

Instructions for Submitting the FY2011 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-FY11***
3. The local system CTAE director should e-mail the completed document as an attachment to the following e-mail address:

lplan@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
404-657-8334

Deadline: Friday, April 01, 2011, by 4:00 p.m.

**GEORGIA DEPARTMENT OF EDUCATION
Career, Technical and Agriculture Education Division
FY2010-2011 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:

Check if the Coordinator is school level. (Serves students from one school only.) **Name of the school:**

Check if the Coordinator is system level. (Serves students for more than one school in the school system.) **Names of all schools served:**

If the Coordinator is employed by a RESA, list all other 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

404-657-8334

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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:

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.	
(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	
<input type="checkbox"/> Estimated number of CTAE teachers in the school(s) who utilize information in the CRE Manual	
<input type="checkbox"/> Estimated student participation in job shadowing, entrepreneurship, or school based enterprises	
<input type="checkbox"/> Estimated number of students you counseled individually about career options and YAP	
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.	
<input type="checkbox"/> Estimate the total number of students who participated in the following Career Awareness activities which you arranged or help coordinate:	
• Guest Speakers for CTAE classes	
• Field trips	
• Industry tours	
• Career Day/Career Fair	
Standard 3. Age appropriate Career Exploration activities in the CTAE class are conducted with individual or small groups of students to explore career options.	
<input type="checkbox"/> Estimate the number of your YAP students who 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)	
Standard 4. Instructional Related activities in the CTAE class promote understanding of the business and work environment and help students develop employability skills.	
<input type="checkbox"/> Estimate the number of your YAP students who participated in the following Instructional Related Activities.	
• Students participating in a school based enterprise activity, ie: school store	
• Total number of paid WBL students employed by the school based enterprise	
• Students participating in entrepreneurship activities	

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Standard 5. CTAE personnel are actively involved in the planning, coordinating, and implementing of connecting activities between the school and the business community.	
• Total number of visits to prospective employers (not current employers of YAP students)	
• Total number of community meetings attended (ie: Chamber of Commerce, Rotary, etc.)	
• Total number of businesses you consider partners with your program (employer, advisory, etc.)	

In the table below enter the total number of students served by the coordinator. This count is actual students regardless of the number of periods or blocks they are enrolled in for YAP or the number of credits being received. 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. This data should match the number of entries you have in C-NET for YAP.

Standard 6A. WBL placements are appropriate and accurately identified as employability skill development, cooperative education, internship, or youth apprenticeship.					
Enter the number of apprentices in your program by concentration area. These students should have completed the minimum “144 hours of related instruction” in one of the following concentrations:	Post Secondary Graduates Still being tracked.	Enrolled in the 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					
Total number of Post Secondary Apprentices (being tracked from previous years)					
Total number of Secondary Apprentices (enrolled in your program during the current school year)					
Total number of Apprentices in your program. (sum of the previous two totals)					
Total number of Apprentices that will complete the program during the current school year					

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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. Count the FTE credits earned by students 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.

Standard 6B. WBL placements are appropriate and accurately identified as employability skill development, cooperative education, internship, or youth apprenticeship.			
Enter the number of apprentices in your program by concentration area. 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			
Total number of credits earned by students enrolled in Youth Apprenticeship during the current school year			
Total number of credits earned by students enrolled in Youth Apprenticeship during the current school year. (sum of the previous two totals)			

Standard 7. The local school system supports equitable work-based learning opportunities by providing a coordinator, adequate resources and a manageable workload.

- 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.

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Period/Block #	For each period/block, write in “WBL/YAP Supervision” or “Planning” or <u>Class Name</u> , or <u>list any duties</u> you are assigned to.	# Students Enrolled in Semester 1	# Students Enrolled in Semester 2
1			
2			
3			
4			
5			
6			
7			
8			

Standard 8. Teachers/coordinators who supervise students on job placements are trained to provide quality programs at the local level.	
Enter a “1” if you hold a clear renewable certificate from PSC in a CTAE field; enter “2” if you do not hold a certificate from PSC in a CTAE field.	
Enter a “1” if you hold a DCT/WBL endorsement; enter “2” if you do not	
Enter a “1” if you have attended a State sponsored YAP training session within the past five years; enter “2” if you have not	
Enter a “1” if you are a member of the WBL/YAP (coop) affiliate in GACTE; enter a “2” if you are a GACTE member in another affiliate; enter a “3” if you are not a GACTE member	
Enter the number of regional WBL/YAP meetings you attended this current school year	
Enter the number of professional learning events, relevant to WBL (local, state sponsored, or industry specific) that you have attended in the last five years	

Standard 9. An active advisory committee assists with the design, development, implementation, administration, and evaluation of the program.	
Enter the following data for your YAP Advisory Committee.	
<ul style="list-style-type: none"> • 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 	

Standard 10. A plan exists and is implemented to teach employability skills and core competencies to students prior to the WBL placement.	
Teaching Employability Skills: Enter data below regarding teaching of employability skills within your role as a YAP coordinator . <u>Do not count lessons in a regularly scheduled class you are assigned to.</u>	
<ul style="list-style-type: none"> • Estimated number of students (non-duplicative) present in classes where you 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 once?) 	

