

Georgia Department of Education CTAE Waivers and Guidance FY21

Dr. Barbara Wall, State CTAE Director

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Guidance and Resources for WBL
Coordinators section
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Guidance and Resources for WBL Coordinators

With school systems starting the FY21 school year in a variety of ways, numerous questions have arisen regarding our students in our Work-Based Learning program (WBL) and the Career Technical Agricultural Education (CTAE) division of the Georgia Department of Education (GaDOE) has been asked for guidance.

First, the WBL coordinator actions are key to avoiding confusion and anxiety for everyone. Whether starting school face-to-face, using a hybrid (combination of face-to-face and virtual classes) model, or virtually please use the three C's; Compassion, Common Sense and Communication. Please read the following information carefully.

1. Remember that operation of your program is ultimately under control of your local school system. The Georgia Department of Education may provide standards for operating the program, guidance, and other support functions but operation of the Work-Based Learning programs, safety and welfare of the students and staff is the direct responsibility of your local school district.
2. Some employers have already notified their Work-Based Learning coordinator of the need to discontinue the student's job placement. Reacting to this will require much flexibility and common sense. Keep in mind, the WBL placement is a learning experience to apply what is being learned in the student's pathway courses and develop employability skills. Think of ways to maintain the purpose of WBL and create a learning environment that keeps the credit earned legitimate.
 - A. School systems which have limited job placements may have to assign the WBL Coordinator to teach an Employability Skills Development class using resources provided on the CTAE Resource Network and **Related Assignments for Work-Based Learning Students** section on the next page of this document. For FY21 only code this course as a WBL course as described in the WBL Coordinator Resource Manual (<https://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Documents/2018-WBL-Manual-Combined-files.pdf>) pages 6-2, 6-3, 6-4, 7-14, and 19-5.
 - B. If school is open, you may need to resort to Employability Skill Development type placements in lieu of aligned pathway placements.
 - C. If a student has a valid placement at the beginning of the FY21 Fall Semester and the job site closes due to COVID 19, related assignments may be given to students that can be completed virtually. Just as many schools will be addressing instruction with virtual methods, so may you. Please refer to the **Related Assignments for Work-Based Learning Students** section on the next page of this document.
3. Some employers may desire to keep the student employed during the times the school is closed. What is your school system's policy for students continuing their

work during other closures such as a snow day? Insure you are following school policy. Your communication with your stakeholders may be crucial here.

1. If the student is not required to continue reporting to work on days the school is closed make sure employers and parents are aware and understand.
2. If an employer still wants the student to work and the school policy will allow it (similar to working during the summer when school is not in session, or on spring break) outside of the WBL program, make sure the parents and employers know that this is outside the Work-Based Learning program and that the monitoring and supervision from you is not available during the times the school is closed.
3. Consider heavily, the impacts of parent reaction if they feel their child is being forced to continue the work and possible exposure to the virus at work. If your system does not currently have a policy for this circumstance get in touch with your administrator and create one immediately.

Related Assignments for Work-Based Learning Students

Below are suggestions for assignments for work-based learning (WBL) students temporarily displaced from their regular WBL job/placement or enrolled in an Employability Skills Development WBL class. For FY21 only, these assignments can be given in lieu of the work hours the students would report and enter in C-Net by the WBL Coordinator.

1. Explain the finer details of your Job Description and Job Duties.
2. Research and write a report on effective time management skills.
3. Research and outline appropriate work behaviors that match your job.
4. Explain positive work ethics related to your job
5. Highlight a positive event at work; explain the event and elaborate on how it relates to you.
6. Analyze a problem at work and detail out your ideas for positive solutions.
7. Describe your role as an effective communicator and how you demonstrate that on the job.
8. Explain/demonstrate an innovative accomplishment you have made that relates to your job.
9. Describe an incident which highlights self-directed accomplishments.
10. Describe work relationships with co-workers.
11. Outline your post-secondary plans.
12. Explain your role as a team player.
13. Outline admissions and programs at a post-secondary school you are interested in.
14. Report on a citizenship/community service activity you have participated in.
15. Draft a letter of introduction to prospective employers and prepare a matching resume.
16. Describe the use of excellent customer service skills.
17. Analyze and summarize your WBL experience so far this school year.
18. Write a thank you letter to your supervisor/mentor.

19. Write a review of the Work-Based Learning Program and the experiences you have had and how that is going to help you in your future.
20. Work-Based Learning Measures Series <https://www.air.org/resource/work-based-learning-measures-series>
21. Integrating Employability Skills: A Framework for All Educators (<https://www.air.org/resource/integrating-employability-skills-framework-all-educators#:~:text=Integrating%20Employability%20Skills%3A%20A%20Framework%20for%20All%20Educators%20is%20a,skills%20at%20the%20state%20and>).
 - a. PowerPoint Slides (<https://www.air.org/resource/integrating-employability-skills-framework-all-educators#:~:text=Integrating%20Employability%20Skills%3A%20A%20Framework%20for%20All%20Educators%20is%20a,skills%20at%20the%20state%20and>)
 - b. Workbook/Handouts (https://www.air.org/sites/default/files/EmployabilitySkills_Workbook.pdf)
 - c. Facilitator's Guide (https://www.air.org/sites/default/files/EmployabilitySkills_FacilitatorsGuide.pdf)
22. CTAE Resource Network – Four Teaching Employability Skills resources (Employability Toolkit, EverFi, GeorgiBest, IDEALS Leadership) listed under Instructional Resources (left hand side of screen).
23. Conduct virtual interviews with students using TEAMS, Google Hangout, Go-To-Webinar or platform sanctioned by the local educational agency (LEA).
24. Georgia Power Cool Pathways (<https://www.georgiapower.com/company/careers/cool-jobs-in-industry/cool-pathways.html>)
25. Connect Ed: The National Center for College & Career – Covid-19 Resources (<https://connectednational.org/learn/key-resources/covid-19-resources/>) *Webinars and all resources provided in Google drive.*
26. Education Systems Center: Bringing Work Home: A Framework for Virtual Work-Based Learning (<https://edsystemsniu.org/a-framework-for-virtual-work-based-learning/>)
27. Workforce Innovation Technical Assistance Center (WINTAC): Resources: Work-based Learning Experiences (<http://www.wintac.org/topic-areas/pre-employment-transition-services/resources/resources-work-based-learning-experiences>)
28. Contact people in similar businesses that are equivalent to your Mentor/Supervisor and conduct a phone interview:
 - ✓ Person Contacted
 - ✓ Date
 - ✓ Start Time of Conversation
 - ✓ End Time of Conversation
 - ✓ Summary of comments