in no way an endorsement of any one organization or company responsible for these resources. The Georgia Department of Education does not endorse vendors of educational products but relies on local school districts to decide which resources should be used for their educational programs.

GaTracs College Credit Transfer www.gatracs.org

Student Eligibility for Dual Enrollment..... www.gafutures.org/hope-state-aid-programs/scholarships-grants/dual-enrollment/eligibility

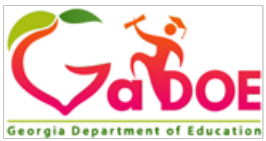
SECTION TWENTY-TWO

PUBLIC RELATIONS AND PROGRAM PROMOTION



Special Note

The contents of this document are subject to constant change and revision. Please refer to the latest version of this document found on the Georgia Department of Education website for the most accurate and up to date information.



Standard 22: A public relations and marketing plan is integrated into the goals and objectives of the Work-Based Learning program and is reactive to the changing needs of the students and the business/industry community.

Exemplary	3	Meets Expectation	2	Does Not Meet Expectation	1	Evidence
<p>Include all criteria from "meets expectations" plus the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> A comprehensive marketing plan is designed and implemented throughout the school and community with the assistance of guidance staff, administration, students, parents/guardians, and employers and is maintained throughout the year. <input type="checkbox"/> The WBL Coordinator appears at several community functions and uses multiple media resources to promote WBL and CTAE programs. <input type="checkbox"/> A program-wide employer appreciation event is held involving participation from all available CTAE instructors. <input type="checkbox"/> 21st century technology such as tablets, wireless technology, websites, webinars, internet resources, remote meeting software, etc. is incorporated to promote the program. <input type="checkbox"/> WBL Coordinator utilizes the www.gawbl.org website in promoting the WBL program. <input type="checkbox"/> Social Media is used to promote the WBL program. 	<ul style="list-style-type: none"> <input type="checkbox"/> A marketing plan is designed and implemented for the WBL students and program. <input type="checkbox"/> Marketing and promotion efforts are focused on the needs, interests, and career goals of students and the business/industry community. <input type="checkbox"/> The marketing plan includes: <ul style="list-style-type: none"> ✓ Publicizing and interpreting the program's mission and objectives. ✓ A realistic plan for communicating successes of the program to all stakeholders. ✓ Effective methods of communication. <input type="checkbox"/> Enrolling those students whose interests and capabilities can be enhanced by the career focus area of the WBL program. <input type="checkbox"/> Evidence of the WBL Coordinator appearing at a community function. <input type="checkbox"/> Evidence of multiple media used to promote CTAE programs. 	<ul style="list-style-type: none"> <input type="checkbox"/> There is little or no emphasis placed on marketing the WBL program or students. <input type="checkbox"/> There is no formal marketing plan in place. <input type="checkbox"/> No evidence of the WBL Coordinator appearing at community functions. <input type="checkbox"/> No evidence of multiple media used to promote CTAE programs. 	<ol style="list-style-type: none"> 1. Copy of the WBL program's marketing plan. 2. Evidence that the marketing plan was implemented. 3. A list reflecting the variety of media included in the plan. 4. Documentation of an employee-employer appreciation function. 5. An agenda or program from a PTA, open house, or other community functions at which the WBL Coordinator spoke. 6. Artifacts used for marketing and public relations. 7. Samples of brochures, pictures, articles, or other artifacts that promote the program. 8. Evidence that WBL program utilizes www.gawbl.org website. 9. Evidence of social media accounts and posts. 			

Public Relations and Promotion

A public relations and promotional plan should be developed and implemented to provide structure and direction for the marketing of the WBL program. It is the process of deciding in advance what is to be done, who is to do it, and how and when it is to be done. Four benefits for developing a marketing plan are as follows:

1. The plan provides direction. By identifying target markets (audiences), objectives, strategies, budgets, and deadlines, the WBL Coordinator has direction toward achieving the ultimate goal.
2. A plan is necessary to obtain support for the envisioned activities. Local school boards and administrators are more inclined to appropriate funds to WBL educators who have thought through their strategies carefully.
3. A plan is an effective communications tool when used to orient administrators, faculty members, students, parents/guardians, employers, and others to the WBL program.
4. A plan assists in prioritizing, organizing, and developing specific marketing strategies to reach identified target markets (audiences).

Promotional Strategies for a Work-Based Learning Program

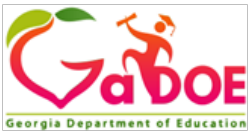
Ultimately, the goal—to create more WBL opportunities for students—requires a direct sales effort on the part of WBL Coordinator and the educational institutions.

The classic marketing model maintains that four P's must be in place before a successful sales campaign is launched.

PRODUCT: The product must be perfected. WBL Coordinators need to understand it, believe in it, and be motivated to sell it. In this case, schools need to know how the WBL program will be organized and coordinated, and internal audiences—particularly administrators, counselors, and teachers—need to believe in it.

PRICE: The price must be set, and it should be one that the customer is willing to pay. With a WBL program, employers need to know exactly what is being asked of them, and WBL personnel need to tailor the requests to their own markets.

PLACE: The place of distribution must have the product available and be ready to handle customer demand. If mass marketing creates a demand that cannot be met at the point of sale, the customer will abandon the effort to buy, the product will fail, and the marketing effort will be wasted. Worse, customers will never return. If a WBL program is promoted and employers are motivated to buy at a time when the program is not prepared, employers will become frustrated, lose interest, and be reluctant to try again.



PROMOTION: When the product, price, and distribution channels are in place, and the WBL Coordinators are ready to sell, the marketing effort—sales calls, publicity, advertising, direct mail, promotional events—can begin.

Research points out that employers want a program to be well organized, and they want students to be motivated and ready to learn. While some employers say that they are willing to help WBL personnel design programs, even then WBL personnel need to develop a clear vision (mission statement) of what they want to achieve, and why, before inviting employers to join in.

A promotional plan for a WBL program should target *five major audiences*: students, faculty and administration, worksite supervisors and employers, parents/guardians, and community and civic groups. The key to gaining their support is that each of these groups (1) is aware that the WBL program exists, (2) perceives the WBL program accurately, and (3) believes that the WBL program is of value to them.

Promoting the Program to Students

As a rule, students volunteer to enroll in a WBL program; no one is required to sign up. To maintain enrollment, WBL Coordinators must reach out to interested students in the program. The best incentive for student participation is a WBL program that is considered by peers and parents/guardians as high quality that has a range of post-secondary options including college, work, and technical training.

Regularly scheduled promotion and publicity in the school and community, student presentations, social media, informative brochures, and displays are effective ways to reach students. Satisfied and successful students are the best advertisement for an exemplary WBL program. Suggested activities include the following:

- Creating and maintaining social media accounts promoting the WBL program.
- Maintaining a school WBL website.
- Distributing student information packages, including program brochures, course listings, newspaper articles, information on local industry trends, and brief quotes from program participants.
- Holding student assemblies with employers and having participating students provide testimonials.
- Hosting an open house for students, parents/guardians, and faculty at facilities of participating employers.
- Making presentations in elementary and middle schools to promote the career focus area of the WBL program.
- Conducting community outreach, using newspapers, radio, television, and presentations at parent or community-based organization meetings.
- Preparing a handbook outlining the policies and expectations of the WBL program.
- Involving students in program evaluation and curriculum planning.
- Having students speak at service clubs, trade association meetings, student groups and community organizations.

Promoting the Program to Faculty and Administration

Educating faculty about the WBL program in a school system is important because of their influence on students. Faculty members evaluate the program for its educational values. They are concerned with student outcomes—interpersonal skills, educational growth, and emotional maturity. Their perceptions of the program are acquired through observations of participating students and their own associations with the WBL Coordinator. Therefore, the WBL Coordinator must keep the faculty informed of student progress, learning outcomes and follow-up study results showing benefits from participation in the program. Suggested activities include the following:

- Promoting the concept of the WBL program, including data reflecting the value added to the student, school system and the business community.
- Providing ongoing data to clarify the need for the program, sharing student success stories and employer testimonials. For example, include in the presentation information reflecting the number of student hours worked and wages earned, the number of students participating in the program, the number of business partners, etc.
- Producing formal orientation materials. A formal description of the WBL program that articulates program mission, expectations, support structures, and personnel roles/responsibilities provides an opportunity to address faculty concerns. Brochures and handbooks are good formats for orientation materials.

Administrators are also interested in student outcomes—how students benefit from the WBL program. The WBL Coordinator must submit statistical and written narrative reports periodically to administrators and invite administrators to observe students at their WBL sites in conjunction with classroom observations.

Counselors should be targeted in the marketing plan. Counselors can also provide assistance with matters such as recruitment and selection, placement, program development, evaluation, and follow-up studies. The counselor should be encouraged to accompany the WBL Coordinator on supervisory visits to WBL sites, observe students in academic and/or career and technical education classes, attend program functions and talk with students who are enrolled in the program. The WBL Coordinator should invite counselors to listen to employers in the community when they serve as resource speakers within the educational setting in conjunction with the program. They benefit by being informed about program activities, students' progresses, business and industry reaction to the educational programs and local occupational opportunities.

Promoting the Program to Employers and Worksite Supervisors

Employers and worksite supervisors must be well informed about the WBL program if they are to understand their responsibilities. Employers are always interested in finding good potential employees. Therefore, program publicity directed toward them should emphasize the benefits of participating with the educational institution to develop a future workforce. Key messages to this group should include the following:

- **Reducing the costs of recruiting, screening, selecting, and training new workers.** When employers work collaboratively with schools, they can reduce their costs. A WBL program can help an employer avoid having to rely on uncertain information and costly methods of recruitment and selection. Employers can obtain evidence of a potential employee's skills and abilities through WBL programs and reduce training costs and turnover.
- **Improving the performance of existing employees, particularly with worksite supervisors.** The process of developing WBL experiences for students can lead worksite supervisors to examine their own activities in the workplace. In the process of determining key workplace learning elements and processes for students, employees may find ways to improve their own performance by developing managerial and supervisory skills.
- **Meeting the demand for new skills required by rapid technological advances.** Many students have considerable computer and technology skills that can be beneficial to companies.
- **Improving community relations.** Community involvement is an essential business practice. Not only do employers gain satisfaction from interacting with young people and contributing to their educational development, but they also benefit from an improved local education system and a positive image projected throughout the community.

Personal contacts by the WBL Coordinator are the most effective means of communicating with employers. However, employers can also be reached through other means, including printed materials, civic and professional organization involvement, program activities (job fairs, industry tours, advisory committees, etc.) and the news media. Employer participation keeps them informed and involved with an understanding of their positive influence.

Promoting the Program to Parents/Guardians

Parents and guardians have considerable influence on the student's choice of courses and educational programs of study. However, they are frequently uninformed or misinformed about the opportunities, purposes, and values of WBL. In order to have the endorsement of parents/guardians, the WBL program must be perceived as educationally sound and socially acceptable. Parents/guardians may be reached through parent-teacher meetings, direct mail, publicity in social and news media, civic and professional organization involvement, and personal contacts with the WBL Coordinator in the community.

Promotion activities for parents/guardians should include having a presence at school sponsored functions, such as:

- School Open Houses
- Registration Events
- Advisory Event
- Extracurricular Events

Promoting the Program to Community and Civic Groups

In most communities, there are agencies, organizations, and civic groups concerned with community development and the educational opportunities available in local school systems. Members of professional organizations, agencies, societies, and service clubs' welcome opportunities to have the WBL Coordinator, and students speak about the program at their meetings.

When speaking to civic organizations, the WBL Coordinator should "sell" the audience on the WBL program by addressing one or two interesting topics that relate either directly or indirectly to the program. Once developed, the same speech can be presented to a variety of groups.

Work-Based Learning Coordinators can also develop a strong relationship with community groups by actively participating in their organizations and their community improvement projects.