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<ul style="list-style-type: none"> Estimate the number of class sections/periods/blocks in which you presented lessons 	
<ul style="list-style-type: none"> Total number of <i>different</i> CTAE programs in the school(s) you serve 	
<ul style="list-style-type: none"> Enter the number of different CTAE programs in the school(s) you serve in which you presented at least one lesson on employability skills 	
Enter the number of lessons you presented related to each of the 10 “ <i>Identified Employability Skills</i> ”, use Section 10 of the CRE Manual as reference.	
<ul style="list-style-type: none"> Displaying a Professional Attitude 	
<ul style="list-style-type: none"> Exhibiting Good Work Ethics 	
<ul style="list-style-type: none"> Demonstrating Appropriate Work Behaviors, including respect for diversity 	
<ul style="list-style-type: none"> Communicating Effectively both Verbally and Non-Verbally 	
<ul style="list-style-type: none"> Building Essential Work Relationships 	
<ul style="list-style-type: none"> Time Management Skills 	
<ul style="list-style-type: none"> Performing Well in a Team Environment 	
<ul style="list-style-type: none"> Demonstrating Excellent Customer Service Skills 	
<ul style="list-style-type: none"> Problem Solving 	
<ul style="list-style-type: none"> Getting and Keeping a Job 	

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.	
The YAP Coordinator should maintain a file on each YAP student; Page 19-15 in the CRE Manual details the contents of these files. Considering your YAP student files, enter the following data:	
<ul style="list-style-type: none"> Total number of your YAP students with ICP’s (graduation plan, POS, etc.) on file 	
<ul style="list-style-type: none"> Total number of ICP’s on file that are the State recommended Peach State Planning Tool 	
<ul style="list-style-type: none"> Total number of your YAP students who have indicated a career goal on their ICP that matches their current job classification 	

Standard 12. Community resources are analyzed and WBL placements are matched with available opportunities.	
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 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 fields (ie: meet the criteria as defined on www.occsupplydemand.org)	

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.	
Enter the number of YAP students for whom a parent attended the parent orientation	
Enter the number of students who applied for the YAP program for the current school year	
Enter the number of students who were admitted to the YAP program for the current school year	

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Enter the number of students scheduled into your program by guidance/counselors or a registrar without input from the YAP Coordinator and/or adherence to your admission procedures	
Enter the number of special needs students served by your program	

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.	
Enter the number of industry supervisors/mentors who attended a mentor training conducted by the YAP Coordinator (including those you met with and trained individually)	
Enter the total number of work-sites (employers) where students are placed this current year	
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.	

Standard 15. Work-based learning sites for students are in compliance with federal, state, and local labor laws.	
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 a IRS form 1099 in lieu of W-4 for tax withholding	

Standard 16. Each student has on file an individual educational training agreement.	
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.	

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.	
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 developed in C-NET	
Total number of training plans based on the ONET task lists found in C-NET	

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.	
Total number of YAP students who received an orientation and written grading procedures	

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Total number of YAP students receiving a minimum of two <u>employability skill</u> evaluations per semester 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	
Total number of YAP students required to submit a portfolio as part of the assessment process	

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.	
Total number of complete student records entered in Georgia C-NET for the current year	
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:	
<ul style="list-style-type: none"> • 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 	

Standard 20. Work-Based Learning personnel make regular supervisory visits to the work-based learning sites.	
Total number of YAP students that were visited on the job site at least two times first 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 <i>other</i> contacts made (ie: phone calls, e-mails, letters, etc.)	

Standard 21. Work-based learning Coordinators participate in the Education and Career Partnership (ECP) and assist students with post-secondary opportunities.	
Total number of YAP students who have taken articulated courses	
Total number of YAP students participating in Dual Enrollment courses	
Estimated number of occasions the YAP coordinator interacted with the ECP Coordinator	
Total number of YAP students who took the Work Ready Assessment during the current school year	

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.	
<input type="checkbox"/> Sessions recruiting for YAP: Estimate the total hours <u>you</u> spent making presentations in the following categories:	
<ul style="list-style-type: none"> • Elementary schools • Middle schools • High schools • Parent groups • Administration/faculty/staff 	

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<ul style="list-style-type: none"> • Community, business/industry and civic groups 	
Total number of newspaper articles during this school year that mentioned or featured YAP	
Enter the number of TV or Radio broadcast where YAP was mentioned	

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.	
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)	

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.	
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"> • Total number of the 24 standards for which the YAP/WBL program is exemplary (3) • Total number of the 24 standards for which the YAP/WBL program meets the standard (2) • Total number of the 24 standards for which the YAP/WBL program does not meet the standard (1) 	
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 an electronic signature)

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NARRATIVE

Please answer the questions below in brief, narrative form:

Describe your other duties (related and unrelated to YAP) **Example: Work-Ready testing, teaching, administration, bus duties, lunch duties, counseling, scheduling, student advisement, etc:** Please explain how these duties affect your ability to handle the WBL workload.

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 and 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:

