

School-Wide WBL Coordinator Delivery Model GACTE 2010

GaDOE Strategic Plan



Strategy Map

Vision

Mission

Values

■ Goal 1 - Graduation

■ Goal 2 - Teacher Quality

■ Goal 3 - Workforce Readiness

« Goal (3) »

[Dashboard](#) | [Scorecard](#)

Improve workforce readiness skills.

Indicator Cluster: Certification and Credentials

+ Click here to see indicator details.

Status



Indicator Cluster: Career-Related Education

- Click here to see indicator details.

Status

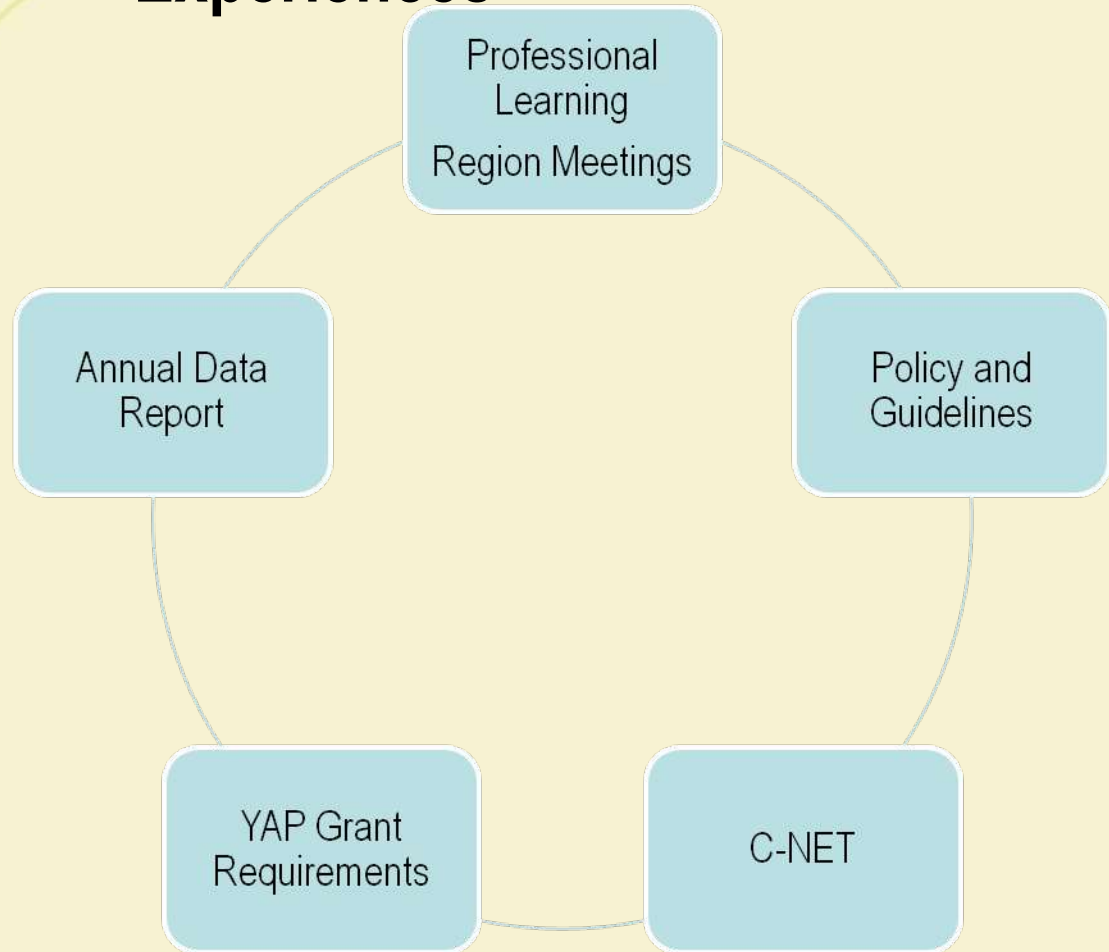


Indicator	2006	2007	2008	2009	Trend	Target	Tolerance	Status
Number of Students Participating In and Completing Appropriate Work-Based Learning Experiences	21034	18387	23141	24472	▲	24000	500	●
Number of Secondary Apprentices - Youth Apprenticeship Program	5908	7928	6749	7129	▲	7000	500	◆
Number of LEAs with Gifted Identified Students Enrolled in Mentorship/Internship Programs			9	19	▲	11	1	●

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Indicators: Number of Students Participating In and Completing Appropriate Work-Based Learning Experiences

Indicators



Number of Secondary Apprentices - Youth Apprenticeship Program

The Need for Re-engineering the WBL Delivery Model

- Historically there has been limited implementation of WBL in Georgia.
- Career development and work-based learning sporadically integrated into CTAE.
- WBL opportunities have not always been available on an equitable basis.
- Funding levels were not consistent for all WBL programs.
- Local System Compliance Reviews revealed challenges with WBL implementation.
- Traditional WBL delivery models have not always been implemented according to criteria identified in the law (YAP) and state board rules.
- WBL enrollment has not always been viewed as an extension of the instructional program, and focused on development of employability skills.
- Opportunities for coordinators to create partnerships placements is a challenge.
- Implementation procedures varied drastically by school and system.
- Standards, data collection, and assessment procedures were not clearly defined.
- Certification preparation for the WBL component was inconsistent within the various CTAE program areas.
- Professional Learning opportunities have been inconsistent or non existent.

CTAE Programs with Traditional WBL Component.

- **Marketing**
- **Health Occupations**
- **Business and Computer Science (CBE)**
- **Diversified Cooperative Training (DCT)**
- **Family and Consumer Sciences**
- **Agriculture**
- **Youth Apprenticeship Program**