Strategies for Program Promotion

The WBL program provides a crucial service to the community. It is the responsibility of the WBL Coordinator to inform the community of the value of the program. Promotion, as defined by marketing professionals, includes four categories: publicity, advertising, personal contact selling, and sales. An effective marketing plan utilizes all of these activities to stimulate interest and encourage participation in the WBL program.

When developing any promotional materials, be certain to consider these important points:

- Promote the benefits, not features, of the WBL program. People make decisions to support a program primarily to meet some need of their own; therefore, everything communicated about the WBL program, to every audience, should address the benefits to them.
- Understand and address audience concerns "up front." People know that nothing is free; help them understand how the benefits of the WBL program outweigh the real and perceived costs.
- Shift your promotional activities as the WBL program develops. As the program and public opinion toward it evolves, develop different and sustainable marketing strategies.

There are a variety of media for publicizing the WBL program, including print, broadcast media and social media. In addition, the WBL Coordinator can publicize the program through a number of other activities, such as exhibits, career fairs, banquets and open houses.

Utilizing Media

The internet (websites) can be customized to reach all audiences. Social media can be utilized to publicize success stories and convey other messages. Always check local school system policies on the use of digital media before posting and sharing information.

Newspapers are still an avenue for distributing news to large groups of people within a community. The coordinator should provide news articles and pictures to the press in the required format for publication.

Radio and television broadcasts also provide opportunities to highlight programs and events.

To ensure coverage of an event, the WBL Coordinator should forward a press release or fact sheet to the publication.

Public Relations and Promotional Plan Outline for a Work-Based Learning Program

To prepare a public relations and promotional plan (marketing plan), the WBL Coordinator conducts an assessment of the current status of the WBL program in the local school and community. The WBL Coordinator can prepare a marketing plan that guides the program toward success by gathering and understanding the following information:

- Facts about the WBL program (research, quotes, statistics).
- General education and labor statistics from the community/state (employment rate, economic situation, main industries, attitudes toward education, attitudes toward workforce development).
- Specific challenges that the WBL program faces in the local school and community (political, economic, geographical).

Goals of the Public Relations and Promotional Plan

Goals should be the guiding principle behind all marketing efforts and be reflected in the mission statement for the WBL program. Specifically, goals should:

- Outline the desired image for the WBL program in the school and community.
- Acknowledge specific objectives for the audiences (Ex: increasing student enrollment by 10 percent).

Targeted Audiences

For the WBL program to be successful in a school and community, several key audiences need to be targeted by a marketing plan. In order to define these audiences, the WBL Coordinator will want to determine answers to the following questions:

- Who are the specific people that need to be reached? (Example: teachers, students, administrators, businesses, organized labor, local government.)
- Why is it important to reach that particular group?
- Do they have something to gain from participating in the WBL program?
- Can they help implement or sustain the WBL program?
- Do they support or oppose the WBL program?

Creating Effective Messages

Developing and communicating key messages should be the foundation of a marketing plan. To develop messages:

- Consider building on national or state research to support the local WBL program.
- Keep the message consistent in support of the goals and mission of the WBL program.
- Keep the message clear, efficient, and easily understood.
- Keep the message connected by fitting the target audiences.
- Address concerns and any opposition's point of view.

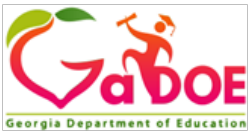
Communications Tools

Communication tools are the materials developed to help disseminate messages about the WBL program to targeted audiences in your school and community. Examples of communications tools include:

- Social Media
- Brochures
- Newsletters
- Flyers
- Media Kits
- Public Service Announcements
- Fact Sheets
- Videos
- Radio/Television/News Releases
- Mentor Handbook
- Exhibit Booths

Timeline

Create a timeline for developing materials and planning events and activities by month(s). Determine deadlines and plan backwards from the deadline to create a timeline of development. Use the timeline to keep the project on track as it progresses.



Budget

When planning a budget, decide what needs to be done first, and then find ways to get the necessary resources. This may involve identifying some "partners" (e.g., advisory committee members, partners in education) who will assist with costs and whose resources can be leveraged. Possible partners could include the following:

- Local business groups or associations
- Local media
- Technical assistance funds from State Department of Education or educational foundations

Evaluation

Every marketing plan must have a method of evaluating or monitoring its success. Success can be shown in a number of ways such as:

- Greater participation in the WBL program.
- Improved response from a targeted audience group.
- Support from teachers, guidance counselors, and administrators.
- Positive coverage in the local media.
- Evaluation tools to track success (examples: focus groups, collecting media clips, program evaluation materials – e.g., surveys, statistics on academic improvements, placement rates).
- Collection and dissemination of evaluative information to targeted audiences.

Public and Community Awareness

Promoting your WBL program so that others will come to understand its real achievements and the benefits it offers to those who participate, both to the communities they serve and to all of Georgia, is a critical task for all WBL Coordinators. The coordinator must make sure that the public, the media, state and local officials, the private sector, parents, and potential students are aware of WBL's vitally important role in the development of skills and contributions to the education of Georgia's citizens.

Tips

- Utilize social media.
- Work with the Public Information Department in the school system.
- Get on the calendars to make presentations to key people, groups, associations, etc.
- Keep key players and all supporters updated.
- Place materials in prominent areas: such as schools, school board offices, churches, grocery stores, Chamber of Commerce Offices, etc.
- Have students write articles for school and local newspapers.
- Take pictures. Have a camera with you at all times.
- Speak at community organization meetings.
- Invite the media to events.
- Ask for free advertising space in community newspapers.
- Advertise in company newsletters and school publications. Remember the yearbook!
- Distribute information at school through counselors or departments that service all students.
- Coordinate career fairs.
- Develop and adopt a logo and include it on all materials and publications.
- Keep the WBL website updated and relevant.

What is Image?

Image is a word that tends to mean different things to different people, but it is broadly defined as: the perception that people hold of your institution or organization and the service or product that you provide. That perception is a combination of people's beliefs, stereotypes, and attitudes about WBL.

A public image or perception begins to develop when whole groups of people with some common bond or association tend to perceive an organization in a similar way – good or bad. One of the dynamics of such a public image is that it tends to be self-reinforcing. The more people think in a particular way about an organization or product, the more they reinforce their own and other's similar perceptions.

Three Essential Elements of Every Public Relations Program

There are three essential elements to any good public relations program. It should be:

1. Consistent
2. Systematic
3. Comprehensive

To be consistent, your program must speak with one voice. While there will always be variations on your theme, you must put forth the same basic message to all market segments.

Developing a Strategy for Your Internal Audiences

If you were to take an inventory of the groups with which WBL Coordinators must deal, it would include:

- Students
- Teachers
- Parents
- Administrators
- Guidance counselors
- Local and state school boards
- Advisory committees
- State agencies
- Community employers

Which Advertising Media to Use?

Only after audiences and messages have been determined should any media decisions be made. Media is defined as the channels by which we transmit our messages to our selected audiences. There are two important considerations to keep in mind as you begin your media planning: (1) the “reach”, and (2) the “frequency” your plan will develop. Reach is the total number of members of the target audience who will receive your message. Frequency is how often they will receive the message. Both are very important.

Paid and Free Media:

- Social Networking (i.e.: Facebook, Twitter, Instagram)
- Newspapers
- TV
- Cable TV
- Radio
- Direct Mail
- Magazines
- Mass Transit
- Outdoor signage/billboards
- Websites
- Specialties (pens, t-shirts, plaques)
- Word-of-Mouth Advertising

Newspaper Publicity

Since you are competing with many other stories for space in the news columns, it is important that you know the basic rules of good news story writing, so you may conform to technical standards in submitting your story and have some degree of knowledge of newspaper “language” and terms. Most of all, **nothing takes place of personal contact** to inform the editor and his/her staff about WBL, what it stands for, what it is, and what it does.

Establishing Publicity Contacts

The following suggestions will be of help in establishing contacts and in encouraging the newspaper to seek out the WBL Coordinator as a source of news:

- As a new WBL Coordinator, find out what paper or papers the school uses for publicity.
- Visit the newspaper office and become acquainted with the editor, reporters, and persons in charge of school news.
- Make a point of becoming acquainted immediately with the editor of the school paper.
- In submitting material, follow the guiding principle that WBL publicity must contain NEWS. It must make known some event, action or statement which is of current interest to a large number of people.
- Show tact and consideration in dealing with reporters—get and use their advice.
- Follow acceptable procedures in writing copy.
- Release announcements as coming from the principal or superintendent of schools. Have him/her pass on articles before release.
- Observe the deadline date of newspapers and get material in on time.
- The number one reason a story does not get published is that it is not current, up-to-date news.

Basic Rules for News Story Writing

- Include near the beginning of your story the five W’s—WHO, WHAT, WHERE, WHEN, and WHY (the basic facts).
- Be accurate in all your facts—especially NAMES. Give FULL NAMES AND ADDRESSES OF LOCAL PEOPLE AND THEIR TITLES, if any.
- Don’t include your opinions in the story. Be impartial and report only the facts.
- Write in short sentences and short paragraphs.
- Use simple, vivid language—don’t do “dictionary” writing.
- Watch spelling and punctuation—no slang.
- Report on event while it is still news—not history.
- Be brief—don’t write more than one typed, double-spaced page unless absolutely necessary.
- Clip similar stories from your newspaper to use as a guide for your own stories.
- Be sure your story is accurate and complete before you give it to the newspaper.

Promotional Samples

- | | | |
|-----------------|----------------------|------------------------------|
| Notebooks | Banners | Displays |
| Pencils | Posters | Newspaper ads |
| Pens | Memo cubes | TV commercials |
| Pins | Brochures | Radio announcements |
| T-shirts | Presentation folders | Public service announcements |
| Mugs | Letterhead | Good news post cards |
| Can coolers | Business cards | Digital photo frames |
| Water bottles | Trapper keepers | Digital TV monitors |
| Stickers | Envelopes | Exhibit booths |
| Key chains | Newsletters | Social media promotion |
| Bumper stickers | Bulletin boards | Display stands and signs |
| Magnets | Billboards | Table runners |

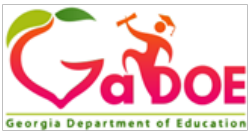
Logos for Marketing and Public Relations Activities

There are two recognized logos for use on printed materials used with Georgia’s WBL Programs. The Youth Apprenticeship logo may be used to promote efforts specific to the Georgia Youth Apprenticeship Program. The WBL logo may be used on material that refer to the WBL program in a more generic form, where it is assumed all categories of WBL fall under representation of this logo.

A nondiscriminatory statement should be on all printed materials.



School systems, WBL Coordinators, and Youth Apprenticeship Coordinators are authorized to use these logos in any manner that supports the program in a positive manner. A graphic file of each logo may be downloaded from the CTAERN website or the GADOE website. Local systems may have promotional materials printed locally or may purchase them from a recommended vendor that specialized in production of these materials. For convenience, arrangements have been made with one provider to supply a standard assortment of items with both logos.



The recommended source of printed promotional materials for *Work-Based Learning Programs* and *Youth Apprenticeship Programs* is **Matthews Printing Company**. They will be able to provide samples and prices for many of the items mentioned on the previous page, in addition to other promotional ideas and techniques.

The contact information is:

Matthews Printing Company
336 Northside Drive, N.W.
P.O. Box 1433
Gainesville, Georgia 30503
(770) 536-3439
FAX 534-5830
rhonda@gomatthews.com (Rhonda Connor)

Using Websites

Official Website of the Georgia WBL/YAP Affiliate

The Georgia affiliate of WBL/YAP coordinators have licensed the URL **www.gawbl.org** as an official website for dissemination of information related to WBL and Youth Apprenticeship in Georgia. This website is the most convenient and accurate way to disseminate information and keep all stakeholders engaged. All WBL Coordinators are encouraged to bookmark the website and visit it frequently.

Local Websites

Schools or local school districts may elect to create a website or designate a section of an existing website to address local WBL issues. Use of a local website is a good way to keep all stakeholders involved and connected to the regions and/or state website.

