

## Instructions for Submitting the FY2013 YAP Assessment

The YAP Assessment must be submitted annually by all local systems who are recipients of a Youth Apprenticeship Grant in order to qualify for continued funding. Because this document is a requirement of the grant process it must be submitted by the CTAE director of the local system receiving the grant. The CTAE director as a designee of the local system superintendent is responsible for signing off on all grants processed through the consolidated application and therefore, all requirements of the grant funding. YAP coordinators must complete this document and send to their CTAE director to be submitted. The receipt of e-mail from the CTAE director's e-mail account is considered an electronic signature validating the document.

School wide WBL coordinators who serve a dual role as WBL coordinator and YAP coordinator are also required to submit a WBL Data Report regarding students enrolled in Internship, Cooperative Education (coop), or Employability Skill Development (ESD). This YAP Assessment only pertains to students categorized as YAP.

**IMPORTANT:** In all systems where a system wide YAP coordinator serves multiple schools, the data must be collected from each school with YAP student enrollment and consolidated by the YAP coordinator into one YAP Assessment. There should only be one YAP Assessment from each local system receiving the YAP Grant regardless of how many schools are served by the grant or how many school-based WBL coordinators or YAP facilitators are involved with the YAP program. The YAP Grant requires one person to be designated as the YAP coordinator per grant recipient who is responsible for this data and which must be listed on the document.

### Instructions:

1. The YAP coordinator should complete the attached document and save it onto their computer; then e-mail the document to the local system CTAE director.
2. Name the file as follows: ***System-coordinatorlastname-FY13***
3. The local system CTAE director should e-mail the completed document as an attachment to the following e-mail address:  
  
[lpian@doe.k12.ga.us](mailto:lpian@doe.k12.ga.us)
4. You should get a reply within 3-5 days acknowledging receipt of your report.

If you do not get a reply acknowledging acceptance of your Assessment in 3-5 days please contact:

**Dwayne Hobbs**  
Georgia Department of Education  
[dhobbs@doe.k12.ga.us](mailto:dhobbs@doe.k12.ga.us)  
404-657-8334

**Deadline: Monday, April 01, 2013, by 4:00 p.m.**

**GEORGIA DEPARTMENT OF EDUCATION  
Career, Technical and Agriculture Education Division  
FY2012-2013 Work-Based Learning Program Assessment**

**Name of System:**

**System CTAE Director:**

**YAP Coordinator:**

**Coordinator's Mailing Address:**

**Coordinator's Telephone Number:**

**Coordinator's Fax Number:**

**Coordinator's Email Address:**

**If the Coordinator is school level.** (Serves students from one school only.) **Type the name of the school here:**

**If the Coordinator is system level.** (Serves students for more than one school in the school system.) **Type the names of all schools served here:**

**If the Coordinator is employed by a RESA, list all school systems served by this Coordinator:**

**Enter the following information regarding the most recent State approved training the YAP Coordinator attended.**

**Month/Year of the workshop:**

**CTAERN Workshop Number:**

**Workshop Title:**

**Location of Workshop:**

**Workshop Instructor:**

**Number of Days the workshop lasted:**

**PLU credit earned:**

**If the Coordinator holds a clear renewable teaching certificate please list the valid fields: (if not, state "non-certified")**

Technical assistance concerns for completion of this Assessment may be directed to:

Dwayne Hobbs

Georgia Department of Education

[ahobbs@doe.k12.ga.us](mailto:ahobbs@doe.k12.ga.us)

404-657-8334

## Youth Apprenticeship Program Assessment-FY 2013

State Board Rules require YAP Coordinators to “implement the program according to the “*Georgia Career-Related Education Manual – Including Standards and Guidelines for Work-Based Learning*.” All YAP coordinators should complete this self-assessment as it relates to their specific program. Continuance of grant funding for the Youth Apprenticeship Program is dependent on results of this assessment. Please enter data as requested below for the current year’s activities. YAP Coordinators serving multiple schools/systems for a consortium or RESA must compile this data and complete an assessment for each system/grant recipient they serve:

<b>Standard 1. A wide array of Career Related Education activities, are integrated into all CTAE classes to support the school to career transition and work based placements.</b>	
(For System Level Coordinators enter totals for all high schools combined)	
<input type="checkbox"/> Total number of high schools served by the Coordinator.	
<input type="checkbox"/> Total school(s) population .	
<input type="checkbox"/> Total number of CTAE teachers in the school(s).	
<input type="checkbox"/> Estimated number of students enrolled in at least one CTAE class.	