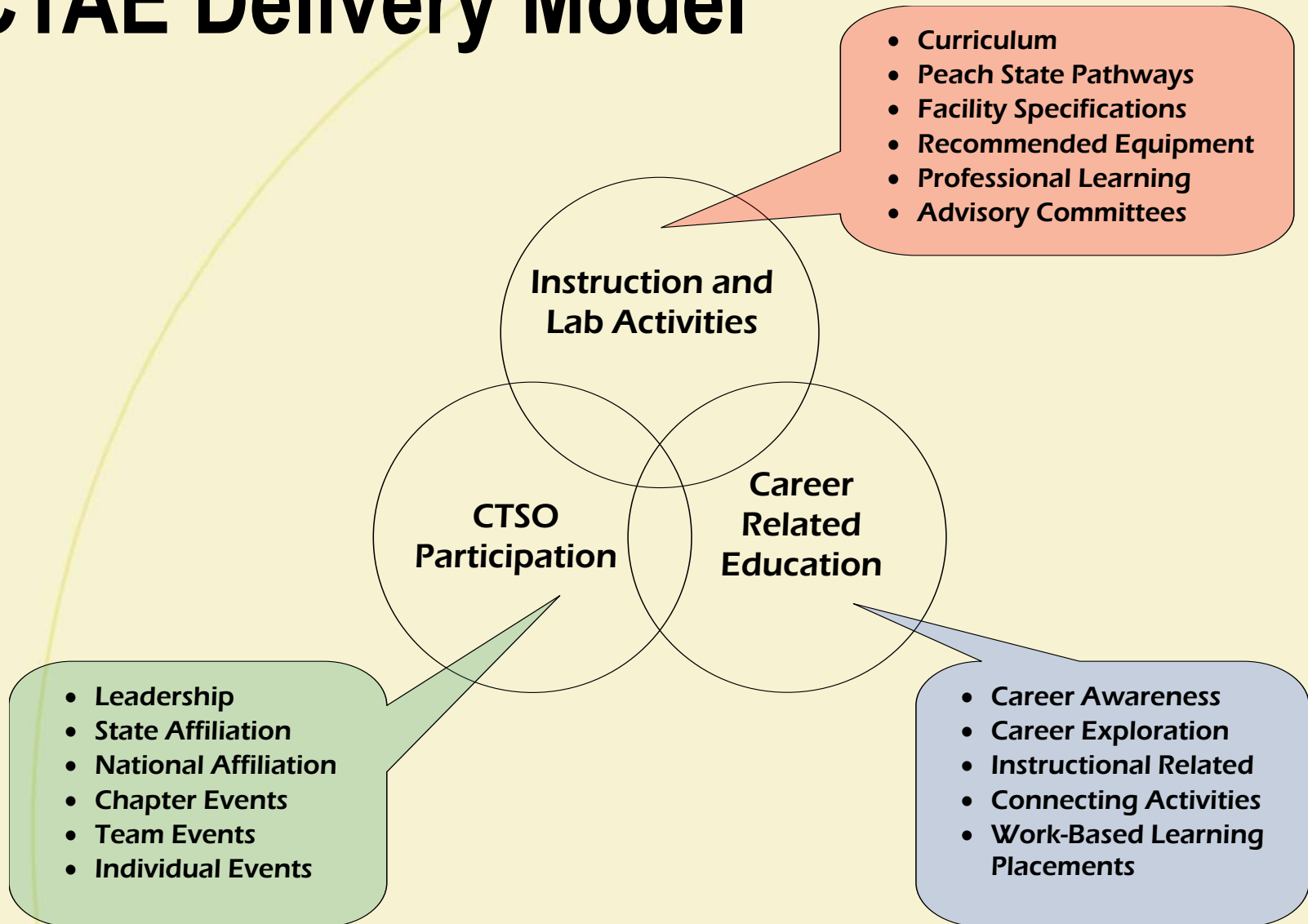
CTAE Programs without WBL Course Numbers.

- **Cosmetology**
- **Law and Public Safety**
- **Engineering and Technology**
- **Construction**
- **Automotive**
- **Metals**
- **Aviation**
- **Culinary Arts**
- **Early Childhood Education**
- **Communication Technology**
- **Broadcast Video Production**
- **Information Technology**

The Present Status of CRE in Georgia

- Re-engineering process has broadened the mission and goals.
- Name change to Career Related Education focuses on equity and employability skills for all CTAE areas.
- WBL one of five major categories under the CRE umbrella that facilitate the school-to career transition:
 1. Career Awareness
 2. Career Exploration
 3. Instructional Related Activities
 4. Connecting Activities
 5. Work-Based Learning – ESD, Co-op, Internship, YAP
- GaDOE is implementing strategies to help administrators, counselors and all CTAE related teachers understand the CRE model and where WBL fits in this model.