Awards and Recognitions for WBL Students and Coordinators

The *GACTE Affiliate of Work-Based Learning and Youth Apprenticeship Coordinators* conducts annually a program of recognition for coordinators and their students involved in the WBL program. The WBL/YAP awards are presented at the annual GACTE conference held each summer during the WBL/YAP luncheon. The procedure for participation in these awards is discussed regularly at the region WBL/YAP meetings. Section 8 contains additional information concerning region meetings for WBL/YAP coordinators.

For more information on Awards and Recognitions, please visit **www.gawbl.org**.



Useful Websites

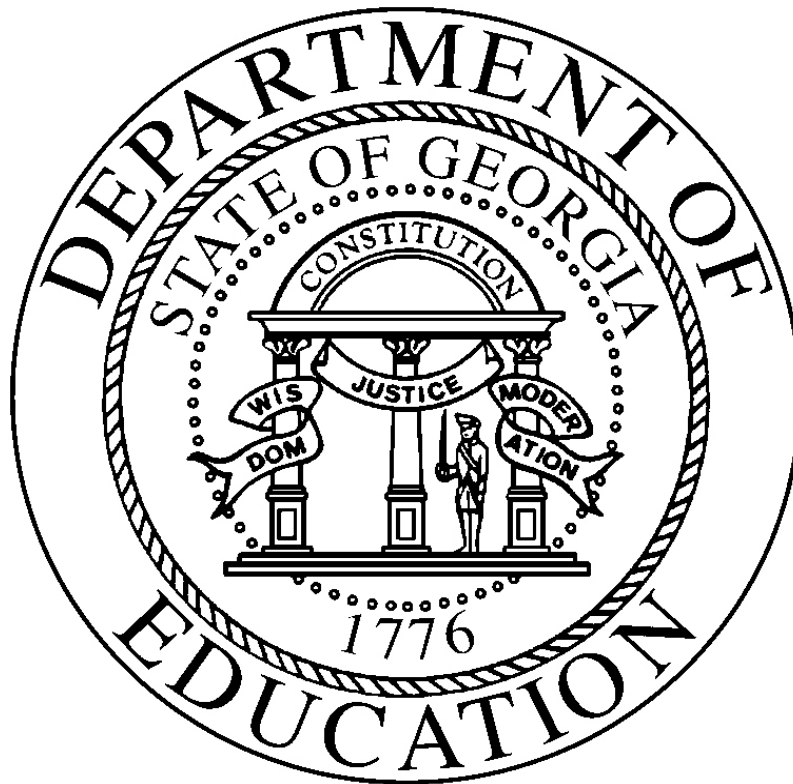
Due to advances in computer technology, software development, the internet, and on-line access, WBL Coordinators today have a myriad of resources at their disposal for teaching employability skills. Information is presented here to make WBL Coordinators aware of some of the resources available. This is in no way an endorsement of any one organization or company responsible for these resources. The Georgia Department of Education does not endorse vendors of educational products but relies on local school districts to decide which resources should be used for their educational programs.

Georgia WBL Website.....www.gawbl.org

Georgia CTAE Resource networkwww.ctaern.org

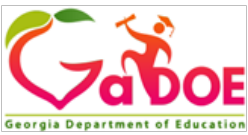
GADOE WBL Website..... www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/Work-Based-Learning-.aspx

SECTION TWENTY-THREE
WBL SPECIAL POPULATION STUDENTS,
AT RISK, OR WITH SPECIAL NEEDS



Special Note

The contents of this document are subject to constant change and revision. Please refer to the latest version of this document found on the Georgia Department of Education website for the most accurate and up to date information.



Standard 23: A plan has been established and implemented to provide Work-Based Learning opportunities for Special Population Students, At-Risk Students and Students with Disabilities.

Exemplary	3 Meets Expectation	2 Does Not Meet Expectation	1 Evidence
<p>Include all criteria from "meets expectations" plus the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students with disabilities are represented on the local advisory committee. <input type="checkbox"/> Students with disabilities in WBL matriculate into a post-secondary program with articulated credits. <input type="checkbox"/> Students with disabilities enrolled in CTAE participate in job shadowing, clinical experiences, and entrepreneurship projects. <input type="checkbox"/> CTAE instructors collaborate with middle school and/or elementary school teachers regarding CRE activities that support the school-to-career transition for students with disabilities. <input type="checkbox"/> Evidence of success of students with disabilities in regular CTSO activities (not CTI) related to career exploration exist. <input type="checkbox"/> A strong partnership exists between multiple business & industry partners, GPP and the school system which involves the WBL coordinator in all aspects of program implementation. 	<ul style="list-style-type: none"> <input type="checkbox"/> For students that are served under an individualized Education Plan (IEP), eligibility and placement into the WBL program is an IEP committee decision in which the student, parent, WBL Coordinator, special education case manager, and CTI Coordinator (if applicable) all play an active role in. <input type="checkbox"/> The WBL Coordinator and the CTI Coordinator (if applicable) and/or the special education case manager work collaboratively to ensure that students with disabilities are served. <input type="checkbox"/> The Criteria for Placement of Students with Disabilities is understood by all stakeholders. <input type="checkbox"/> A plan exists to recruit students with disabilities into the WBL program. <input type="checkbox"/> Students with disabilities have equal opportunity to participate in the WBL program and are served in the regular education WBL program. <input type="checkbox"/> The worksite supervisor and/or mentor understand the students' strengths, interests and abilities. <input type="checkbox"/> The WBL Coordinator consistently implements IEP accommodations to students with disabilities and collaborates with the CTI Coordinator and/or special education caseload teacher. <input type="checkbox"/> The system has an option for serving at risk students (which may include participation in GPP) 	<ul style="list-style-type: none"> <input type="checkbox"/> There are no provisions made for students with disabilities to be in the WBL program. <input type="checkbox"/> There are no students with disabilities on WBL placements <input type="checkbox"/> Students are placed into WBL settings without due consideration of the <i>Criteria for Placement of Students with Disabilities</i>. <input type="checkbox"/> The WBL Coordinator and the CTI Coordinator and/or special education case manager do not collaborate in serving students with disabilities in the WBL program. <input type="checkbox"/> The WBL Coordinator does not attend the WBL student's IEP meeting. <input type="checkbox"/> The WBL Coordinator does not play an active role in the potential WBL student's IEP meeting by serving as an active member of the IEP committee in deciding WBL eligibility. <input type="checkbox"/> The system does not identify and serve at risk students. 	<ol style="list-style-type: none"> 1. List of students with disabilities and at-risk students in the WBL program. 2. List of advisory committee members which includes representatives for students with disabilities 3. Copy of written plan to include at risk students and students with disabilities in the WBL program 4. Training Plans, Training Agreements and visitation records that reflect supervision by the WBL Coordinator of any student in a WBL placement that is served by an IEP. 5. Copy of accommodations / modification for each student served by an IEP is in the WBL Coordinator's confidential files to facilitate implementation (but not referenced in C-NET). 6. Partnership with Great Promise Partnership (GPP). 7. GPP entries in C-NET with the "35" prefix.

SPECIAL NOTE:

Section 23 of the end-of-year reports covers ALL students who are classified as special populations, at risk or with special needs. The WBL Coordinator will need to check with the local school system to determine which categories are represented in the local school system. Some of these classifications include:

- Gifted Students
- English to Speakers of Other Languages (ESOL)/English Language Learners (ELL) Students
- Response To Intervention (RTI)
- Students with Disabilities (IEP, 504)
- At-Risk Students
- Economically Disadvantaged Students

Work-Based Learning for Students with Disabilities

Work-Based Learning can be an integral part of preparing individuals with disabilities for positive post-school outcomes to employment and postsecondary experiences. Participation in Work-Based Learning experiences during school has been shown to be the most significant predictor of adult employment success for individuals with disabilities, regardless of disability or level of special education services. Some examples of structured workplace skill-building and career exploration experiences include worksite tours, job shadowing, volunteering, on-the-job training, internships, and apprenticeships. Educational institutions must make reasonable accommodations for students with disabilities in the WBL opportunities they offer. Specific work-based accommodations for students with disabilities will vary according to a student's needs, the worksite, and the job requirements. Employability skills must be taught during high school to ensure student success in the adult world.

The WBL Coordinator's Role as Liaison with Employers

As in any workplace environment, it is the responsibility of the worker to discuss the needs for accommodations with the employer. **The student can request assistance from their special education support instructor for help. Instructors, including WBL Coordinators, should not discuss a student's disability with an employer.**

Additional content regarding resources and information on workplace accommodations and other relevant issues can be found at the website of the Office of Disability Employment Policy (ODEP): www.dol.gov/odep

In addition, information pertaining to a student's disability should not be included in CNET reports where information can be viewed by others that do not teach that student. Any information

regarding a student's disability (IEP, accommodations, BIP, etc.) should be kept in locked confidential files.

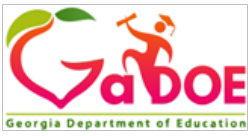
Career Technical Instruction

Career Technical Instruction (CTI) is a specialized intervention service designed to support high school students with disabilities enrolled in career, technical and agricultural education classes. Primary goals of the program are to provide appropriate learning supports in the CTAE environment, instruction, and opportunities that result in the attainment of entry level job skills, self-determination skills, and transition skills. One environment in which CTI support services can be provided is the WBL program, which offers students numerous learning opportunities beyond the classroom by allowing them to explore career options by working with businesses and organizations. As future employees, students with disabilities may face unique challenges, such as lower incomes, inadequate training, lack of skills, and lower retention rates. Practical applications that students gain through Work Based Learning experiences help them focus on their career interests and provide them with real work experience.

The implementation of WBL experiences through CTI support services can be a win-win situation for both students and employers. Students with disabilities can gain basic workplace skills such as communication, teamwork, problem solving, and social skills. They may gain knowledge of specific occupational skills, as well as an understanding of different industries, in order to make informed career choices. Successful participation in WBL with appropriate special education support can lead students to acquire skills for higher wage employment positions after graduation.

Students may exhibit more positive habits and attitudes about work, while learning to identify their own specific needs in terms of accommodations and supports. In addition, students may develop an increased awareness of their own needs in relation to their future employment. Students will ideally develop a strong work ethic that fosters positive attitudes necessary to overcome many of the challenges people with disabilities often encounter.

Employers benefit from WBL experiences by having a better-trained, more productive workforce. Businesses may also realize that participating in WBL promotes efficient recruitment and helps develop a network of qualified workers within their communities. Employers have the opportunity to learn firsthand how students with disabilities can contribute to the success of their company or industry. Businesses can cultivate their next generation of qualified workers and attract new customers. In addition, participation is a skill developer for a business's current employees, as they serve as trainers and mentors for CTI students.



Criteria for Placement of CTI Students

A student enrolled in CTI support services must be legally identified as a student with a disability that is served under an Individualized Education Plan. Placement into CTI support services does not require a separate action; it is done through the IEP process. The WBL program is an environment in which CTI support service can be provided. Secondary students must meet age requirements for work established by the U. S. Department of Labor Employment Standards Administration.

Criteria for placement into a Work-Based Learning experience should be made by the IEP team and based upon the student's Transition Plan and IEP. The WBL Coordinator should also be included as member of the IEP team when students with disabilities enter WBL experiences. Class and work expectations should be addressed to students, parents, and employers. Students and their families are encouraged to be advocates for accommodations that are required to ensure successful participation. When the IEP team is considering a student's placement into the program, a continuum of services must be considered as students should always be served in their least restrictive environment.

It's important to remember that just because a student receives special education support for some classes does not mean they need special education support in all classes. We must enable students with disabilities to be educated with nondisabled students to the maximum extent appropriate.

For those students that can work independently and are served through the regular education WBL program with accommodations, such accommodations must be stated in their IEP. The student's CTI Coordinator is the best person to provide guidance to the WBL instructor regarding the employment of students with disabilities and appropriate accommodations. In those schools without a CTI Coordinator, the WBL Coordinator will have to work closely with the student's special education case manager.