<b>Standard 2. Age appropriate Career Awareness Activities in the CTAE class are designed to make students aware of career choices and promote the school to career transition.</b>	
<input type="checkbox"/> Estimate the total number of students who participated in the following Career Awareness activities which <b>you arranged or help coordinate:</b>	
• Guest Speakers for CTAE classes	
• Field trips	
• Industry tours	
• Career Day/Career Fair	

<b>Standard 3. Age appropriate Career Exploration activities in the CTAE class are conducted with individual or small groups of students to explore career options.</b>	
<input type="checkbox"/> Estimate the number of <b>your YAP students</b> who at any time during high school have participated in the following Career Exploration activities:	
• Individual Advisement/Guidance Sessions/Planning the Individual Career Plan	
• Mock Interviews	
• Job Shadowing	
• Student Portfolios/Journals	
• Conferences/seminars (including CTSO participation)	

<b>Standard 4. Instructional Related activities in the CTAE class promote understanding of the business and work environment and help students develop employability skills.</b>	
<input type="checkbox"/> Estimate the number of <b>your YAP students</b> who participated in the following Instructional Related Activities.	
• Students participating in a school based enterprise activity, ie: school store	
• Total number of paid YAP students employed by the school based enterprise	
• Students participating in entrepreneurship activities	

<b>Standard 5. CTAE personnel are actively involved in the planning, coordinating, and implementing of connecting activities between the school and the business community.</b>	
<input type="checkbox"/> Total number of prospective employers (not current employers of YAP students) you have visited.	
<input type="checkbox"/> Total number of community meetings attended (ie: Chamber of Commerce, Rotary, etc.).	
<input type="checkbox"/> Total number of businesses you consider partners with your program (employer, advisory, etc.).	

## Youth Apprenticeship Program Assessment-FY 2013

In the table below enter the total number of students served at any time during the year by the coordinator. This count is actual students regardless of the number of periods or blocks they are enrolled in YAP or the number of credits being earned. This count is the total number of different persons served all year (semester one and two). If a student is in your program both semesters only count them once. If you served a student one semester but not both count them once.

This data should match the number of entries you have in C-NET for YAP.

<b>Standard 6A. WBL placements are appropriate and accurately identified as employability skill development, cooperative education, internship, or youth apprenticeship.</b>				
Enter the number of youth apprenticeship students in your program by concentration area. These students should have earned at least one credit in one of the following concentrations:	Post Secondary Graduates still being tracked.	Enrolled during this current school year.	Totals	Completers
• Agriculture				
• Archit., Constr., Communication & Transp.				
• Business and Computer Science				
• Culinary Arts				
• Engineering and Technology				
• Education				
• Family and Consumer Science				
• Government and Public Safety				
• Healthcare Science (including Cosmetology )				
• Marketing Sales and Service				
• Non CTAE subject area				
<b>Total number of Post Secondary Apprentices (being tracked from previous years)</b>				
<b>Total number of Secondary Apprentices (enrolled in your program during the current school year)</b>				
<b>Total number of Apprentices in your program. (sum of the previous two totals)</b>				
<b>Total number of Apprentices that will complete the program during the current school year</b>				

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In the table below enter the total FTE enrollment for YAP students. This count should match the total FTE segments of YAP enrollment that your system is awarding credit for. Enter the FTE credits earned by students for each semester then derive the total for the entire year (total of semester one and two).

Some examples are:

1. If a student is in YAP for two blocks receiving two credits, you will count that student as a 2 for this count. If this is per semester, the yearly total could be 4.
2. If a student is in YAP one period all year earning 1 unit of credit, you will enter .5 for each semester.
3. If a student was in YAP for two periods first semester earning .5 for each the total would be 1 for semester 1 and if their schedule changed to only one period the second semester earning .5 the total would be .5 for semester 2 and result in a total of 1.5 for the year.

<b>Standard 6B. WBL placements are appropriate and accurately identified as employability skill development, cooperative education, internship, or youth apprenticeship.</b>			
Enter the number of FTE segments of enrollment for apprentices in your program according to the concentration area of their related coursework. These students should have completed the minimum "144 hours of related instruction" in one of the following concentrations:	Enrolled in the current school year.	Enrolled in the current school year.	Totals
	Semester 1	Semester 2	
• Agriculture			
• Archit., Constr., Communication & Transp.			
• Business and Computer Science			
• Culinary Arts			
• Engineering and Technology			
• Education			
• Family and Consumer Science			
• Government and Public Safety			
• Healthcare Science (including Cosmetology )			
• Marketing Sales and Service			
• Non CTAE subject area			
<b>Total number of credits earned by students enrolled in Youth Apprenticeship during the current school year</b>			
<b>Total number of credits earned by students enrolled in Youth Apprenticeship during the current school year. (sum of the previous two totals)</b>			

<b>Standard 7. The local school system supports equitable work-based learning opportunities by providing a coordinator, adequate resources and a manageable workload.</b>
<input type="checkbox"/> Complete your schedule below and indicate the students enrolled in each period/block. Use the number of rows in the table below depending on the schedule used in the school system. For example, systems on block schedule, only use rows 1-4.