CTAE Delivery Model

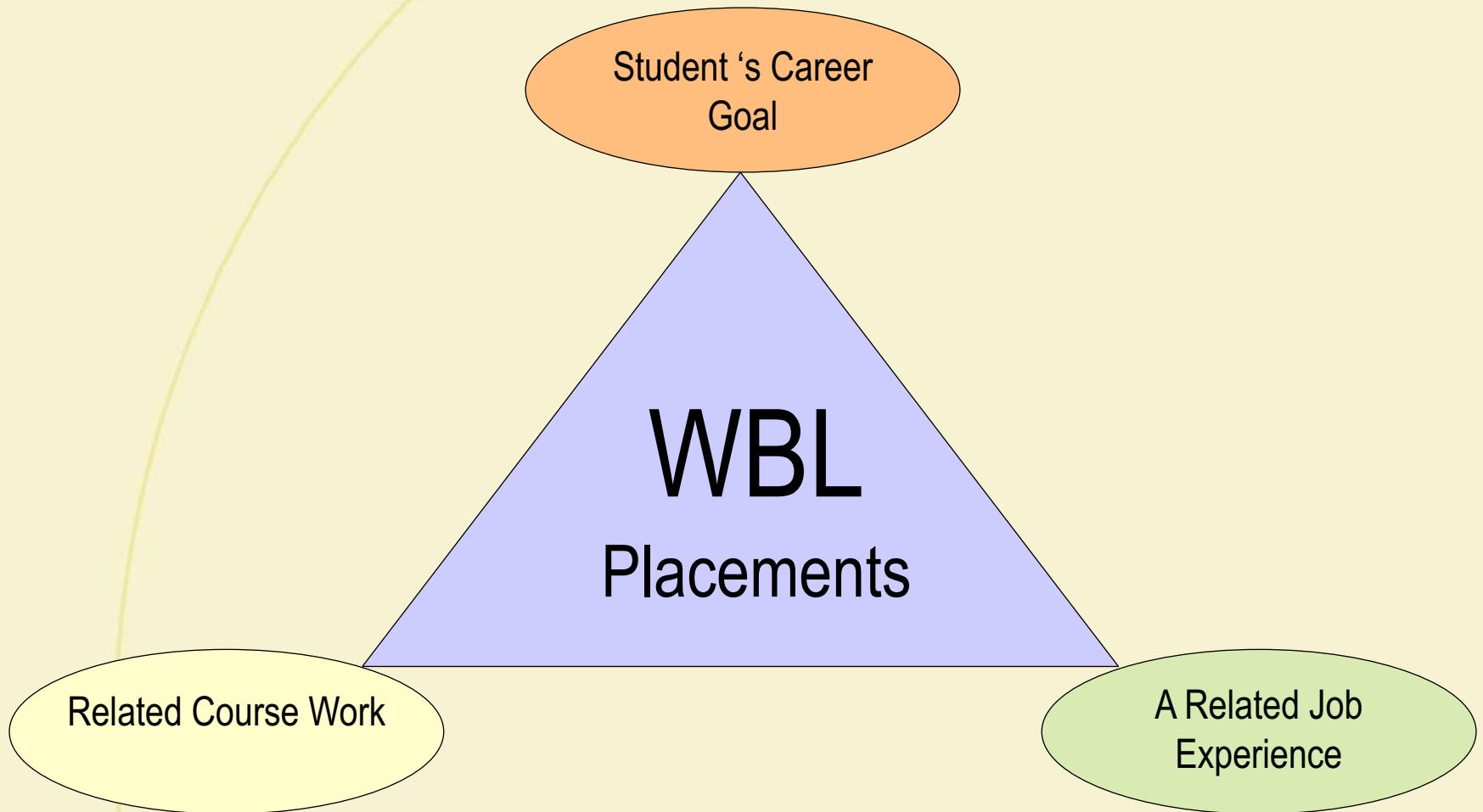


Career Related Education Continuum

	Grades 6-8	Grades 9-10	Grades 11-12	Post-Secondary
Career Awareness	Guest Speakers Career Day Study / Field Trips Career Fairs Presentations Videos Transition visitation to HS and DTAE schools	<p style="text-align: center;">- - - -></p>	<p style="text-align: center;">- - - -></p>	
Career Exploration	Career Guidance/Advisement Career Interviews Job Shadowing Student Portfolios Internet Searches/Reports Research Projects Internet Based Career Planning Tool CTSO Projects/Competitions	<p style="text-align: center;">- - - -></p>	<p style="text-align: center;">- - - -></p>	
Instructional Related Activities	Entrepreneurship Projects School Based Enterprises Employability Skill Attainment Clinical/Internship Experiences		<p style="text-align: center;">- - - -></p>	
Connecting Activities	Advisory Committee Articulation Creating Business Partnerships Student Placements			
Worksite Placements			Employability Skill Development (proposed) Cooperative Education Internship	
			Youth Apprenticeship Program	<p style="text-align: center;">- - - -></p>

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Three Common Denominators for All Work-Based Learning Placements



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Three Common Denominators for All Work-Based Learning Placements

- 1. Student Career Goal.** A student that does not know what he/she wants to be (at least what they think at this stage in their life) is not a good candidate for WBL.
- 2. Related Course Work.** In order for a work experience to be relevant to Career Education there must be some relevant coursework linked to the career goal.
- 3. A Related Job.** The employment or internship experience must be an application of the related coursework which is linked to the student's career goal.

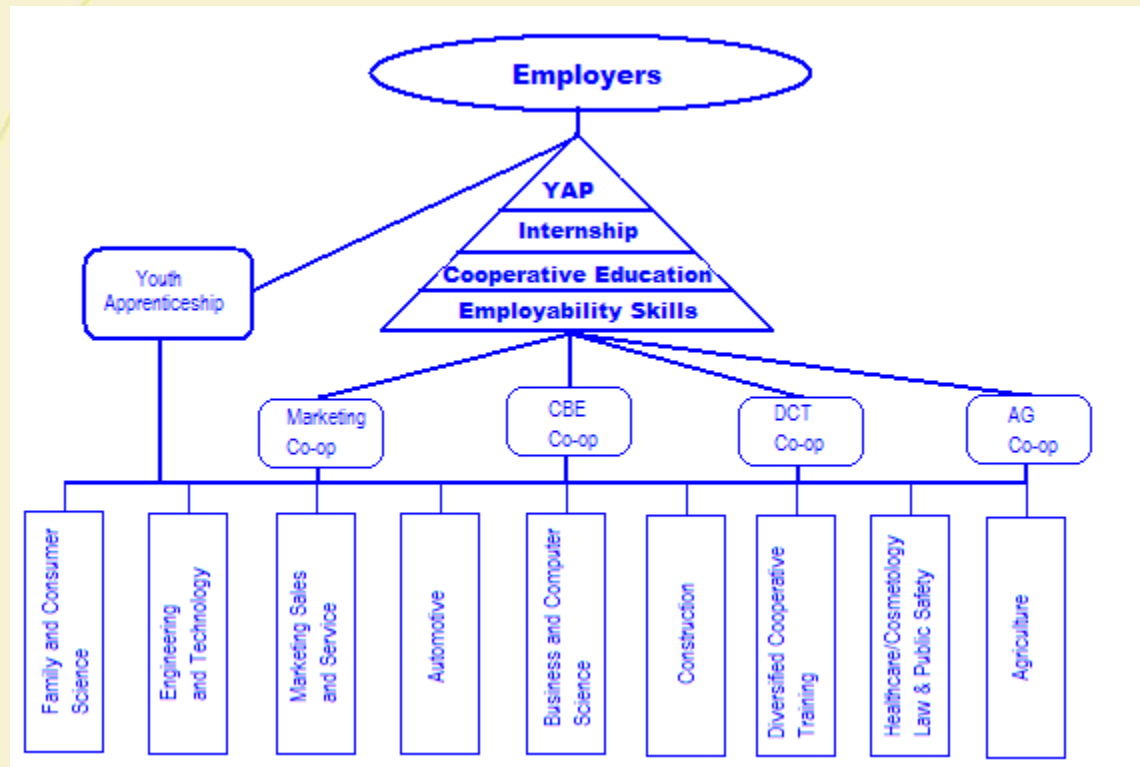
Work-Based Learning Categories

- **Youth Apprenticeship** – Placement requires completion of one unit of related instruction; paid on progressive wage scale; must include a post-secondary training component; 2000 hours of on-the-job training; for high wage, high skill, high demand jobs
- **Internship** - Placement requires completion of one unit of related instruction; may be paid or unpaid
- **Cooperative Education** – Must be concurrently enrolled in the related CTAE course; must be a paid job
- **Employability Skill Development** – Student is taking or has taken a CTAE course; must be a paid job; training plan based on application of identified employability skills