A June 22, 2012, letter from the U.S. Department of Education Office of Special Education and Rehabilitative Services (OSERS) outlines how Least Restrictive Environment Requirements (LRE), under Part B of the Individuals with Disabilities Education Act (IDEA), applies to transition work placements for youth. Students, parents, and school personnel often have questions on this topic. The guidance provided by OSERS is intended to answer questions for IEP teams, clarify reporting requirements for school personnel, and ensure that youth with disabilities are receiving transition services, including work experiences, in the most integrated setting.

The link to this information can be found at:

www.thegao.org/latest-news/iep-work-placements-for-youth-in-transition/

To read the full text of the OSERS letter go to:

www2.ed.gov/policy/speced/guid/idea/memosdcltrs/062212workplacelre2q2012.doc

Supervision of CTI Students with Disabilities

Placement and supervision of students with disabilities in the WBL program is best coordinated when it is a collaborative effort between the CTI Coordinator and the WBL Coordinator. The school-wide WBL Coordinator that may not be properly trained to ensure that the *Criteria for Placement of Students with Disabilities* has been applied correctly or to understand accommodations necessary for the student's IEP.

Legislation mandates that students with disabilities must be included to the fullest extent in school and in the workplace. Therefore, when implementing WBL experiences for students with disabilities, there are several essential elements that must be present to ensure effective and successful experiences, which should be addressed at the student's IEP meeting. Maintaining proper and consistent documentation is another key component to a successful WBL experience.

Serving Special Needs Students without the CTI Model

In school systems where Career Technical Instruction (CTI) is not available, student placement in WBL is still determined from the student's Individualized Educational Plan (IEP). The Special Education Case manager and the WBL coordinator should collaborate on the students' abilities for program participation. Special Education personnel should assist in designing accommodations for students with disabilities according to a student's needs, the worksite, and the job requirements.

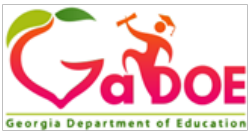
Additional Resources

More information can be found in the following related resources:

DOE Website

CTAE Division Staff

Special Education Strategies



Great Promise Partnership Guidance

In FY22, Great Promise Partnership (GPP) was added to Georgia Department of Education (GaDOE) Work-Based Learning (WBL) opportunities geared towards students in danger of not graduating. The GPP Guidance in this section outlines exceptions to the traditional WBL admissions criteria.

- While encouraged, GPP students are not required to have a career pathway to participate in WBL
- While encouraged, GPP students are not required to participate in Career, Technology Student Organization (CTSO) activities
- GPP goal is to empower students to stay in school while addressing Georgia’s workforce development needs
- GPP State and Region Coordinators host *WorkPrep* sessions at local school sites. *WorkPrep* focuses on preparing students overcoming barriers in regularly scheduled life skills training, leadership development, as well as college and career planning
- GPP matches each student with a trained mentor who meets with the GPP student on a regular basis. The mentor provides the support and guidance the GPP students’ needs to complete his/her education and prepare for post-secondary opportunities

Course Numbers for GPP Students

All students that are placed as part of the GPP program should be enrolled using the standard WBL course numbering system. Students overcoming barriers who have not taken or not currently enrolled in CTAE pathways should be a GPP placement and may be focused on employability skills rather than technical skills. Therefore, a course code of “35” has been established for all GPP students. A typical course number for GPP will be:

35.7114
35.7124

Because these course numbers have the 7 after the decimal, student enrollment in these courses earn FTE funds at the same rate as all other CTAE related WBL placements.



Useful Websites

Due to advances in computer technology, software development, the internet, and on-line access, WBL Coordinators today have a myriad of resources at their disposal for teaching employability skills. Information is presented here to make WBL Coordinators aware of some of the resources available. This is in no way an endorsement of any one organization or company responsible for these resources. The Georgia Department of Education does not endorse vendors of educational products but relies on local school districts to decide which resources should be used for their educational programs.

Great Promise Partnershipwww.gppartnership.org

IEP Work Placements for Youth in Transitionthegao.org/latest-news/iep-work-placements-for-youth-in-transition/

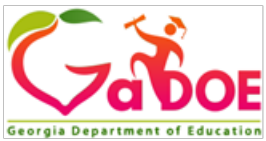
Office of Disability Employment Policy (ODEP):www.dol.gov/odep

SECTION TWENTY-FOUR PROGRAM ASSESSMENT



Special Note

The contents of this document are subject to constant change and revision. Please refer to the latest version of this document found on the Georgia Department of Education website for the most accurate and up to date information.



Standard 24: A comprehensive evaluation of the program is conducted annually, including an assessment of solicited responses follow-up of former students and active employers to determine the success of the WBL program and compliance with State standards.

Exemplary	3	Meets Expectation	2	Does Not Meet Expectation	1	Evidence
<p>Include all criteria from "meets expectations" plus the following:</p> <ol style="list-style-type: none"> The findings from evaluation, follow-up, and surveys are available and used by the teacher-coordinator, administration, and advisory council in updating and improving the program. The Annual WBL Program Self-Assessment, reflecting program improvements completed and on file with local CTAE system director. An improvement plan based on the Annual WBL Program Self-Assessment and the Annual WBL Data Report is used by school administrators and considered when establishing the school-wide improvement plan. 	<ol style="list-style-type: none"> Employer surveys are conducted annually concerning the relevance of the WBL program. Student follow-up surveys are conducted annually. Results of these surveys are used for program improvement. The rubric provided in the Annual WBL Program Self-Assessment is completed and on file with local CTAE system director. The local advisory committee is actively involved in the evaluation of the WBL program. Program improvements are planned annually based on the results of the Annual WBL Program Self-Assessment. The Annual WBL Data Report and Annual YAP Data Report are used to plan program improvement. Follow up is conducted on graduates who were previously enrolled in WBL. 	<ol style="list-style-type: none"> Employer surveys are not conducted. Student follow-up surveys are not conducted. There is little or no follow up of graduates who were in the WBL program. Results of these surveys are not used for program improvement. There are no records of the Annual WBL Program Self-Assessment, using the rubric provided being conducted. The Annual WBL Data Report and Annual YAP Assessment are not used to plan program improvement. 	<ol style="list-style-type: none"> Copies of the results of employer surveys. Copies of student follow-up surveys. Evidence of participation in these surveys. Evidence that results from these surveys are shared with the stakeholders and are used for program improvement. Copies of the annual WBL Program Self-Assessment instrument found in the section of the manual. Copies of the completed Annual WBL Data Report, provided by the GADOE CTAE department. Copies of the completed Annual YAP Assessment, provided by the GADOE CTAE department. Results of the five year compliance reviews. 			

Program Assessment

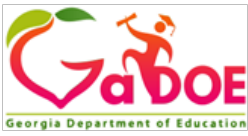
One key to a successful WBL program is the annual assessment. Assessment provides formative feedback that helps guide a WBL program as it is being implemented. It also provides summative data that clearly demonstrates that the program is accomplishing its stated goals and objectives. Without effective assessment, the WBL-Coordinator may fail to document the important impacts the program has on students. He/she may also fail to recognize how different components in the program are affecting the students, the school, and business partners. In addition, assessment helps focus efforts and resources on the specific goals of the program. The assessment of a WBL program is a critical step toward program improvement and justification. An evaluation program should be continuous, systematic, and comprehensive.

Program assessment involves the careful collection and documentation of information about a program in order to determine if, and to what degree, standards are being met. Formal program evaluations at the system, as well as the school levels, are conducted during the CTAE Compliance Review conducted every five years in conjunction with the local plan for federal Perkins funding. The findings of the compliance review visiting committees are vital components of a periodic check of WBL program performance as measured by the State WBL standards. Self-assessment, on the other hand, should be an ongoing process in the effort to fully comply with all standards and, in doing so, develop an exemplary program. All WBL Coordinators and CTAE instructors should be thoroughly familiar with the twenty-four WBL/CRE Standards and should understand that they are the foundation upon which CTAE activities are incorporated into the WBL program.

A comprehensive WBL Program evaluation includes the following:

1. Surveys and other data related to employer satisfaction.
2. Surveys and other follow-up data on graduates of the WBL program.
3. ***Annual WBL Program Self-Assessment*** utilizing the rubric found in this section of the manual.
4. The ***Annual WBL Data Report*** required by GaDOE.

Based on data from the above four sources, the WBL coordinator should draft an executive summary that is concise and easy to follow with bulleted points. This document can be used in program improvement planning, shared with administrators, and presented to the WBL advisory committee. The CTAE Administrator, along with the WBL Coordinator and all CTAE instructors, are encouraged to use the tools in this section on an annual basis so that efforts will remain focused and programs will stay on course towards providing students the very best in Career-Related Education leading toward WBL placements.



SAMPLE Cover Letter for Graduate Questionnaire

[Place on School Letterhead]

Date

Name

Address

City, State, Zip

Dear _____:

Each year the faculty and administration of [*name of local education institution*] ask our graduates to evaluate the Work-Based Learning program.

As a graduate of the Work-Based Learning program, I am asking you to participate in a follow-up study. We are trying to determine the current status of our graduates and to solicit your input for making the Work-Based Learning program better.

You can make a tremendous contribution to the future improvement of the program by completing and returning the enclosed survey. The information that you supply will be treated in **strict confidentiality**.

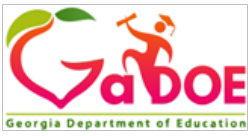
Please take a few minutes to complete this form and return it to me in the stamped, self-addressed envelope. I would appreciate having your response returned by [*insert date*].

Thank you for your help. If I can be of any assistance to you, please feel free to call upon me.

Sincerely,

WBL Coordinator

Enclosure: Follow-up Survey and Mailing Envelope



SAMPLE
Graduate Follow-Up Questionnaire

DIRECTIONS: Please complete all sections of this questionnaire. When you have completed the questionnaire return it in the enclosed self-addressed, stamped envelope. *All responses are held in strict confidentiality.*

EMPLOYMENT HISTORY

1. **Are you currently employed:** *(please check one)*

- Full-time (30 hours or more per week)
- Part-time (Under 30 hours per week)
- Not employed at the present time (go to question 5; skip questions 2, 3, and 4)

2. **If you are employed either part-time or full-time, please indicate the name and address of the firm and your position within the firm.**

Name of Firm for whom you are presently working: _____

Mailing Address: _____

City: _____ State: _____ Zip: _____

Your Position: _____

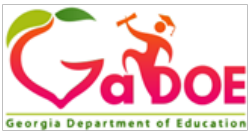
3. **How satisfied are you with your current position?** *(please check one)* 4. **What is your wage scale per week?** *(gross pay)*

- | | |
|---|---|
| <input type="checkbox"/> Very Satisfied | <input type="checkbox"/> Under \$200 per week |
| <input type="checkbox"/> Satisfied | <input type="checkbox"/> \$201-\$300 per week |
| <input type="checkbox"/> Not Satisfied | <input type="checkbox"/> \$301-\$400 per week |
| | <input type="checkbox"/> Over \$400 per week |

EDUCATION HISTORY

5. **Are you currently attending a postsecondary institution (technical institute, two-year college, four-year college or university)?**

- Full-time student
- Part-time student
- Not currently in school (go to question 8; skip questions 6 and 7)



SAMPLE
Second Request Cover Letter

[Place on School Letterhead]

Date

Name

Address

City, State, Zip

Dear _____ :

The response to our request for information from former students of the Work-Based Learning program has been most gratifying. The returned questionnaires are being analyzed, and I hope to have the report completed in a few weeks.

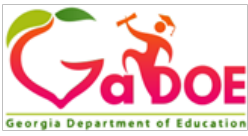
As of today, I have not received your completed questionnaire. Perhaps the first questionnaire we sent to you has been misplaced, so I have enclosed another for your convenience. I hope to have all of our former students respond so that the information will be as complete as possible.

Please use the enclosed self-addressed, stamped envelope to return the completed questionnaire today. Thank you for your participation in this worthwhile endeavor!