## Youth Apprenticeship Program Assessment-FY 2013

Period/Block #	Indicate which of the four choices below best describes your daily schedule for each period/block of the school day: <b>WBL/YAP SUPERVISION</b> or <b>PLANNING</b> or <b>CLASS</b> or <b>DUTY</b> For the CLASS option list the class you teach each period. Use the number of lines that match the schedule of your school. Leave all others blank.	# Students Enrolled in Semester 1	# Students Enrolled in Semester 2
1			
2			
3			
4			
5			
6			
7			
8			

<b>Standard 8. Teachers/coordinators who supervise students on job placements are trained to provide quality programs at the local level.</b>		
Enter a "1" or "2" or "3". 1= Certified in a CTAE field 2= Certified in a field other than CTAE 3= Not certified in field		
Enter a "1" if you have the WBL endorsement on your certificate; enter "0" if you do not.		
Enter a "1" if you have attended a WBL Bootcamp or Update/Refresher workshop within the past five years; enter "0" if you have not.		
Enter a "1" or "2" or "3". 1= You are a GACTE member of the WBL/YAP (Cooperative Work Experience) affiliate. 2= You are a GACTE member in another affiliate. 3= You are not a GACTE member.		
Enter the number of WBL/YAP region meetings you have attended this current school year.		
Enter the total number of professional learning events, relevant to WBL (local, regional, state sponsored, or industry specific) that you have attended in the last five years.		

<b>Standard 9. An active advisory committee assists with the design, development, implementation, administration, and evaluation of the program.</b>		
Enter the following data for your YAP Advisory Committee.		
• Total number of Advisory Committee members		
• Total Advisory Committee members from business and industry		
• Total Advisory Committee members from post secondary institutions		
• Total Advisory Committee members from school system administration		
• Total Advisory Committee members from guidance/counseling		
• Total number of meetings held during the current school year		
• Total sets of meeting minutes on file for the current school year		

<b>Standard 10. A plan exists and is implemented to teach employability skills and core competencies to students prior to the WBL placement.</b>		
Teaching Employability Skills: Enter data below regarding teaching of employability skills <u>within your role as a YAP coordinator</u> . Do not count lessons in a regularly scheduled class you are assigned to.		
• Estimated number of students present in classes where <b>you</b> presented as a guest speaker. (IE: of the total number of students enrolled in CTAE classes, who have been in a presentation you conducted at least <sup>6</sup> once?)		

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• Estimate the number of class sections/periods/blocks in which <b>you</b> presented lessons	
• Total number of <i>different</i> CTAE programs in the school(s) <b>you</b> serve	
Enter a "1" beside each topic that was included in your employability skill lessons.	
• Displaying a Professional Attitude	
• Exhibiting Good Work Ethics	
• Demonstrating Appropriate Work Behaviors, including respect for diversity	
• Communicating Effectively both Verbally and Non-Verbally	
• Building Essential Work Relationships	
• Time Management Skills	
• Performing Well in a Team Environment	
• Demonstrating Excellent Customer Service Skills	
• Problem Solving	
• Getting and Keeping a Job	

<b>Standard 11. Students involved in WBL placements have a comprehensive individual career plan on file that integrates academic and occupational instruction within an appropriate workplace setting.</b>	
The YAP Coordinator should maintain a file on each YAP student; Page 19-14 in the CRE Manual details the contents of these files. Considering <b>your</b> YAP student files, enter the following data:	
• Total number of your YAP students with ICP's (graduation plan, POS, etc.) on file	
• Total number of your YAP students who have indicated a career goal on their ICP that matches their current job classification	

<b>Standard 12. Community resources are analyzed and WBL placements are matched with available opportunities.</b>	
Total number of YAP students who obtained their own job to qualify for enrollment in YAP.	
Total number of YAP students placed on a job that was arranged by <b>you</b> , the YAP coordinator.	
Total number of students in hazardous occupations but exempted by the Fair Labor Standards Act.	
Total number of students employed in high skill, high wage, high demand field matching their career goal and related coursework taken.	
Total number of YAP students employed by the school system but NOT working at the high school as their work site.	
Total number of YAP students employed by the school system who are working at the school site.	