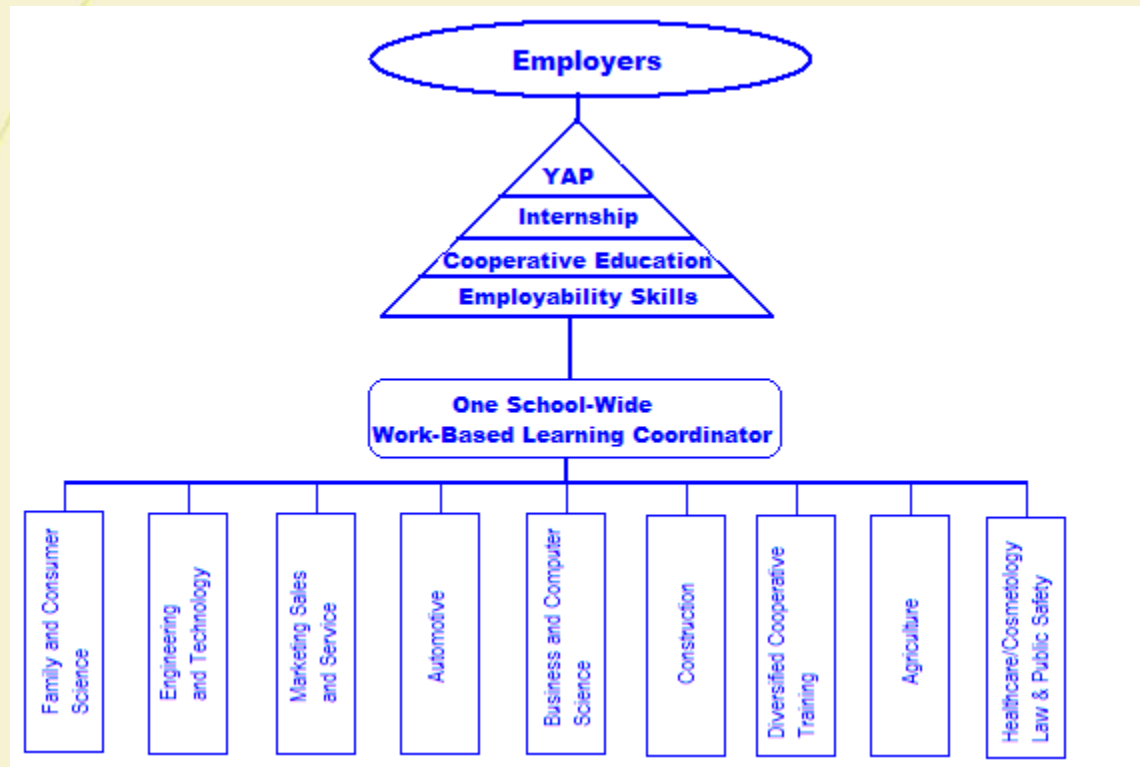
Common Standards for All Work-Based Learning Programs

- **Training Agreement**
- **Training Plan**
- **Individual Career Plan**
- **Application Is Used For Student Admission**
- **Business Partnerships/Mentor Training**
- **Assessment Procedures**
- **Work-Site Visitation**

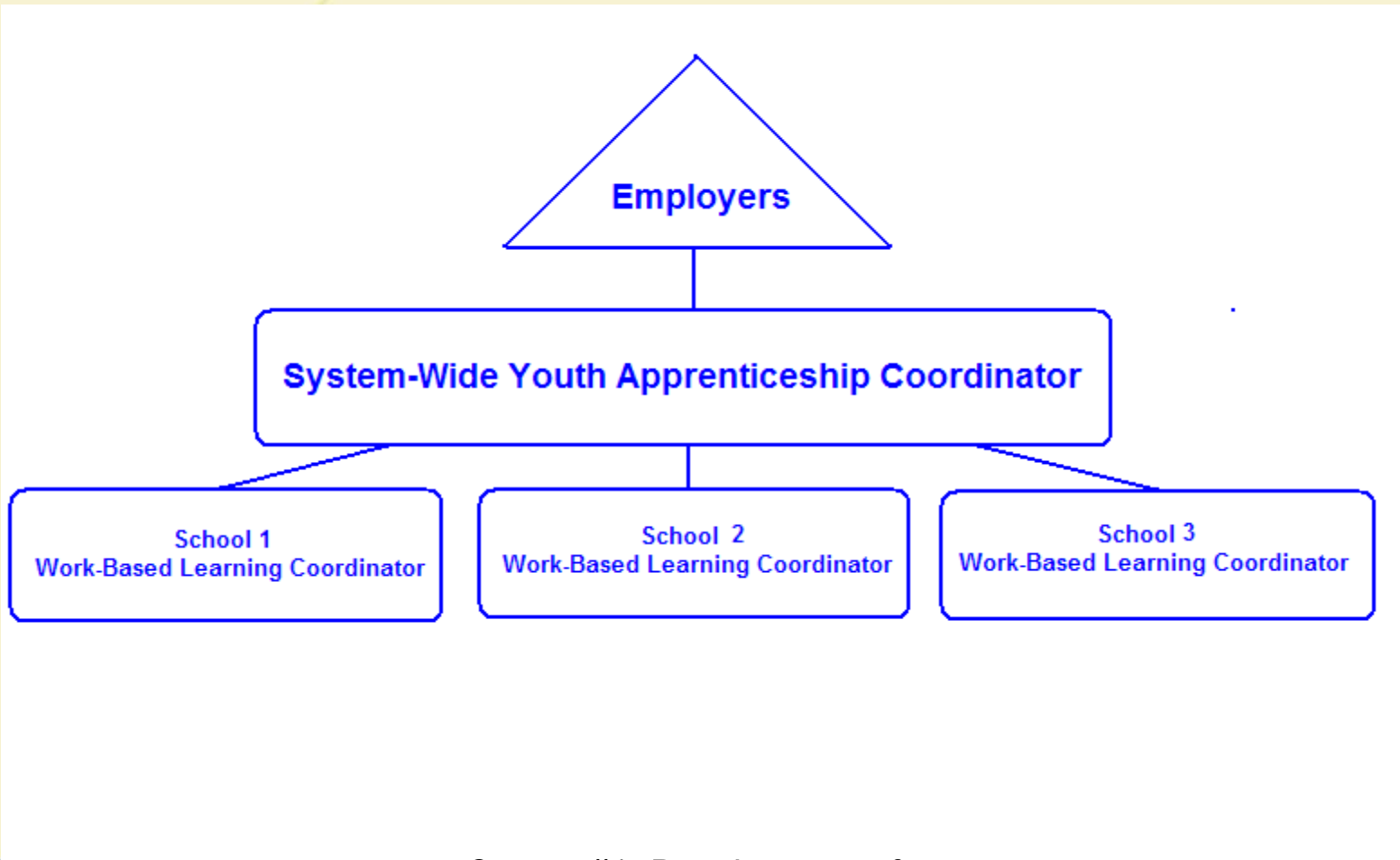
The Traditional WBL Delivery Model



The One School-Wide WBL Coordinator Delivery Model



Delivery Model for Youth Apprenticeship Coordinators Serving Multiple Schools and/or School Systems



CRE Manual /Standards

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 learning placements.