Sincerely,

WBL Coordinator

Enclosure: Follow-up Survey and Mailing Envelope



SAMPLE
Cover Letter for Employer Questionnaire

[Place on School or Advisory Committee Chair Letterhead]

Date

Name of Individual
Business
Address
City, State, Zip

Dear _____ :

Each year the faculty and administration of _____ [*insert name of educational institution*] survey businesses that currently employ students who were in the Work-Based Learning program to evaluate the employee's performance on the job. You have been identified as an employer who has hired a graduate of our program in the last year.

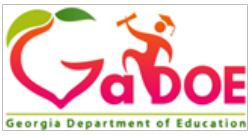
We are trying to determine how successful our former students are in their employment and what areas of our program need improvement. We are doing this so that we can better prepare our graduates to succeed in today's labor market. You can make a tremendous contribution to the future of the Work-Based Learning program by completing and returning the enclosed questionnaire.

The information that you supply will be held in **strict confidentiality**. Please take a few minutes to complete this questionnaire and return it to me in the enclosed self-addressed, stamped envelope. I appreciate your assistance in this matter. If you have any questions, please feel free to contact me.

Sincerely,

WBL Coordinator

Enclosure: Questionnaire and Mailing Envelope



SAMPLE Employer Questionnaire

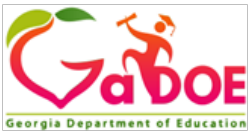
Name of business: _____

Name of person completing the questionnaire: _____

Name of employee who is a graduate of the Work-Based Learning program:

DIRECTIONS: Please indicate your rating of the employee named above as compared with other workers at the same point of entry. If the employee is the only person employed with your firm in that group, compare him/her with others who have worked in the same position. Place a "√" in the space which best reflects your response to each item.

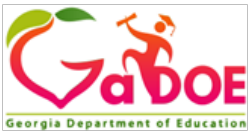
Item	Above Average	Average	Below Average	Not Applicable
The quality of the employee's work				
The quantity of the employee's work				
The productivity level of the employee				
The degree to which the employee possesses specific job-related knowledge and skills required on the job				
The degree to which the employee is able to operate the equipment used on the job				
The degree to which the employee possesses the basic reading, verbal, and computational knowledge skills required for the job				
Cooperation with coworkers				
Compliance with company policies, rules, etc.				
The degree to which the employee has met your expectations				



10. What are the:

- Major strengths of the employee:
- Areas in which the employee needs improvement:
- Recommendations for improvement of the Work-Based Learning program:

Please return this questionnaire at your earliest convenience in the self-addressed, stamped envelope provided. Your assistance in providing data for the continuous improvement of the Work-Based Learning program is greatly appreciated.



Instructions for use of this rubric:

WBL Coordinators should complete this self-assessment annually. Refer to the standard table that is the first page of each section in the manual. For each standard, rate the school or teacher according to the evidence and indicators listed. Rate each standard as Exemplary-3, Meets Expectations-2 or Does Not Meet Expectations-1. Next, list factors to support the rating and plans for improvement where appropriate.

	3	2	1
Standard 1: A wide array of Career Related Education (CRE) activities are integrated into all CTAE classes to support WBL placements and help students become college and career ready.			
List Factors to Support Rating:			
A wide array of Career Related Education (CRE) activities are integrated into all CTAE classes to support WBL placements and help students become college and career ready.			
List Plans for Improvement:			

	3	2	1
Standard 2: Age-appropriate Career Awareness activities in the Career Technical and Agricultural Education class are designed to make students aware of career choices and promote college and career readiness. (Including virtual)			
List Factors to Support Rating:			
Age-appropriate Career Awareness activities in the Career Technical and Agricultural Education class are designed to make students aware of career choices and promote college and career readiness.			
List Plans for Improvement:			



	3	2	1
Standard 3: Age-appropriate Career Exploration Activities in the Career Technical and Agricultural Education classes are conducted with individuals or small groups of students to explore career options. (Including virtual)			
List Factors to Support Rating:			
Age-appropriate Career Exploration Activities in the Career Technical and Agricultural Education classes are conducted with individuals or small groups of students to explore career options.			
List Plans for Improvement:			

	3	2	1
Standard 4: Instructional Related Activities in The Career, Technical, and Agricultural Education class promote an understanding of the business and work environment and help students develop employability skills.			
List Factors to Support Rating:			
Instructional Related activities in The Career Technical and Agricultural Education class promote an understanding of the business and work environment and help students develop employability skills.			
List Plans for Improvement:			



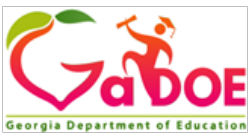
	3	2	1
Standard 5: Work-Based Learning Coordinator is actively involved in planning, coordinating, and implementing connecting activities between the school and business community.			
List Factors to Support Rating:			
CTAE personnel are actively involved in the planning, coordinating, and implementing of connecting activities between the school and the business community.			
List Plans for Improvement:			

	3	2	1
Standard 6: Work-Based Learning placements are appropriate and accurately identified as Employability Skill Development (ESD), Cooperative Education (Co-op), Internship, Youth Apprenticeship (YAP), or Great Promise Partnership (GPP).			
List Factors to Support Rating:			
6A: Work-based learning placements are appropriate and accurately identified as Employability Skill Development (ESD), Cooperative Education (Co-op), Internship or GPP. (YAP is part of this standard 6A but not reported on this item.			
6B: Work-based learning placements are appropriate and accurately identified as Employability Skill Development (ESD), Cooperative Education (Co-op), Internship or GPP.			
List Plans for Improvement:			



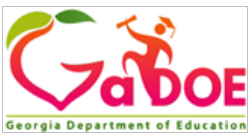
	3	2	1
Standard 7: The local school system supports equitable Work-Based Learning opportunities by providing a school-wide WBL Coordinator, adequate resources, and a manageable workload.			
List Factors to Support Rating:			
The local school system supports equitable Work-Based Learning opportunities by providing a school-wide WBL Coordinator, adequate resources, and a manageable workload.			
List Plans for Improvement:			

	3	2	1
Standard 8: Instructors/coordinators who supervise students on job placements are trained to provide quality programs at the local level. (Including virtual)			
List Factors to Support Rating:			
Teachers/coordinators who supervise students on job placements are trained to provide quality programs at the local level.			
List Plans for Improvement:			



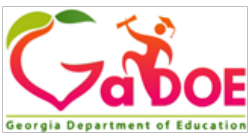
	3	2	1
Standard 9: An active advisory committee assists with the design, development, implementation, administration, and evaluation of the program. (Including virtual)			
List Factors to Support Rating:			
An active advisory committee assists with the design, development, implementation, administration, and evaluation of the program.			
List Plans for Improvement:			

	3	2	1
Standard 10: A plan exists and is implemented to teach employability skills prior to the WBL placement. (Including virtual)			
List Factors to Support Rating:			
A plan exists and is implemented to teach employability skills prior to the WBL placement.			
List Plans for Improvement:			



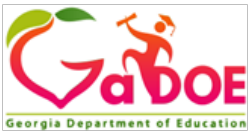
	3	2	1
Standard 11: Students involved in Work-Based Learning have a comprehensive individual graduation plan on file that integrates academic, college and career ready pathway courses.			
List Factors to Support Rating:			
Students involved in Work-Based Learning have a comprehensive individual graduation plan on file that integrates academic and college and career ready pathway courses.			
List Plans for Improvement:			

	3	2	1
Standard 12: Community resources are analyzed and partnerships are formed to create Work-Based Learning placement options.			
List Factors to Support Rating:			
Community resources are analyzed and WBL placements are matched with available opportunities.			
List Plans for Improvement:			



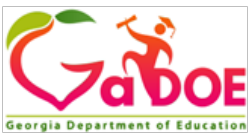
	3	2	1
Standard 13: Clearly defined admission policies and procedures for recruiting, identifying, and enrolling students into the Work-Based Learning Program are established and implemented. A comprehensive orientation is provided to the Work-Based Learning students and parents/guardians prior to enrollment. (Including virtual)			
List Factors to Support Rating:			
Clearly defined admission policies and procedures for identifying and enrolling students into the Work-Based Learning Program are established and implemented. A comprehensive orientation is provided to the Work-Based Learning students and parents/guardians prior to enrollment.			
List Plans for Improvement:			

	3	2	1
Standard 14: Work-Based Learning sites, that provide occupational growth opportunities consistent with students' occupational interests, and learning objectives, are selected, and mentors at the site are trained by the Work-Based Learning Coordinator. Integrated instruction is provided to the Work-Based Learning student at the work site. (Including virtual)			
List Factors to Support Rating:			
Work-based learning sites that provide occupational growth opportunities consistent with students' occupational interests and learning objectives are selected and mentors at the site are trained by the Work-Based Learning Coordinator. Integrated instruction is provided to the work-based learning student at the work.			
List Plans for Improvement:			



	3	2	1
Standard 15: Work-Based Learning sites are in compliance with federal/state labor laws and local policies.			
List Factors to Support Rating:			
Work-based learning sites for students are in compliance with federal, state, and local labor laws.			
List Plans for Improvement:			

	3	2	1
Standard 16: The WBL Coordinator has an individual Educational Training Agreement with all required signatures on file for each WBL student.			
List Factors to Support Rating:			
Each student has on file an individual educational training agreement.			
List Plans for Improvement:			



	3	2	1
Standard 17: Each student has an educational training plan that specifies a planned sequence of learning experiences and work tasks correlated with the student's career pathway.			
List Factors to Support Rating:			
Each student has an educational training plan that specifies a planned sequence of learning experiences and work tasks correlated with the student's career pathway.			
List Plans for Improvement:			

	3	2	1
Standard 18: Each Work-Based Learning student is evaluated on a regular basis by the work site supervisor/mentor to assess progress toward goals established in the student's Educational Training Plan.			
List Factors to Support Rating:			
Each Work-Based Learning student is evaluated on a regular basis by the work site supervisor/mentor to assess progress toward goals established in the student's Educational Training Plan.			
List Plans for Improvement:			



	3	2	1
Standard 19: Work-Based Learning students are enrolled in State approved courses, and complete and accurate records and documentation for enrollment, assessment, and awarding of credit are kept on file for each Work-Based Learning student.			
List Factors to Support Rating:			
Work-based Learning students are enrolled in State approved courses, and accurate records and documentation for enrollment, assessment and awarding of credit are kept on file for each WBL student.			
List Plans for Improvement:			

	3	2	1
Standard 20: Work-Based Learning personnel are available for supervision of students during periods that students are placed on Work-Based Learning sites and make regular supervisory visits. (Including virtual)			
List Factors to Support Rating:			
Work-Based Learning personnel make regular supervisory visits to the work-based learning sites.			
List Plans for Improvement:			



	3	2	1
Standard 21: Work-Based Learning Coordinators assist students with post-secondary transition opportunities.			
List Factors to Support Rating:			
. Work-Based Learning Coordinators assist students with post-secondary opportunities.			
List Plans for Improvement:			

	3	2	1
Standard 22: A public relations and marketing plan is integrated into the goals and objectives of the Work-Based Learning program and is reactive to the changing needs of the students and the business/industry community.			
List Factors to Support Rating:			
A public relations and marketing plan is integrated into the goals and objectives of the Work-Based Learning program and is reactive to the changing needs of the students and the business/industry community.			
List Plans for Improvement:			



	3	2	1
Standard 23: A plan has been established and implemented to provide Work-Based Learning opportunities for Special Population Students, At-Risk Students and Students with Disabilities.			
List Factors to Support Rating:			
A plan has been established and implemented to meet the needs of students with disabilities who enter or want to enter into the work-based learning program.			
List Plans for Improvement:			

	3	2	1
Standard 24: A comprehensive evaluation of the program is conducted annually, including an assessment of solicited responses follow-up of former students and active employers to determine the success of the WBL program and compliance with State standards.			
List Factors to Support Rating:			
A comprehensive evaluation of the program is conducted annually including follow-up of students to determine the success of student placements.			
List Plans for Improvement:			

APPENDICES



Special Note

The contents of this document are subject to constant change and revision. Please refer to the latest version of this document found on the Georgia Department of Education website for the most accurate and up to date information.

Appendix A

DEFINITION OF TERMS FOR WORK-BASED LEARNING

Applied Academics

The presentation of subject matter in a way that integrates a particular academic discipline (such as mathematics, science, or language arts) with personal workforce applications. They serve as the foundation and should be academically rigorous.

Apprenticeship Consortium

A partnership between one or more local school systems and one or more post-secondary institutions whose purpose is to provide a Youth Apprenticeship Program.

Articulation

The process by which students are granted post-secondary credit for courses taken in high school. Articulation agreements are secured by having representatives from a post-secondary institute work together with high school instructors to examine course materials, assess whether high school course content matches that of the post-secondary institute, and make adjustments at either or both levels so curricula are “vertically-aligned.” Instructors need to develop procedures for students to demonstrate they have attained the skills and knowledge covered in specific post-secondary courses.

Career

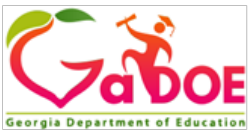
A chosen pursuit; a profession or occupation. The general profession of one’s working life. Doing what one does as a permanent occupation; lifelong learning that involves a sequence of work or leisure activities in which one engages throughout a lifetime. Careers are unique to each person and are dynamic, unfolding throughout life.

Career Awareness

Activities in the CTAE class designed to make students aware of career choices and promote the school-to-career transition.

Career Counseling

A process to ensure that students are provided adequate information on local labor markets and post-secondary learning options, other than four-year college, using the following career counseling activities: (1) systematic career awareness activities that begin in primary school and provide career exploration and job-shadowing opportunities in middle and high school; (2) individual education and career plans for students that build on practical knowledge of careers gained through career awareness activities and on their interests and accomplishments; (3) community-based career centers for reliable, easy-to-use information about employers, occupations, wages, job openings, skill qualifications, and education and training options; and (4) ongoing counseling services to students to help them reevaluate and adjust their career plans.



Career Development

Career Development is a lifelong process by which individuals define and redefine career-related choices and outcomes. (NOICC, MARCH 1994)

Career Exploration

Activities in the CTAE class conducted with individuals or small groups of students to explore career options.

Career Guidance

A systematic program of coordinated information and experiences designed to facilitate individual career development, and more specifically, career management.

Career Major

A coherent sequence of courses or field of study that prepares a student for a first job and that (1) integrates occupational and academic learning, integrates school-based and WBL, establishes linkages between secondary and post-secondary education, and prepares the student for admission to two-year and four-year post-secondary institutions; (2) prepares the student for employment in broad occupational clusters or industry sectors; (3) typically includes at least two years of secondary school and one or two years of post-secondary education; (4) provides the student, to the extent practical, with strong experience in and understanding of all aspects of the industry the student is planning to enter; (5) results in the award of a high school diploma or its equivalency, a certificate or diploma recognizing successful completion of one or two years of post-secondary education (if appropriate), and a skill certificate; and (6) may lead to further education and training, such as entry into a Youth Apprenticeship Program, or may lead to admission to a four-year college or university. Career programs are structured around programs of study and broad career pathways so that students see the relevance of school learning to future earnings.

College and Career Ready Performance Index (CCPRI)

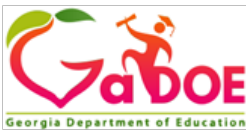
CCRPI is a comprehensive school improvement, accountability and communication platform for all educational stakeholders that will promote college and career readiness for all Georgia public school students.

YAP Completer Certificate

A certificate issued by the Georgia Department of Education when a student has completed the requirements of the Youth Apprenticeship Program. The certificate is made available through C-NET, on the CTAE Resource Network website, once the coordinator has entered all data needed.

Competency Based Education

An organizational structure for learning/teaching which requires a description in advance of the knowledge, skills, and attitudes that a student must possess upon exit from a program or course. Competency-based curricula clearly identify objectives, organize instruction based upon performance standards, and evaluate student performance based upon mastery of competencies.



Concurrently Enrolled

Students must be currently enrolled in the coordinating class at the time of their WBL experience on a six or seven period day. On a block schedule, students may be concurrently enrolled first semester or may take the coordinating class first semester and the WBL experience during the second semester.

Cooperative Education

Structured student learning in a paid work position, while concurrently enrolled in a related CTAE class, which connects career interests to academic and occupational learning in cooperation with business and industry.

Comprehensive Guidance System

Development guidance is based on the premise that as children and adults mature, they pass through various development stages vital to their growth. Programs that systematically address the learning, personal/social, and career development needs of all individuals are the basis for this preventative approach to counseling and guidance (Wilson 1986). Myrick (1987) proposed seven basic principles of a developmental school-counseling program:

- It is for all students.
- It has an organized and planned curriculum.
- It is sequential and flexible.
- It is an integrated part of the total educational process.
- It involves all school personnel.
- It helps students learn more effectively and efficiently.
- It includes counselor who provide specialized counseling services and interventions.

Connecting Activities

Duties performed by school personnel to connect the learning environment to business and industry.

Dual Enrollment

Dual enrollment offers additional educational opportunities to secondary students and allows them to earn dual credit from both GADOE secondary schools and the TCSG technical colleges, while the students are still enrolled in high school.

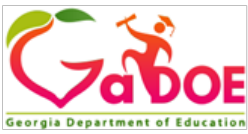
Great Promise Partnership

Great Promise Partnership targets students who are at risk of dropping out of high school and need help staying on track. School officials screen applicants for at-risk status, using indicators that can include unstable families, inadequate housing or poverty-related issues. Other criteria include:

- Students who qualify for free or reduced priced lunch
- Students showing high potential but who don't typically qualify for other programs
- Students without major or consistent behavioral problems
- Students must also be at least 15 years old and eligible to work in Georgia

Individual Graduation Plan (IGP)

The Individual Graduation Plan includes educational and broad career goals and contains both academic and career pathway coursework including advanced academic, fine arts, and modern world languages focused areas of study. Students will begin to define and redefine



their choices in the narrowing process from clusters, to pathways including advanced academic, fine arts and modern world languages, to specific occupations. In addition, the plan should include the students' coursework required for post-secondary admissions.

Infusion

A process that blends or integrates career education goals into the existing subject matter at all academic levels.

Instructional Related Activities

Activities in the CTAE class which promote understanding of the business and work environment and teach employability skills.

Integrated Learning

The blending of academic disciplines that are typically taught independently of one another. Involves curricula that are thematic and coordinated. The objective of thematic curriculum is to increase students' applied knowledge of traditional subjects by organizing learning around broad, interdisciplinary questions. For example, a health occupations program unit on infection control might coordinate math, science, language arts, and health lessons and incorporate examples from the workplace.

Internship

Structured placement, either short term or long term, which enables students to connect career interests to academic and occupational learning in cooperation with business and industry in a paid or non-paid position.

Job

A group of similar paid positions requiring some similar attributes in a single organization (Super, 1976).

Job-Specific Skills

Identification of the duty areas and tasks within those areas that are crucial to job performance.

Job Task Analysis

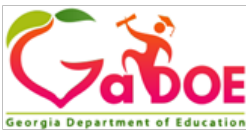
Identification of the duties, tasks, and steps required to perform a job, that includes related knowledge, tools and equipment used, safety factors involved, acceptable performance standards, critical decisions to perform the task successfully, and the attitude required.

Job Task Verification

A process that engages a second group to verify a job task analysis and establishes hierarchy, importance, and frequency.

Job Shadowing

A method for exposing students to work and careers by structuring visits to various work sites in which they spend time with and observe the jobs of individual workers. Job shadowing provides students a look at the world of work and the range of career opportunities available to them and helps to stimulate career exploration.



Literacy Task Analysis

Identification of literacy skills and academic foundations (i.e. reading, mathematics, speaking, listening, writing, decision making, and problem solving) needed to perform on the job.

Mentoring

Support and guidance provided to youth through relationships with adults. Mentors are often adults in the community who advise and act as role models for students. Many mentor-student relationships are coordinated by community-based organizations. Adult workers mentor students by helping them to become accustomed to the rules, norms, and expectations of the workplace and by serving as resources to students in resolving personal problems and work-related issues and conflicts. See *School-Based mentor* and *Work-Based mentor* in the glossary.

Occupation

A group of similar jobs found in different industries or organizations (Herr and Cramer, 1984).

Perkins V

Perkins V defines the term, suggesting guardrails for quality: “sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in depth, firsthand engagement with the tasks required in a given career field, that are aligned to curriculum and instruction.” Work-based learning goes well beyond career days.

Post-Secondary Credential

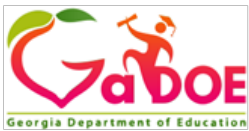
An industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by a State or the Federal Government, or an associate or baccalaureate degree.

Portfolio

An organized collection of documents which profiles student strengths and capabilities and documents employability skills.

Program of Study (POS)

Programs of study are very similar to career pathways. In Georgia, career pathways will become a program of study. A program of study, as defined by the Perkins IV Legislation, incorporates secondary and post-secondary education elements. The program of study includes coherent and rigorous content which is aligned with challenging academic standards and technical content that align secondary education with post-secondary education to adequately prepare students for college and career readiness. Programs of study are decided on by eighth grade students and a team of parents, teachers, and school counselors monitor them through high school and post-secondary education. Programs of study feature common core curricula that transfer between programs and offer easy transitions to their career development areas to accommodate the student’s changing needs. The student and his or her team should evaluate programs of study annually.



SCANS Skills

Five competencies and a three-part foundation of skills and personal qualities that the U.S. Labor Secretary's Commission on Achieving Necessary Skills (SCANS), a blue-ribbon national commission, concluded are needed for solid job performance. **Competencies** include: (1) *resources* (allocating time, money, materials, space, and staff); (2) *interpersonal skills* (working on teams, teaching others, serving customers, leading, negotiating, and working well with people from culturally diverse backgrounds); (3) *information* (acquiring and evaluating data, organizing, and maintaining files, interpreting and communicating, and using computers to process information); (4) *systems* (understanding social, organizational, and technological systems, monitoring and correcting performance, and designing or improving systems); and (5) *technology* (selecting equipment and tools, applying technology to specific tasks, and maintaining and troubleshooting technologies).

School-Based Learning

Academic and occupational objectives directly linked to skill standards contained in a program of study that leads to a diploma and a Certificate of Mastery of Occupational Skills.

School-Based Mentor

A professional employed at a school, who is designated as the advocate for a particular student, and who works in consultation with classroom teachers, counselors, related services personnel, and the employer of the student, to design and monitor the student's progress.

School-to-Work/Career Program

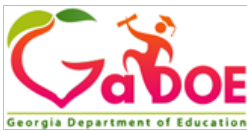
Once an initiative, this program has passed its "sunset date". It was defined by the federal School-to-Work Opportunities Act, as a program combining school-based learning and on-the-job instruction into a structured learning experience with the following attributes: (1) governance by broad coalitions of community partners (students, parents, high schools, employers, workers, post-secondary educational institutions, community based organizations, and government); (2) employer provision of structured worksite learning and paid work experience; (3) school integration of academic and career/technical learning; (4) coordination and integration of school-based and workplace learning; (5) connections between high school and post-secondary learning for at least two years; and (6) certification of occupational and academic skills mastery, recognized by firms across industries and nationwide.

Skill

An attribute required of the worker in order to complete a work task.

Skill Analysis (Developing a Curriculum)

Process for identifying skill requirements using small-group brainstorming techniques in which a committee of experts in a particular occupation: review a written description of a specific occupation; identify general areas of competence within the occupation; identify specific skills or behaviors for each general area of competence; structure the skills into a meaningful learning sequence; and establish levels of competence for each skill as related to realistic work situations. The resulting profile serves as a basis for developing instructional content and materials that focus on student attainment of specific skills.



Skill Standards/National Skills Standards

Academic and occupational standards validated by industry that prepare students for employment in a broad occupational cluster or industry sector.

Special Populations

An alternative education program that teaches children with academic, behavioral, social, health, or physical needs that extend beyond what can be offered in a typical classroom.