<b>Standard 13. 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/registration for the WBL program.</b>	
Enter the number of YAP students for whom a parent attended the parent orientation.	
Enter the number of students who <b>applied</b> for the YAP program for the current school year.	
Enter the number of students who <b>were admitted</b> to the YAP program for the current school year.	
Enter the number of students scheduled into your program by guidance/counselors or a registrar <b>without input from the YAP Coordinator</b> and/or adherence to your admission procedures.	
Enter the number of special needs students served by your program.	

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<b>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 worksite are trained by the WBL coordinator. Integrated instruction is provided to the work-based learning student at the work site.</b>	
Enter the number of industry supervisors/mentors who attended a mentor training conducted by <b>the YAP Coordinator</b> (including those you met with and trained individually).	
Enter the total number of <b>different</b> employers/businesses/establishments/institutions where students are placed this current year. (ie: if 3 students work at one business count it only once.)	
Enter the number of work sites visited (by the YAP coordinator or designee) prior to the first day the student was released from school to report to the work site.	

<b>Standard 15. Work-based learning sites for students are in compliance with federal, state, and local labor laws.</b>	
Enter the number of students who have received an orientation from the YAP coordinator regarding labor laws and school policies.	
Total number of contacts the YAP coordinator has had this current school year with Department of Labor personnel.	
Total number of student issues related to Legal, Labor, and Policy (anything referenced in Section 15 of the CRE Manual) that the YAP Coordinator has dealt with this current school year.	
Total Number of paid YAP students being paid less than the federal minimum wage.	
Total Number of students being treated as a self-employed independent subcontractors and being issued an IRS form 1099 in lieu of a W-4 for tax withholding.	

<b>Standard 16. Each student has on file an individual educational training agreement.</b>	
Total number of student training agreements on file that contain all required signatures.	
Total number of incomplete training agreements on file.	
Total number of face to face meetings that the YAP Coordinator held with employers for the purpose of signing the training agreement.	
Total number of training agreements that were sent to the employer via the student to have the employer sign them in lieu of the YAP coordinator meeting with the employer.	

<b>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 individual career plan.</b>	
Total number of student training plans on file that contain all required signatures.	
Total number of incomplete training plans on file.	
Total number of face to face meetings that the YAP Coordinator held with employers for the purpose of signing the training plan.	
Total number of training plans that were sent to the employer via the student to have the employer sign them in lieu of the YAP coordinator meeting with the employer.	
Total number of training plans developed in C-NET.	

<b>Standard 18. Each WBL 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.</b>	
Total number of YAP students who received an orientation and written grading procedures.	
Total number of YAP students receiving a minimum of two <u>employability skill</u> evaluations during the first semester and at least one to date in second semester that were signed by the employer.	
Total number of YAP students receiving a <u>Job Assessment</u> evaluation first semester on attainment of the technical skills listed on the training plan. Count only students who have up to date Job Assessment evaluations recorded in C-NET.	



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Total number of YAP students required to submit a portfolio <b>as part of the assessment process.</b>	
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<b>Standard 19. 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.</b>	
Total number of your YAP students who have <b>complete</b> records entered in Georgia C-NET for the current year. This includes work/wage, job visits, and technical skill evaluations.	
Enter the year to date total from C-NET for student wages.	
Enter the year to date total from C-NET for student hours worked.	
Total number of students that have work permits on file.	
Enter the number of youth apprenticeship students being tracked that will be terminated from your program this current school year because of one the following factors:	
• Student moved and contact has been lost	
• Employer partnership has failed	
• Student will not complete the 2000 hour commitment	
• Student will not complete the post-secondary commitment	
• Other reasons not listed above	

<b>Standard 20. Work-Based Learning personnel make regular supervisory visits to the work-based learning sites.</b>	
Total number of YAP students that were visited on the job site at least two times first semester and at least once to date in second semester. Count only students for which you have entered this data into C-NET.	
Total number of worksite visits (all students) conducted this school year.	
Estimated number of <b>other</b> contacts made (ie: phone calls, e-mails, letters, etc.).	

<b>Standard 21. Work-based learning Coordinators participate in the Transition and Career Partnership (TCP) and assist students with post-secondary opportunities.</b>	
Total number of YAP students participating in Dual Enrollment courses or ACCEL.	
Total number of your YAP tracking students that are enrolled in postsecondary education.	