Exemplary	3	Meets Expectation	2	Does Not Meet Expectation	1	Evidence
<p>Include all criteria from "meets expectations" plus the following:</p> <p>CTAE teachers collaborate with middle school and elementary teachers about CRE activities that support the school-to-career transition.</p> <p>The school's CTAE department has a mission statement that supports CRE activities.</p> <p>There is a comprehensive guidance program in place to ensure that all CTAE students are aware of career opportunities.</p> <p>A wide range of occupational programs is offered to meet the needs of students.</p> <p>Instruction is provided which correlates academic, occupational and employability skills.</p> <p>Many if not most students enrolled in CTAE classes participate in job shadowing and/or entrepreneurship projects.</p> <p>Many students participate in school-based enterprises which are properly linked to Georgia Performance Standards.</p>		<p>Teachers in CTAE programs use the CRE manual as a resource in planning career awareness, career exploration, instructional related or connecting activities.</p> <p>There is a guidance program in place to introduce career opportunities to the students.</p> <p>An adequate number of occupational programs are offered to meet the needs of students.</p> <p>Most CTAE programs offer students enrolled in CTAE classes the opportunity to participate in job shadowing and/or entrepreneurship projects.</p> <p>Students participate in school-based enterprises which are properly linked to Georgia Performance Standards.</p> <p>CTAE programs and pathways are available to meet the needs of students in the school.</p>	<p>Limited information or opportunities are available to the students about career awareness, career exploration, instructional related or connecting activities.</p> <p>There is limited guidance available to the students about career opportunities.</p> <p>Few students enrolled in CTAE classes participate in job shadowing or entrepreneurship projects.</p> <p>Little or no differential is made between school-based enterprises and fund raisers.</p>	<p>• List of career awareness, career exploration, instructional related and connecting activities conducted in the CTAE curricula.</p> <ol style="list-style-type: none"> 2. Lesson plans that include CRE activities. 3. Use of the CRE manual by CTAE teachers 4. Documented guidance program that relates to the work-based learning student. 5. Evidence of school-based enterprises which are clearly linked to the Georgia Performance Standards. 6. Documentation of process for conducting job shadowing. 7. Plan for approval of student entrepreneurship activities. 8. CTAE programs and curricula offered. 		

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CONTACT INFORMATION
Jacqueline Clarke Dodd
Administrative Assistant to the State Board
2053 Twin Towers East
205 Jesse Hill Jr. Drive SE
Atlanta, GA 30334
(404) 657-7410
(404) 657-6978
jdodd@doe.k12.ga.us
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Rules are listed in alphabetical order according to National Schools Boards Association (NSBA) codes. To sort by a particular category, simply click on any column heading.
To determine rules of the State Board of Education that have been recently adopted, sort the column 'Effective Date'. The most recently adopted rules will appear at the end of the list.

See Also

- Rules Status Report**
An account of the progress or development of State Board of Education rules. The report shows the dates specified rules are initiated for public review, the dates public hearings are held to receive comments on the rule, the dates rules may first be adopted, and the actual adoption dates.
- Official Code of Georgia**
Search engine for the Official Code of Georgia (O.C.G.A.)

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NSBA Code	Effective Date	Rule Number	Title
AE	05 Oct 2000	160-5-1-.01	School Year
AF	07 Mar 2002	160-5-1-.02	School Day for Students
BCAEA	15 Jun 1998	160-1-3-.04	School Law Tribunals and Appeals
BCAEA(2)	07 Mar 2002	160-1-3-.07	Consolidated Hearings Under Individuals with Disabilities Education Act (IDEA) and Section 504
BDH	04 Oct 2006	160-1-3-.02	Suspension of Rules and Laws (Waiver)

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Map of Georgia with school district boundaries
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CONTACT INFORMATION



Gary Steppe
Director, Career, Technical
and Agricultural Education
1754 Twin Towers East
205 Jesse Hill Jr. Drive SE
Atlanta, GA 30334
☎ (404) 657-8317
📠 (404) 651-8984
✉ gsteppe@doe.k12.ga.us

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CTAE Publications

- [Career Concentrations \(2009\)](#)
- [Architecture, Construction, Communications and Transportation](#)

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HELPFUL LINKS

- ✦ [CTAERN web site](#)
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CONTACT INFORMATION



Dwayne Hobbs
1752 Twin Towers East
205 Jesse Hill Jr. Drive SE
Atlanta, GA 30334
☎ (404) 657-8334
☎ (404) 651-8984
✉ ahobbs@doe.k12.ga.us

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Georgia Youth Apprenticeship Program

Georgia Youth Apprenticeship Program - FY2005 Report

Youth Apprenticeship is a structured combination of school-based and work-based learning. Through a coordinated effort involving business and industry, Youth Apprenticeship addresses the dual of preparing students for the world of work and providing Georgia with a highly skilled, technologically competitive workforce. A student participating in the Youth Apprenticeship Program receives an education that is both academically challenging and relevant to employment in today's economy. The program enables a student to receive a high school diploma, a post-secondary certificate or degree, and certification of industry-recognized competencies applicable to employment in a high-skilled occupation.

Essential components of Georgia's Youth Apprenticeship Program are:

- a partnership structure involving secondary schools, post-secondary institutions, employers, and community representatives;
- structured linkage between secondary and post-secondary components, leading to a high school diploma and post-secondary credential; and
- academic and vocational classroom instruction combined with on-the-job learning experiences.