Student-Learner

For the purposes of this manual, the terms WBL student and student-learner may be considered interchangeable. However, WBL student is the preferred terminology.

Task

A unit of work performed by an individual that has a definite beginning and end; results in a product, service or change in environment; contains two or more steps, none of which is a restatement of the task; has a standard of performance that can be defined, described, and verified; contains an action verb and direct object; is phrased in short, concise terms; and is a worthy performance or skill.

Training Agreement

A document that contains mutually agreed upon expectations for all parties involved in the WBL process (i.e., student, parent/guardian, school, and employer) that spells out each party's role, as well as other considerations, such as employment terms, schedule of hours and duration of work, compensation, termination, etc. The document is reviewed and signed by all parties to the agreement.

Training Plan

The written document that defines the foundation skills, work place transition skills, and job-specific skills that the WBL student will master.

Transferable Skills Development

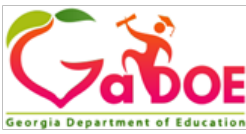
Work-Based Learning that expands the Youth Apprentice's knowledge of all aspects of the industry and the social skills needed to work effectively in an organization, as well as higher-order critical thinking and problem-solving skills. Sometimes called "portable or transferable skills," these are skills that will be valuable in any career.

Transition and Career Partnerships

A technical education program linking at least the last two years of high school with the first two years of post-secondary education and offering a coherent program of study integrating academic and career/technical education. Articulated programs typically lead to an associate's degree, but can lead to a bachelor's degree.

Transitions Skills

A set of skills and knowledge that is taught in both the school and the workplace.



Work

Conscious effort, other than that having as its primary purpose either coping or relaxation, aimed at producing benefits for oneself and/or oneself and others (Hoyt, 1991).

Work-Based Employer

The person who owns or is primarily in charge of the business location of a worksite placement. This person may supervise the WBL student or may assign a mentor or supervisor to work directly with the student. In either case, this person should sign the student's training agreement and training plan.

Work-Based Learning (WBL)

Work-Based Learning Programs (WBL) is a continuum of awareness, exploration, preparation, and training activities including developing employability and technical skills that support success in careers and postsecondary education. Structured learning and authentic work experiences are implemented through an education and industry partnership. Students have the opportunity to connect what they learn in school with worksite application, enabling a smooth transition into the work force and/or education beyond high school. Work-Based Learning activities culminate in an assessment and recognition of acquired knowledge and skills.

Work-Based Learning (WBL) Coordinator

School personnel with proper certification endorsement and training required to administer WBL placements. Therefore, a DCT Coordinator is a WBL Coordinator; a CBE Teacher is a WBL Coordinator; a Marketing Teacher who supervises co-op students is a WBL Coordinator; a YAP Coordinator is a WBL Coordinator; or any CTAE Teacher that supervises students on internships or co-op placements is a WBL Coordinator.

Work-Based Learning Placement

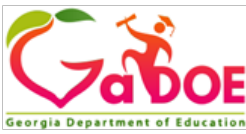
A vital component in CTAE programs which includes a coherent sequence of courses and contributes to the development of core and higher order academic competencies, fundamental workplace skills and specific occupational skills. An arrangement is made with a business/industry partner to release the student from school part of the school day for structured learning on a job site.

Work-Based Mentor

An employee or individual approved by the employer and school who possesses the skills and knowledge that the student must master and whose responsibilities are to instruct the apprentice, evaluate his or her performance, or work in consultation with the WBL Coordinator.

Work-Based Supervisor

The person at a workplace who is most directly responsible for the supervision and guidance of a WBL student placed at a work site. This person may be referred to as the Work-Based mentor and should sign the student's training plan as an indication that he/she is fully aware of, and involved in, the training of the student-learner. To be considered a mentor, this person should have received mentorship training from the WBL Coordinator.



Work Readiness

Characterized by students being prepared for and able to adjust to the culture and demands of the workplace. Methods for ensuring work readiness among students include a formal orientation to the program's goals and expectations, workshops or courses on basic job-related skills, job-shadowing or visits to different workplaces, and school-based enterprises in which students develop job skills by running real businesses.

Youth Apprenticeship Program (YAP)

A program of study that integrates school-based and WBL coordinated with business, industry and labor that facilitates transition to the workforce by providing the apprentice the opportunity to earn a high school diploma, post-secondary credential/diploma, and certificate of occupational skills for jobs in highly technical fields.

YAP Completer

A completer is a Youth Apprenticeship student who has completed the classroom related instruction, 720 hours of on-the-job training, and a valid national or state credential. Once the YAP completer information has been entered into CTAERN, a certificate will be generated to give to the student.



Appendix B

CRE RELATED WEB SITES

Georgia CTSO Websites:

- Georgia Agricultural Education Student Association..... www.georgiaffa.org
- Georgia Career and Technical Instruction Association www.georgiacti.org
- Georgia DECA www.gadeca.org
- Georgia Family, Career, and Community of Leaders of America..... www.gafccla.com
- Georgia Future Business Leaders of America www.gafbla.org
- Georgia HOSA Future Health Professionals www.georgiahosa.org
- Georgia Skills USA..... www.skillsusageorgia.org
- Georgia Technology Student Association www.gatsa.org

Other Useful Web Sites:

- Georgia WBL Website..... www.gawbl.org
- Georgia Department of Education www.gadoe.org
- Georgia Department of Labor www.dol.state.ga.us
- Georgia Futures..... www.gafutures.org
- Hall County WBL Website..... www.hallcowbl.org

Appendix C

RECOMMENDED EQUIPMENT AND FACILITIES

Facilities

Facilities suitable for students to work on portfolios, mock interviews, and monthly or bi-weekly meetings should be accessible to the WBL Coordinator. In addition, facilities suitable for WBL Coordinators to work with students on placements and teaching employability skills should be accessible.

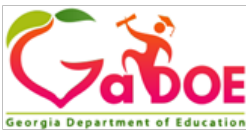
The WBL Coordinator of traditional programs such as DCT, CBE, or Marketing Co-op may utilize their classroom for meetings and activities conducted with WBL students.

All WBL Coordinators should have an office space assigned, suitable for hosting conferences with small groups of students, parents, or business and industry representatives. Telephone availability is a crucial to the WBL Coordinator's daily tasks.

Startup - Equipment and Supplies

The following list includes basic recommendations of equipment and supplies necessary for the WBL Coordinator's work. Other needs may arise depending on the tasks undertaken by the WBL Coordinator. Initial setup and improvement as needed may include:

WBL Recommended Equipment List / Initial setup and replaced as needed	Estimated Quantity	Estimated Cost Each	Estimated Total
If 1:1 school district – no student computers needed.	0	0	0
Otherwise – Student use Computers	4-5	\$500	\$2,500
A laptop computer - coordinator	1	\$1,800	\$1,800
Networked Printer	1	\$1,000	\$1,000
Scanner	1	\$300	\$300
Large smart TV	1	\$800	\$800
Website costs (URL, host, development)	1	\$1,000	\$1,000
District cell Phone / approved electronic device to record videos and capture photos with Tripod	1	\$1,100	\$1,100
Lockable filing cabinets	1	\$200	\$200
Lockable storage cabinets	2	\$325	\$650
Book Cases	2	\$150	\$300
School office/classroom Telephone	1	\$200	\$200
General Office Supplies as needed		\$700	\$700
Collaborative Work Tables with Chairs	20	\$250	\$5,000
Total			\$15,550



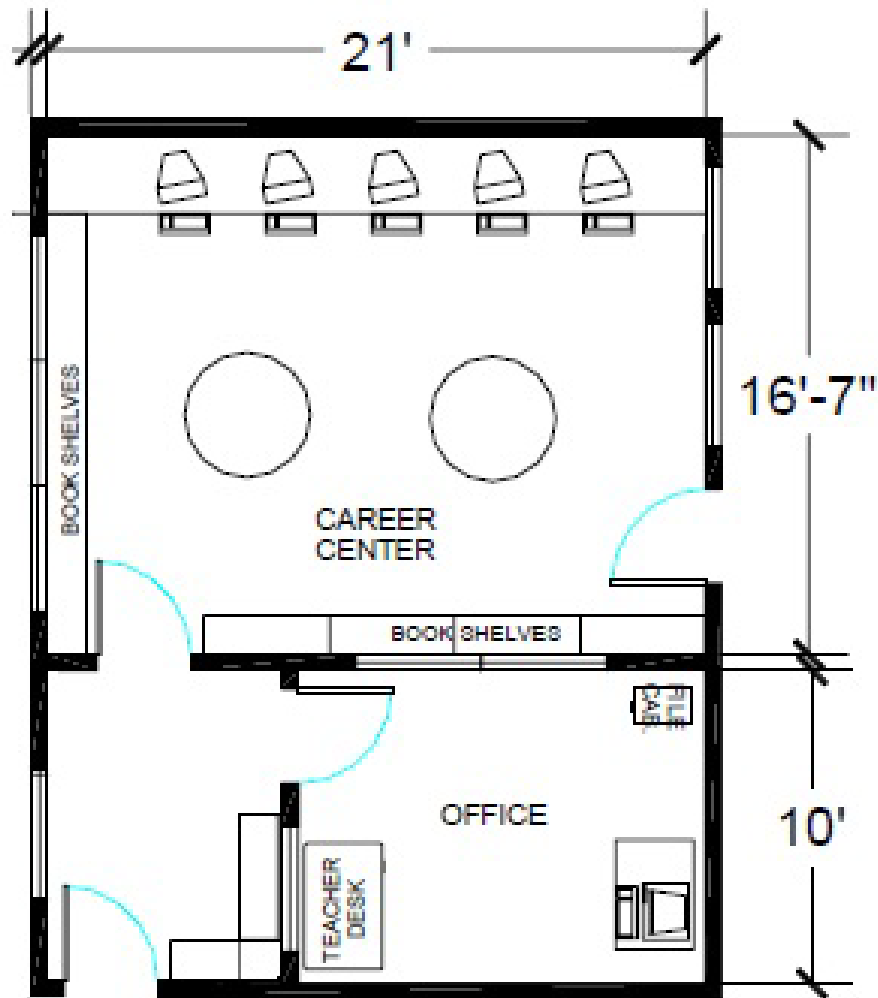
Annual Budgeting – Operating Expenses, Equipment, and Supplies

This information provides basic recommendations of operating expenses and supplies necessary for the WBL Coordinator’s work. Other needs may arise depending on the tasks undertaken by the WBL Coordinator. The WBL Coordinators should prepare an annual operating budget and submit to the appropriate local administrator for approval.