<b>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.</b>	
<input type="checkbox"/> Sessions recruiting for YAP: Estimate the total hours <b>you</b> spent making presentations in the following categories:	
• Elementary schools	
• Middle schools	
• High schools	
• Parent groups	
• Administration/faculty/staff	
• Community, business/industry and civic groups	
Total number of newspaper articles during this school year that mentioned or featured YAP.	
Enter the number of students exposed to PR materials promoting your YAP program. Ie: publications, displays, digital media, etc.	

<b>Standard 23. 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.</b>	
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Total number of students in CTI work-based placements (if CTI is available in the school).	
Total number of students in CCAE work-based placements (if CCAE is available in the school).	
Total number of special needs or at risk students in WBL (not counting CTI and CCAE).	

<b>Standard 24. A comprehensive evaluation of the program is conducted annually including follow-up of students to determine the success of student placements and YAP completers.</b>	
Utilizing the rubric found in Section 24 of the CRE Manual, self evaluate your program and report the data below:	
<ul style="list-style-type: none"> <li>Total number of the 24 standards for which the YAP/WBL program is exemplary (3)</li> </ul>	
<ul style="list-style-type: none"> <li>Total number of the 24 standards for which the YAP/WBL program meets the standard (2)</li> </ul>	
<ul style="list-style-type: none"> <li>Total number of the 24 standards for which the YAP/WBL program does not meet the standard (1)</li> </ul>	
Estimated number of questionnaires sent to former students.	
Estimated number of questionnaires sent to employers.	

**DATA VERIFICATION - YAP PROGRAM COMPLETERS**

**YAP Coordinator's Name:** \_\_\_\_\_

**YAP Coordinator's Address:** \_\_\_\_\_

**Date of this Report:** \_\_\_\_\_

**Instructions:** In the table below, please provide data for students who have completed the Youth Apprenticeship Program

Student's Name	Name of Student's High School	State CIP Code Number for the 144 Hours of Related Instruction	List the Post-Secondary Credential Earned by the Student.	Date the Program was Completed	List the CTAE Program Area Related to the Student's Apprenticeship: Agriculture ACCT (Arch., Constr., Comm. and Transport.) Business and Computer Science Culinary Arts Education Engineering and Technology Family and Consumer Science Government and Public Safety Healthcare Science Marketing Sales and Service

Add rows to the table as needed.

I verify that the students listed above have been completed the Youth Apprenticeship Program according to criteria listed in State Board Rule 160-4-3-.13 and that the program has been implemented by the Youth Apprenticeship Coordinator according to the *Standards and Guidelines for Work-Based Learning Programs in Georgia* and that records are on file documenting the 2000 hours of on-the-job training.

\_\_\_\_\_  
**Signature**, Youth Apprenticeship Coordinator

(The signature line above is used when hard copies of this report are submitted during the school year. This document is accepted as part of this Assessment as an electronic signature)

## Youth Apprenticeship Program Assessment-FY 2013

### NARRATIVE

**Please answer the questions below in brief, narrative form:**

Describe the positive aspects that make your program successful and also the challenges you face. Example: local support, community attitudes, time needed to network in the community, teaching duties, administration, bus duties, lunch duties, counseling, scheduling, student advisement, etc:

What were some of the major program improvement needs that you discovered as a result of conducting the self assessment (using the rubric found in Section 24 of the CRE Manual) for the previous school year? Describe some of your primary accomplishments during the past year and describe some of the current challenges you face.

Outline below the program improvement plan for the next school year. Using your self assessment as a reference, list three short term goals for improvement and three long term goals for improvement.

Outline below some of the public relations efforts undertaken to market your program.

Systems who accept the YAP grant sign off on an agreement that the coordinator “**will participate in state sponsored Professional Development activities.**” The two major professional development functions for WBL/YAP are affiliate sessions at GACTE and attendance at the region WBL/YAP meetings. Please provide the following information regarding your attendance at the region WBL/YAP meetings:

Which region is your system a part of?

Who is the chair and co-chairperson of your region?

List the month and location of the meetings (including GACTE) you attended this current year:

Please provide suggestions for agenda topics at these meetings:

## Youth Apprenticeship Program Assessment-FY 2013

### **ADVISORY COMMITTEE INFORMATION**

Please complete the following section regarding your local advisory committee:

<b>Name of Committee Members</b>	<b>Company/Institution/Agency Name</b>	<b>Area of Representation</b>

**Dates of Advisory Committee Meetings for the Current School Year: (must include month, day, year)**

_____	_____
_____	_____

**Please cut and paste the text from the minutes of your two most recent advisory committee meetings here:**