Work-based learning includes the development of a detailed training plan between the employer and apprentice; identification of specific work tasks that will develop workplace competencies; a minimum of **2,000 hours of on-the-job training** with earnings

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- ◆ [2006-07 Customer Satisfaction Survey](#)
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CONTACT INFORMATION



Dwayne Hobbs
1752 Twin Towers East
205 Jesse Hill Jr. Drive SE
Atlanta, GA 30334
☎ (404) 657-8334
☎ (404) 651-8984
✉ ahobbs@doe.k12.ga.us

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Career Related Education

(Including Information for Work-Based Learning Programs)

[Career Related Education Manual \(Work-Based Learning\)](#)

Career Related Education (CRE) is structured age appropriate experiences which prepare students for the school-to-career transition. The range of CRE experiences begin with Career Awareness and Exploration in middle school and culminate with work-based learning during the eleventh and twelfth grade. Work-Based learning provides students the opportunity to be enrolled in an internship, cooperative education or youth apprenticeship

Career Related Education Manual

(Including Standards and Guidelines for Work-Based Learning)

The Career Related Education Manual formerly titled Standards and Guidelines for Work-Based Learning Programs in Georgia was revised and disseminated in 2007. The link to the CRE Manual can be found in the blue box labeled "helpful links". Twenty four standards provide guidance to all aspects of Career Related Education. Standards one through five assist all Career Technical and Agricultural Education teachers in integrating CRE activities into the classroom component of the curriculum. Standards six through twenty four assist all teachers serving as work-based learning coordinators in placing and supervising students on job sites. Standard twenty four contains a rubric for evaluating the work-based learning program. The CRE Standards and WBL Assessment Rubric can be found in the Files & Presentation box to the right.

Work-Based Learning Categories

Work-Based Learning placements represent the pinnacle of the Career-Related Education experience. To qualify for a WBL placement, a student must be in grades 11 or 12 and at least 16 years old. Students must also have a defined Career Pathway in

HELPFUL WEB LINKS

- ◆ [CRE Manual](#)
- ◆ [Office of Apprenticeship](#)
- ◆ [CRE Related Websites](#)

FILES & PRESENTATIONS

- ◆ [Education and Career Planning Tool Guidance](#)
- ◆ [Peach State Pathway Planning Tool presentation](#)
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Course Number Changes

- **Courses Eliminated for FY 2011**
 - Ag Co-op/Internship
 - CBE I – IV
 - CBE Co-op I – VIII
 - Marketing Co-op/Internship
 - FCS Co-op/Internship
 - DCT Co-op/Internship I – VIII
- **Courses slated for elimination for FY 2012**
 - **DCT (class component)**

State Approved Courses for Work Based Learning

- **Students should be enrolled in the state approved course appropriate for the career concentration or pathway the WBL placement is linked to. Course numbers are specified in two State Board Rules:**

160-4-2-.03 LIST OF STATE-FUNDED K-8 SUBJECTS AND 9-12 COURSES

160-4-2-.20 LIST OF STATE FUNDED K-8 SUBJECTS AND 9-12 COURSES FOR STUDENTS ENTERING NINTH GRADE IN 2008

Current WBL Course Numbers

XX.7 7 = WORK-BASED LEARNING

A 7 as the first numerical digit to the right of the decimal indicates that students taking the course are participating in a work based learning program. State Board of Education Rule 160-4-3-.13 CAREER RELATED EDUCATION describes the requirements necessary for students to participate in the work-based learning 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.

CIP #	Program Area	Year	Semester	Hours
XX.7114000	(Concentration/Pathway Title) WBL	Year one	Semester one	One hour
XX.7124000	(Concentration/Pathway Title) WBL	Year one	Semester two	One hour
XX.7115000	(Concentration/Pathway Title) WBL	Year one	Semester one	Two hour
XX.7125000	(Concentration/Pathway Title) WBL	Year one	Semester two	Two hour
XX.7116000	(Concentration/Pathway Title) WBL	Year one	Semester one	Three hour
XX.7126000	(Concentration/Pathway Title) WBL	Year one	Semester two	Three hour
XX.7214000	(Concentration/Pathway Title) WBL	Year two	Semester one	One hour
XX.7224000	(Concentration/Pathway Title) WBL	Year two	Semester two	One hour
XX.7215000	(Concentration/Pathway Title) WBL	Year two	Semester one	Two hour
XX.7225000	(Concentration/Pathway Title) WBL	Year two	Semester two	Two hour
XX.7216000	(Concentration/Pathway Title) WBL	Year two	Semester one	Three hour
XX.7226000	(Concentration/Pathway Title) WBL	Year two	Semester two	Three hour

WBL Course Numbers

The first digit past the decimal is "7" for all WBL enrollments using this system. **Reminder:** **All YAP enrollments must use this system.**

A "1" in the third digit indicates semester one, whereas a "2" indicates semester two.

Last two digits for local use. May be used to create a unique number for each period in the student's schedule.

XX.7114000

insert the CIP code for the concentration/pathway that the WBL placement is related to.

A "1" in the second digit indicates the student's first year of enrollment, whereas a "2" indicates the second year.

4 = one period/block/credit.
5 = two periods/blocks/credits.
6 = three period/blocks/credits.

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

01.	Agriculture
02.	AgriScience
03.	Natural Resources
06.	Business Management
07.	Business Computer Science
08.	Marketing
10.	Communication Technologies
11.	Information Technology
12.	Personal Services Occupations
13.	Education
20.	Family and Consumer Sciences
20.	Culinary Arts

21.	Engineering and Technology
25.	Healthcare Science
43.	Public Safety
46.	Construction Technology
47.	Architecture, Construction, Communication & Transportation
48.	Precision Production Occupations
49.	Manufacturing & Engineering Sciences
26.	Life Sciences
40.	Physical Sciences
23.	Language Arts

WBL Course Credits

- **The same course number is used for ESD, Co-op, Internship, Youth Apprenticeship**
- **The CRE Manual defines the standards and specific criteria for each placement type.**
- **WBL credit counts as part of any CTAE concentration.**
- **WBL may count as a fourth or fifth course option for a pathway completer.**

Certification Requirements for WBL Courses

- **Currently, a certification or endorsement requirement for the WBL courses with the “7” after the decimal has not been established with PSC.**
- **Pathway Courses that have the word “internship” in them require in-field certification for that particular program area.**
- **Teacher internship as the third course in the pathway is best supervised by the Education Pathway teacher.**