The following expenses are variable based on:

- 1) Number of students in program
- 2) Number of coordinators in district
- 3) Program’s involvement in community
- 4) The physical location of the district regarding travel expenses for meetings and conferences

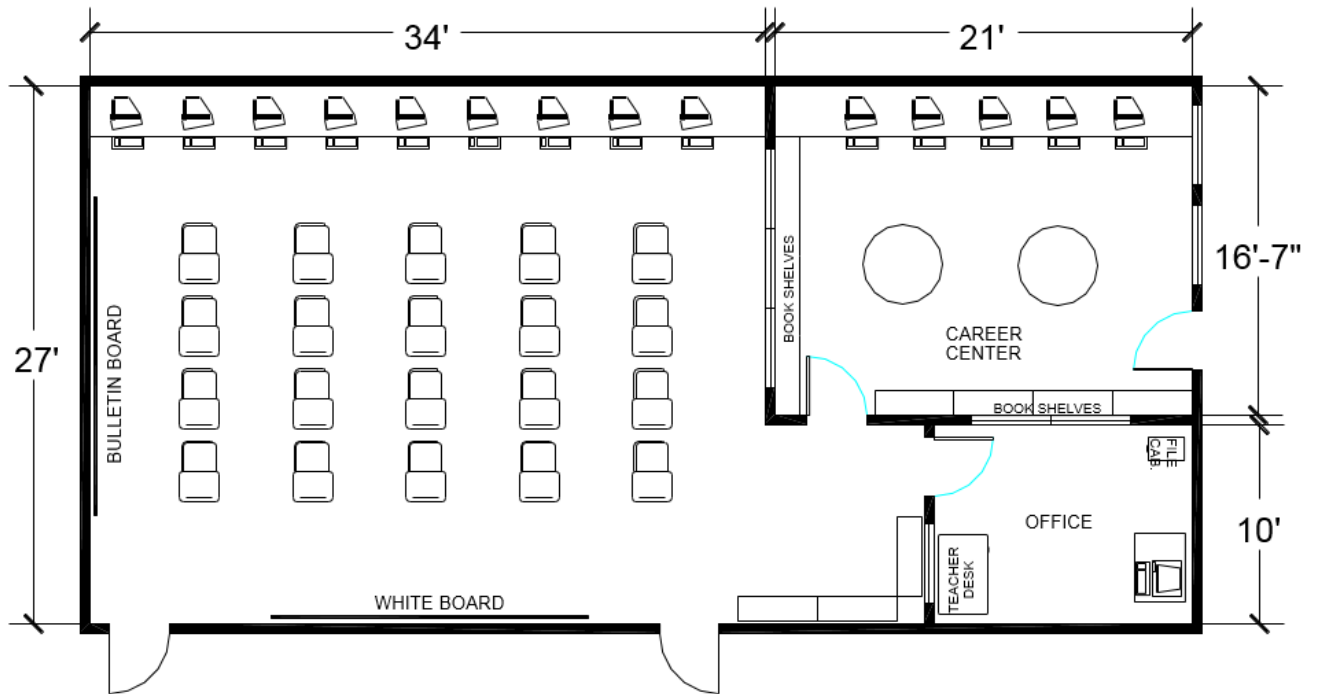
WBL Recommended Annual Budget office Expenses	Estimated Annual Total
Printer supplies – Paper / toner / supplies	\$600
Printed Folders / materials	\$270
Marketing / Promotional goods	\$2,000
Jobsite travel / visitation / supervision / collaboration	\$2,500
Advisory Committee meeting expenses	\$600
Website costs (URL, host, development)	\$200
District cell Phone	\$600
Career Fair / Activities / Development Seminar	\$2,000
Professional Development	\$200
WBL – Region meetings / Travel	\$400
WBL – Fall Conference / hotel / travel	\$550
GACTE – Summer Conference Registration / Hotel / Travel	\$750
Total	\$10,670



Option 1 – Minimum Square Footage

WBL Office and Career Center

550 Square Feet



Option 2

Classroom/Lab

1,500 Square Feet

Appendix D

FREQUENTLY ASKED QUESTIONS

Who do I call if I have a question?

The Georgia Department of Education has staff on hand who specialize in all Work-Based Learning issues. The WBL Specialist would be the place to start:

Laura Boswell

Program Specialist – Work-Based learning/YAP
205 Jesse Hill Jr. Drive
1752 Twin Towers East
Atlanta, GA 30334
(404) 313-9708 – Cell #
laura.boswell@doe.k12.ga.us

What can I tell a business that is concerned about liability associated with employing a minor?

All businesses should be concerned with the issue of liability, as should all WBL Coordinators. Student safety should always be the overriding factor when establishing a work site placement. Students must be physically, mentally and emotionally able to be successful in the workplace.

Students who are paid are considered employees and are covered by all federal and state laws which regulate the health and safety of all employees. Students who are involved in non-paid WBL placements (who meet the criteria specified in the law) are not considered to be employees. **(See the next question)** The work site is an extension of the classroom and students are subject to all legal restrictions and protections at work, as if they were still at school. Thus, paid WBL students should be covered by Worker's Compensation regulations while unpaid WBL students are not.

Refer to Sections 12, 15 and 20 of this manual for detailed information about liability and other legal and safety issues.

WBL Coordinators should be thoroughly familiar with the information about exemptions for WBL students from certain laws which regulate child labor/minors which is included in these sections!

How do I know if a student placement qualifies for unpaid status, which does not require the employer to cover them under Workers Compensation?

In 2016, Georgia passed HB402 related to WBL students and Workers Compensation coverage. The law states:

(2) A work based learning student in an unpaid work based learning placement for an employer shall be deemed an employee of such employer for purposes of workers' compensation coverage unless all of the following conditions apply:

(A) The placement, even though it includes actual operation of the facilities of the employer, is similar to training which would be given in an educational environment;

(B) The placement is for the benefit of the student;

(C) The student does not displace regular employees, but works under close supervision of existing staff;

(D) The employer that provides the training derives no immediate advantage from the activities of the student; and on occasion its operations may actually be impeded;

(E) The student is not necessarily entitled to a job at the conclusion of the placement; And

(F) The employer and the student understand that the student is not entitled to wages for the time spent in the placement."

What is a work permit, and who is responsible for obtaining this?

In 2015, Georgia passed HB366 (House Bill) which redefined the age requirement for Work permits. An excerpt from the law states:

"... relating to regulation of employment of minors, so as to change certain provisions related to the employment of minors; to change certain provisions relating to the issuance of employment certificates for minors; Minors who are at least 12 years of age but less than 16 years of age shall not be employed by or permitted to work for any person, firm, or corporation unless an employment certificate, showing the true age of such minor and that such minor is not less than 12 years of age and is physically fit to engage in the employment sought to be obtained, shall be issued in writing by an appropriate issuing officer who shall be one of the following: (1) If enrolled in a public school, the school superintendent or by some member of his or her staff authorized by him or her, in writing, in the county or city where the minor resides."

This law only requires permits for those under age 16 in Georgia.

What jobs are prohibited for WBL students?

While students who are enrolled in a WBL program are exempt from many of the provisions which regulate child labor, there remain many jobs which are not appropriate placements for WBL students. Section 15 of this manual discusses Legal and Labor issues in some depth. System policies are also an important consideration in the selection and development of placement opportunities.

Any job involving door-to-door sales or home-office placements are strongly discouraged if not totally prohibited. Any placements where morally questionable activities take place are certainly off limits. Local systems must develop their own policies concerning issues such as the serving of alcohol. WBL Coordinators must apply professional standards and use good judgment in developing work sites and placing students.

Section 12 of this manual also touches on some of these issues.

What are the restrictions on a student's work hours?

In order to earn course credit, WBL students are required to spend at least an equal amount of time at work as they would have spent in class had they been assigned to another course at school. This equates to five hours per week per unit of credit based on a 6 period day. Students on a block schedule would be required to work a minimum of 7 ½ hours per week per unit of credit.

Often, the problem WBL Coordinators face is not that of a student working too few hours, but rather one where a student works so many hours that his/her job begins to affect, or is perceived by other teachers or parents/guardians to affect, school performance in other academic courses.

As explained in Section 15, federal law only restricts working hours for children under the age of 16 (see page 15-11). **Georgia law also does not restrict work hours for students 16 and older.** Thus, it falls upon the WBL Coordinator and the system to try to regulate the number of hours a student works. Without legal precedent, it is often difficult to restrict a student to what might be considered reasonable by responsible adults and educators.

This situation calls for teamwork on the part of the WBL Coordinator, administrators, parents/guardians and employers. All should work together to develop policies that are best for the welfare of the student. WBL Coordinators should remember that the goal of the WBL program is for students to gain on-the-job experience, not to be full-time employees.

Once a student reaches the age of 18, they are adults and are not subject to child labor laws.

How many WBL students can a WBL Coordinator supervise?

Sections 7 and 19 of the WBL Coordinator Resource Manual provide detailed information about this topic. **Work-Based Learning enrollment is currently funded under the class size rule, which is applied the same for WBL as it is to any other CTAE class.** The maximum size for CTAE classes is 28 students per period or block. All school systems in Georgia (except 2) have charter status or strategic waivers that affect class size. If the school system varies from the standard base amount of 28 under their waiver, they must ensure they have not created a safety hazard with an impossible work load for the WBL Coordinator. The WBL Coordinator’s schedule should be configured with a planning period during the day, the same as all other CTAE teachers. WBL students may be enrolled in WBL at the rate of 28 per period or block that the coordinator has in their schedule for WBL/YAP, as long as they are unencumbered from any other class assignments or duties.

What are the Certification Requirements for a WBL Coordinator?

Item (h) of the “Requirements” defines the certification and training for WBL Coordinators:

*(h) Each Work-Based Learning Coordinator supervising students enrolled in State approved Work-Based Learning courses shall meet **one** of the following requirements:*

- 1. Hold a valid certificate in any Career, Technical, and Agricultural Education field and have completed a State approved WBL training session within the past five years.*
- 2. Hold a valid Work-Based Learning (WBL) endorsement (formerly DCT) issued by the Professional Standards Commission and have completed a State approved WBL training session within the past five years.*
- 3. Serve as a coordinator for the Youth Apprenticeship Program (YAP) only and attend a State approved WBL training session within the past five years.*

Attend acceptable “WBL Training Sessions” which are workshops offered through the Career, Technical, and Agricultural Education Resource Network (CTAERN) entitled WBL Basic Training Parts A & B.

- WBL Basic Training Part A is valid for 3 years from the completed date. (The participant can take this training prior to being listed as the WBL teacher on record.)*
- WBL Basic Training Part B is to be completed within 3 years of the WBL Part A completion date. (The participant must have obtained documented evidence of supervising students enrolled in WBL courses and have been listed as the WBL teacher on record of these students for the previous school term.)*

What is the “State approved training sessions” that WBL Coordinators are required to complete every five years?

Work-Based Learning is a specialized form of Career and Technical program, which is an extension of the CTAE curriculum. Although teachers are educated on teaching their CTAE subject matter content and educational pedagogy during their undergraduate work while obtaining a degree and teaching certificate, implementation of a WBL program is sometimes not a key focal point of this process. Training sessions that fulfill this requirement must consist of structured coursework that addresses all 24 of the WBL program standards and details strategies for implementation. The Georgia Department of Education works cooperatively with the CTAE Resource Network to offer such specialized, focused training sessions. Completion of this training along with the teacher’s CTAE certification ensures that they will be well prepared to offer WBL courses as part of the total CTAE program.

Following are descriptions of the workshops offered that satisfy this requirement:

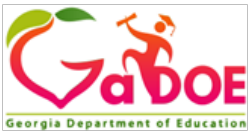
Work-Based Learning Basic Training Part A is workshop designed for new WBL Coordinators. This workshop focuses on implementation of the 24 WBL Standards with a focus on the data reporting required annually on the WBL Annual Data Report and the YAP Annual Data Report. Successful completion of this workshop and ***Work-Based Learning Basic Training Part B*** satisfies the training requirement of State Board Rule **160-4-3-.14**.

Work-Based Learning Basic Training Part B is a workshop designed as a follow up to ***Work-Based Learning Basic Training Part A***. This workshop is held half way through the first year, when the coordinator is putting in place what was learned in the Part A workshop. The purpose of this workshop is to allow the coordinator to show evidence and documentation, and allows the coordinator an opportunity to get clarity on any issues that have come up so far.

Work-Based Learning Refresher Course for Experienced Coordinators is a workshop that began in June, 2016, which was specially designed for coordinators with five or more years’ experience. This workshop focuses on sharing of best practices and planning program improvement. This workshop satisfies the training requirement of State Board Rule **160-4-3-.14**.

Many professional learning events are conducted annually that are not included in the training required for WBL Coordinators. Some examples of events that **DO NOT** count toward this requirement are:

- Region Meetings
- Attendance at GACTE (even though this is a requirement of the YAP grant)
- C-NET training
- Other short term (1 PLU or less) workshops or training events



How long do I need to keep records for WBL students?

Section 19 of this manual deals with student records. WBL Coordinators should compile and maintain thorough records on each WBL student. Some of the forms and documents included are required by law while others are mandated by local systems/administration.

Parents cannot sign away the rights of their minor child; therefore, students can bring suit up to 3 years after their 18th birthday, or up to age 24 for students with an IEP. In order to have records available in case of litigation, **student records must be archived for six (6) years after a student graduates.**