

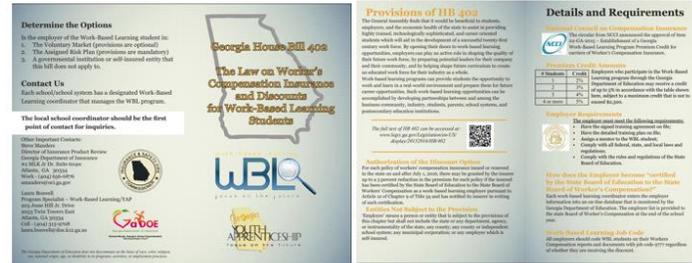
Changes to manual

Section	Page	Action	Added
Preface	i-1	Modified	All names were modified WBL website is added
Preface	i-2	Modified	All quotes were modified (deleted or taken from WBL website)
Preface	i-4	Modified	Umbrella was updated
1			NONE
2			NONE
3	Throughout	Modified	Added virtual to different sections
3	3-3	Deleted	Information about Groundhog Day 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.
3	3-11	Added	You Science link
4			NONE
5			NONE
6	6-1	Modified	Standard 6 title: Standard 6: Work-Based Learning placements are appropriate and accurately identified as Employability Skill Development (ESD), Cooperative Education (Co-op), Internship, Youth Apprenticeship (YAP), Workforce Ready (WFR), or Great Promise Partnership (GPP).
6	6-1	Modified	Wording about 25% ESD is changed in bullets
6	6-3	Added	Added wording: 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.
6	6-18 – 6-20	Added	Added Workforce Ready Placement Information
6	6-23	Added	Added WFR information to table
7	7-4	Modified	5. Communicate with employers to establish reasonable expectations for student workload. The student workload should not negatively impact the student’s academic performance.
7	7-4	Modified	8. Maintain membership in professional organizations. Attend and participate in local, regional, state, and national meetings and conferences whether in-person or virtual.
7	7-10	Modified	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. 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.
7	7-13	Modified	Updated equipment and supplies list
7	7-14	Modified	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.
7	7-16	Modified	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 actually scheduled in a given period. WBL enrollment in “K” weight pathways is illustrated in the following examples:
8	8-2	Added	All WBL Coordinators must follow the WBL Manual Standards & Guidelines.
8	8-3	Modified	<p>(h) Each Work-Based Learning Coordinator supervising students enrolled in State approved Work-Based Learning courses shall meet one of the following requirements:</p> <ol style="list-style-type: none"> 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. <p>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.</p> <ul style="list-style-type: none"> • 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.)
8	8-4	Added	Chart Work Based Learning/Youth Apprenticeship Coordinator Requirements for Certification - State Board Rule 160-4-3-.14 Standard 8
8	8-5	Added	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 .

8	8-6	Added	<p>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.</p>
9	9-2	Added	Provide externship opportunities for teachers
10			NONE
11	11-3	Added	<p>4. 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.</p> <p>5. 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 create 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.</p> <p>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</p>
12	12-7	Modified/ Added	<p>Alcohol and Marijuana</p> <ul style="list-style-type: none"> 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.
12	12-9	Added	<p>Link for YAP/WLB Employer Recruitment Video</p> <p>https://vimeo.com/545155336</p> 
13	13-3	Added	<p>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.</p>
13	13-3	Added	<p>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,</p>

			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, 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.)
13	13-3	Renamed	Enrollment of Special Population Students
13	13-5	Deleted	No more than 5 absences and/or 5 tardies the semester prior to admission to WBL
13	13-5	Modified/ Added	<p>Suggested Job Requirements</p> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> ○ 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.
13	13-6	Added	<p>Sample Documents for Student Admissions</p> <p>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.</p> <ul style="list-style-type: none"> • WBL Student Application • Checklist for Applicants • Teacher Recommendation Form • Acceptance Letter to Student • Early Release Understanding Form
14	14-14	Added	Hall County Mentor Handbook Examples
15	15-12	Added	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.
15	15-16	Added	The employer and WBL Coordinator or school principal must sign the written or electronic agreements
15	15-23	Added	Added a copy of the HB402 Brochure and link to full size