WBL Endorsement Preparation Program

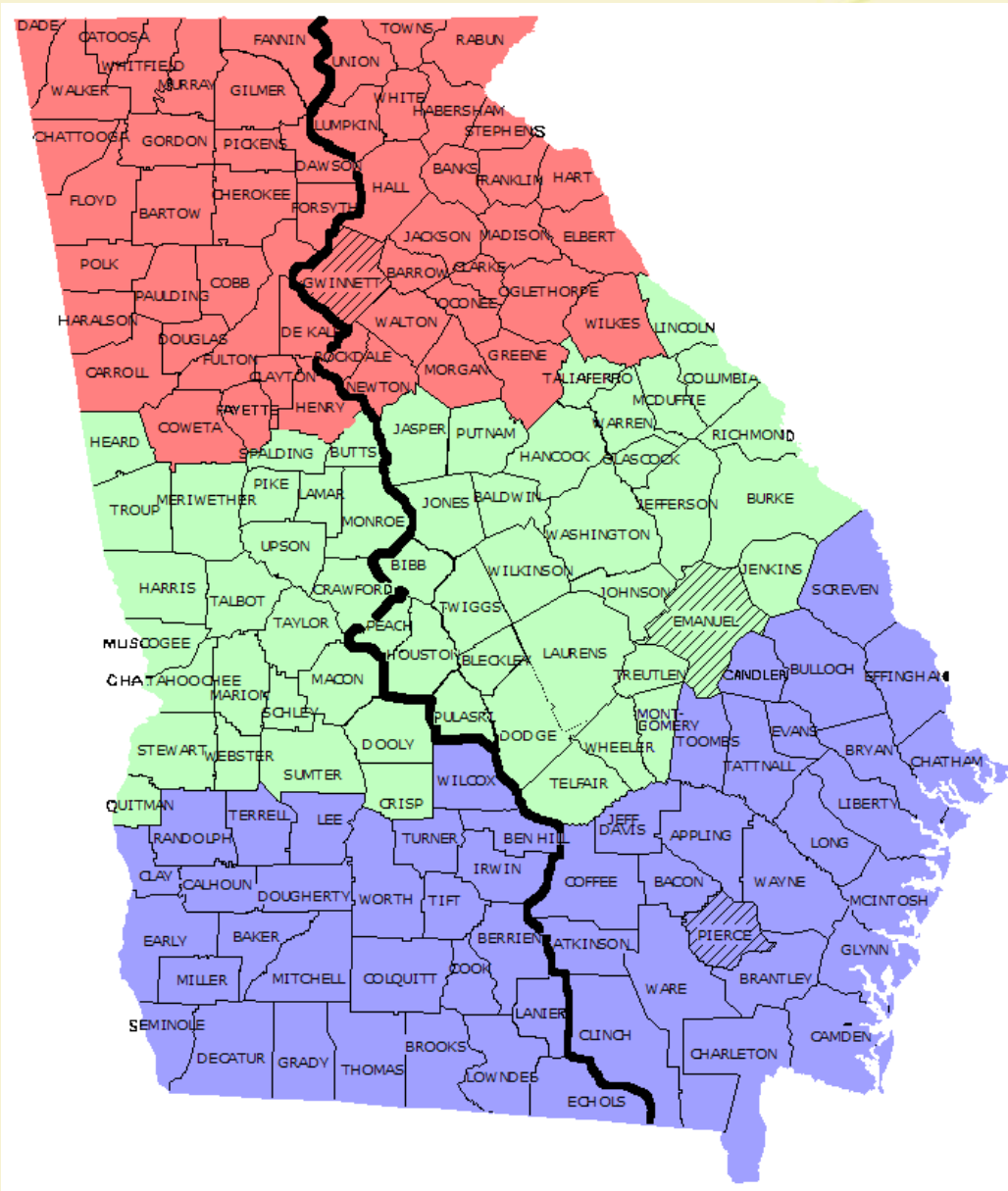
- Curriculum for a WBL Prep Program was developed during 2007-2008 school year. This is a three course sequence.
- Over 300 teachers/coordinators have taken a workshop based on course 1 & 2 of this curriculum.
- Course 3 is an on-site practicum.
- Currently collaboration efforts between GaDOE, CTAERN, and NWRESA support total control of the Endorsement Preparation Program by NWRESA.
- Contact: Karen Faircloth

Technical Update Workshops

- **Boot Camp for WBL Coordinators – 20 hours over 3 days**
 - Richmond County – June 14-16, 2010
 - Houston County – June 21-23, 2010
 - Hall County – July 26-28
- **Register on CTAERN.org**
- **C-NET Training - TBA**

YAP Regions and State Executive Board for the WBL/YAP Affiliate

Refer to handouts



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Structure of the State Executive Board

- State is divided into Six regions
- 12 Regional Representatives, a Chairperson, GaDOE Representative, GACTE representative
- 2 Year Term for the State Chairperson – “At large” – open election at the July meeting – must be from a different region
- 6 Chairpersons – one from each of the six regions – one year term
- 6 Vice Chairpersons – one from each of the six regions rotates to Chairperson at July meeting – elect new Vice Chairpersons
- GACTE Board Representative – selected by the membership
- Secretary - selected from the Executive Board membership
- Treasurer - selected from the Executive Board membership

Region Meetings

Professional Learning Opportunities

Strategies:

- **Networking opportunities.**
- **Demonstrate leadership abilities by serving as a chairperson, co-chair or other position.**
- **“Back to Basics” on topics related to program implementation.**
- **Assistance with end of year program assessments according to the 24 CRE Standards as well as Assessment for YAP grant continuance.**
- **Develop and share ideas for successful tracking of post-secondary students.**
- **Examine The Strategic Industries Initiative of The Commission for a New Georgia and target student placements that match.**
- **Serve multiple functions for students in a total WBL model in schools where appropriate.**
- **Network with representatives of major industries and labor organizations.**
- **Create a closer working relationship with the Department of Labor and solicit assistance from representatives.**
- **Increase effectiveness of advisory committee participation in each YAP program.**

Youth Apprenticeship Grant

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Youth Apprenticeship Law

- **O.C.G.A. Code 20-2-161.2 was passed in 1993**
- **Georgia State Board of Education was authorized to establish a Youth Apprenticeship Program.**
- **State Board Rule 160-4-3-.13 was established in 1995**
- **Grant funded positions require Annual Assessment and other specific criteria that must be met.**

Grant Requirement Highlights

- **YAP Coordinator position equal to grant amount must be reported on the system CPI report**
- **Coordinator must attend training (last 5 years)**
- **Coordinator must attend State sponsored Professional Learning events**
- **Must submit Annual YAP Data Report**
- **Funding continuance is dependent on meeting the grant requirements**

Youth Apprenticeship Program Annual Assessment

- Each system must apply for YAP Grant funds via the consolidated application process.
- Each grant recipient must submit an Annual Data Report to continue receiving funding.
- Download the Word document from the CTAE page of the GaDOE website.
- Attach the completed document an e-mail addressed to Lplan@doe.k12.ga.us
- Due date April

Annual Data Report (formerly called the YAP Assessment)

- **The CRE manual outlines program assessment according to the 24 State standards.**
- **The Annual Data Report serves as the required Grant Assessment.**
- **Factors to consider:**

YAP Training

**Attendance at Region Meetings and participation in Conferences
and other Staff Development**

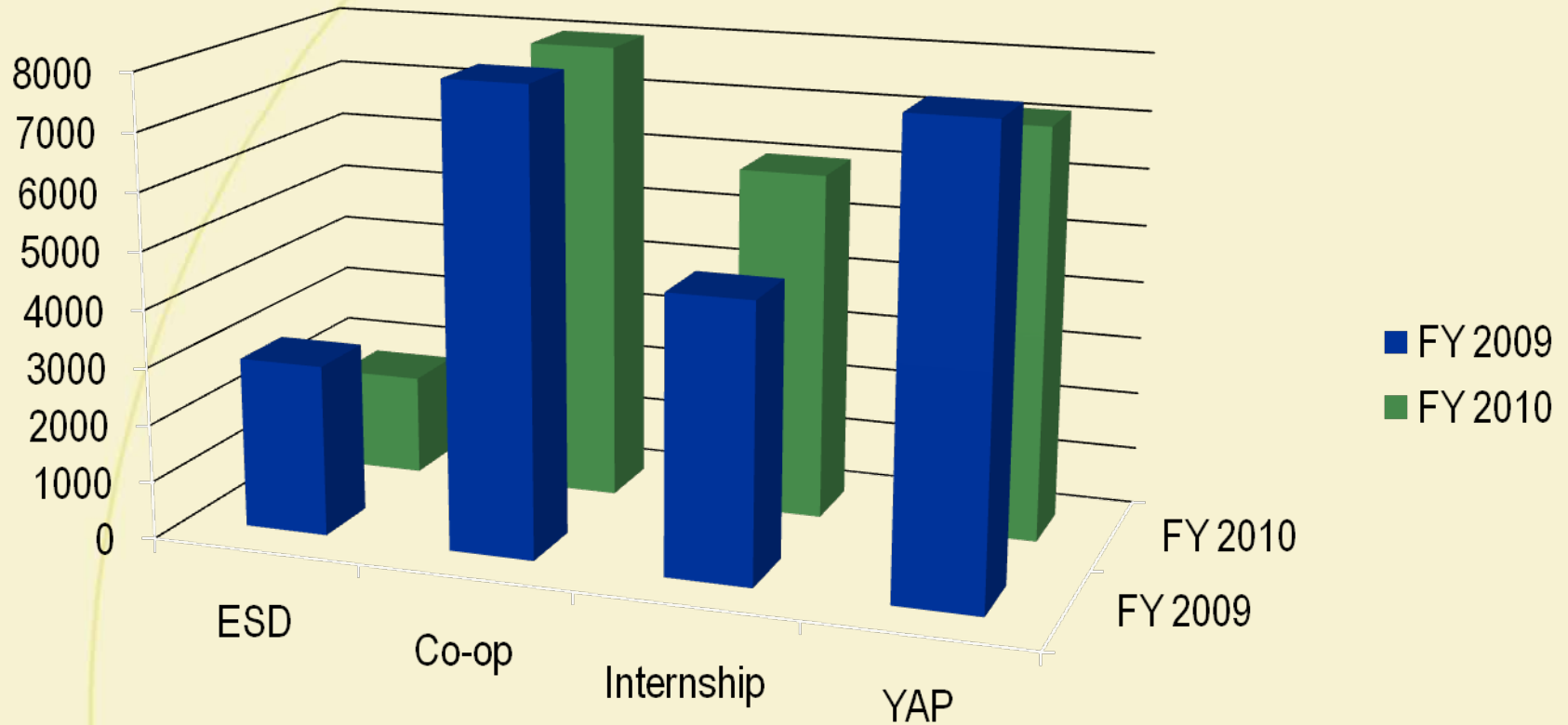
Completer Ratio

Compliance with the 24 CRE standards

Diversity of placements by pathway

Results of the 5 Year Compliance Reviews

WBL Enrollment

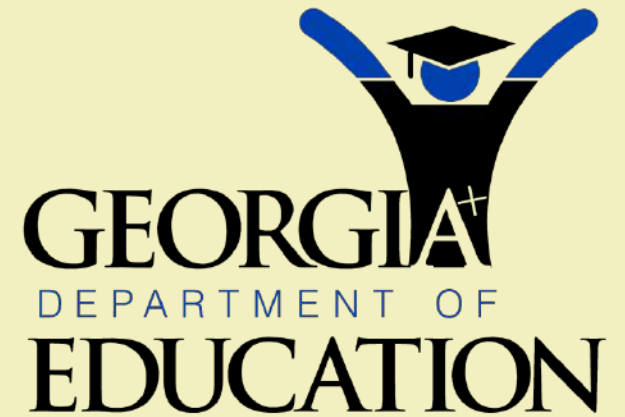


Fair Labor Standards Act Internship Requirements

- **Similar to educational environment training**
- **Benefits the intern (specified in the TP)**
- **Works under close supervision of a mentor**
- **Not designed solely to help employer make a profit or derive immediate advantage**
- **Intern is not entitled to a job at conclusion**
- **No wages is understood and specifically spelled out in the Training Agreement**

Related Policies and Laws

- **160-4-3-.14 – Work-Based Learning; Item 2(c) “Operation of work-based learning programs shall be in accordance with the standards and guidelines in the Georgia career Related Education Manual, available from the department.”**
- **160-4-2-.03 – State Funded 9-12 Courses**
- **160-4-3-.09 – Extended Year**
- **160-4-3-.11 – Extended Day**
- **160-4-3-.13 – Youth Apprenticeship Programs**
- **O.C.G.A. Code 20-2-161.2 – Youth Apprenticeship Programs**
- **160-4-8-.08 – Career Related Education**
- **160-5-1-.08 – Class Size**
- **FTE Data Collection and Program Codes and Weights**
- **505-3-.67 – Prep Rule for Work-Based Learning (formerly DCT) Endorsement**
- **505-2-.150 – Teaching Endorsements**
- **505-2-.154 – Work-Based Learning Endorsement (formerly DCT)**



Dwayne Hobbs

Work-Based Learning Specialist

dhobbs@doe.k12.ga.us

404-657-8334