15	15-22	Added	<p>HB402 Brochure</p>  <p>HB402 Click or Scan the QR Code Below for Brochure</p> 			
15	15-23	Added	<p>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:</p> <ul style="list-style-type: none"> 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. <p>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</p>			
15	15-23	Added	<p>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</p>			
15	15-28	Added	<table border="1"> <tr> <td data-bbox="574 1218 743 1348"> <p>PROHIBITED OCCUPATIONS Minors 15 Years of Age & Younger</p> </td> <td data-bbox="743 1218 1321 1348"> <p>http://dol.georgia.gov/child-labor-hazardous-occupations</p> <p>http://www.youthrules.gov/know-the-limits/hazards/index.htm</p> </td> <td data-bbox="1321 1218 1508 1348"> <p>STATE</p> <p>FEDERAL</p> </td> </tr> </table>	<p>PROHIBITED OCCUPATIONS Minors 15 Years of Age & Younger</p>	<p>http://dol.georgia.gov/child-labor-hazardous-occupations</p> <p>http://www.youthrules.gov/know-the-limits/hazards/index.htm</p>	<p>STATE</p> <p>FEDERAL</p>
<p>PROHIBITED OCCUPATIONS Minors 15 Years of Age & Younger</p>	<p>http://dol.georgia.gov/child-labor-hazardous-occupations</p> <p>http://www.youthrules.gov/know-the-limits/hazards/index.htm</p>	<p>STATE</p> <p>FEDERAL</p>				
16	16-2	Modified	<p>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.</p>			
16	16-5	Modified	<p>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.</p>			
16	16-6	Added	<p>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.</p> <p>12. To attend an orientation (virtual/in-person) to better understand the program expectations.</p>			
16	16-6	Modified	<p>7. To pay the student offer the student a paid/non-paid internship experience.</p> <p>a. Paid internships must follow GADOL minimum wage guidelines.</p> <p>b. Compensation for non-paid internships is the experience the student receives</p>			
17			NONE			
18			NONE – information needs to be added to CTAERN/WBL website			
19	19-2	Modify	<p>Course Credit for WBL Placements</p> <p>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</p>			

			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.
19	19-2	Modify	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 (e.g., IEP/504) and should make placements accordingly.
19	19-5	Added	"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-.13 CAREER RELATED EDUCATION describes the requirements necessary for students to participate in the WBL Program that include only students in grades 10-12." 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 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.
19	19-5	Added	Figure 1: Course Numbering Template
19	19-5	Added	Course Numbering Template description table
19	19-6	Modified	CIP numbers table
19	19-7	Modified	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:
19	19-9	Added	CCRPI vs. Perkins V: Effects on WBL chart
19	19-11	Modify	Student records can be kept electronically
19	19-12	Added	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.
20	20-2	Added	Coordination Visits 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.
20	20-3	Added	Coordination Visit 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.
20	20-3	Modified	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.

20	20-4	Added	<p>Scheduling Coordination Visits</p> <p>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.</p>
20	20-4	Modified	<p>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.</p>
21	21-2	Added	<p>Dual Enrollment</p> <p>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.</p>
22			NONE
23	23-1	Modified	<p>New Title</p> <p style="text-align: center;">SECTION TWENTY-THREE</p> <p style="text-align: center;">WBL SPECIAL POPULATION STUDENTS,</p> <p style="text-align: center;">AT RISK, OR WITH SPECIAL NEEDS</p>
23	23-1	Modified	<p>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.</p>
23	23-1	Modified	<p>Evidence Table</p> <p>#5, 6, 7, 8, 9, 10</p>
23	23-2	Added	<p>Added Special Note section:</p> <p>SPECIAL NOTE:</p> <p>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:</p> <ul style="list-style-type: none"> • Gifted Students • English to Speakers of Other Languages (ESOL)/English Language Learners (ELL) Students

			<ul style="list-style-type: none"> Response To Intervention (RTI) Students with Disabilities (IEP, 504) At-Risk Students <p>Economically Disadvantaged Students</p>
23	23-2	Modified	<p>Work-Based Learning for Students with Disabilities</p> <p>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.</p>
23	23-3	Modified	<p>Career Technical Instructions</p> <p>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.</p>
23	23-4	Modified	<p>Modified title</p> <p style="text-align: center;">Criteria for Placement of CTI Students</p>
23	23-4	Modified	<p>2nd paragraph</p> <p>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.</p>
23	23-5	Modified	<p>Modified title</p> <p>Supervision of CTI Students with Disabilities</p>
ZZ	A-2	Added	<p>College and Career Ready Performance Index (CCRPI)</p> <p>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.</p>
ZZ	A-3	Added	<p>Individual Graduation Plan (IGP)</p> <p>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.</p>
ZZ	A-5	Added	<p>Perkins V</p> <p>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</p>

			<p>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.</p> <p>Post-Secondary Credential (POS)</p> <p>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.</p>
ZZ	A-5	Deleted	RESA Youth Apprenticeship Program
ZZ	A-7	Added	<p>Special Populations</p> <p>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.</p>
ZZ	A-9	Added	<p>Workforce Ready (WRR)</p> <p>A career pathway which was developed collaboratively by a team of high school educators and administrators, Georgia business and industry representatives, and other state agencies, including the Department of Juvenile Justice and the Technical College System of Georgia. Students may be enrolled in WBL under the category of Workforce Ready Pathway (WFR) where students may have limitations in completing traditional CTAE career pathways that match their interests and aptitudes. When occasions such as these exist, the Workforce Ready Pathway is an option for CTAE career pathway completion. Workforce Ready may serve as a pathway to assist students in realizing true career aspirations and may serve as a bridge to other CTAE career pathways.</p>
ZZ	A-10	Modified	<p>YAP Completer</p> <p>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.</p>
ZZ	App C	Added/ Modified	Modified the prices, and equipment/supplies lists. Added Annual Budget
ZZ	D-4	Added/ Modified	<p>What are the Certification Requirements for a WBL Coordinator?</p> <p>Copied from section 8 to mat</p>
ZZ	D-5	Removed	Length of courses modified for virtual and in-person workshops.