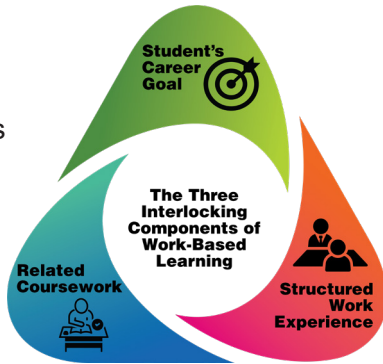


BUSINESS PARTNERS' GUIDE TO WHAT IS WBL? WORK-BASED LEARNING

Work-Based Learning (WBL) is a term for activities which link employers and schools to provide special learning experiences for students. These experiences focus on developing broad skills that apply knowledge and skills learned in the classroom to the real world. These work experiences can be paid or unpaid. Work-Based Learning helps students to find their career interests, assess their training needs, and develop the skills and attitudes necessary for paid employment. WBL seeks to help students find their passion and gives them the tools to pursue it. School credit will be given for these experiences.



THE MISSION OF WBL

The mission of the Work-Based Learning Program is to assist in providing a highly trained, technologically sophisticated and career-oriented young workforce. This is accomplished by developing partnerships between business, industry, students, parents, the school system, coordinators, and post-secondary institutions which will lead the participating student into meaningful careers.



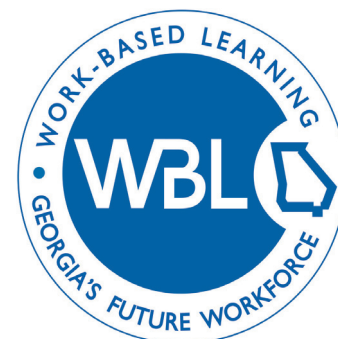
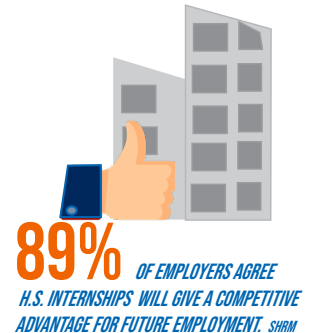
WBL seeks to provide assistance in the articulation of programs of study between high schools and post-secondary institutions. WBL creates a system that is industry driven

where employers help set occupational skills standards, collaborate on curriculum, provide work experience and workplace mentors for students, and certify mastery of skills leading to the award of a skill certificate.

BENEFITS TO EMPLOYERS

All businesses need qualified, career-oriented employees, so why not grow your own with WBL? Effective Work-Based Learning programs provide a wide range of specific benefits for all stakeholders, particularly local businesses. Here are just a few:

- Building a highly skilled workforce of motivated future employees with valuable experience and proven job skills.
- Reducing turnover through employees who are invested in the company and start their first day knowing necessary skills and expectations.
- Decreasing the cost of training and recruitment by matching interested and invested young people with employers in a wide range of industries.
- Offering opportunities to provide community service.
- Increasing employer visibility in education.
- Communicating required job-specific proficiencies to educational personnel.
- Training employees to your business' specific standards and preferences.
- Building the foundation for a more productive local economy.



PROGRAM EXPECTATIONS

ROLE OF THE EMPLOYER

The success of the WBL program is primarily based on the quality of the placement and the instruction the students receive on-site. The designated mentor, selected by the company, is a key individual who ensures a successful experience. Many different individuals may be involved in teaching and training the intern but one individual who is specifically identified is typical. An effective mentor must possess both personal



qualities and the technical expertise to be successful. It is important for the business to provide time for the mentor to work with the intern/apprentice on a one-on-one basis.

Employers should also agree to host/employ the student for the entire school calendar year. There is a minimum hours requirement but can vary by student due to multiple schedule configurations. The WBL Coordinator will clarify the minimum hours for your intern/employee.

ROLE OF THE MENTOR

PERSONAL QUALITIES: A mentor must know and perform his/her job well and be willing to share their knowledge. They should be of character the student would want to emulate.

COMMUNICATION: The mentor agrees to communicate regularly with the WBL Coordinator regarding job performance, attendance, motivation and any other pertinent information as needed.

TRAINING: The mentor participates in the development of the student's training plan. This plan will guide the student's participation while interning with the company and will serve as the basis of evaluations conducted throughout the school year. *(see back of booklet)*

EVALUATIONS: The mentor will evaluate the student's progress both formally and informally and keep the WBL Coordinator apprised of the progress. You should expect your intern to bring evaluations bimonthly for you to complete and sign, including:

- The training plan evaluation referenced above; once per semester. *(see back of booklet for example)*
- Employability skills evaluation, bimonthly.
- Hours documentation sheet for unpaid interns. This must be signed regularly. *(see back of booklet for example)*
- Paid students will provide pay stubs that show the

student's name, pay period, number of hours worked and pay.

ROLE OF THE COORDINATOR

- Vet students prior to WBL program acceptance.
- Emphasize employability skill attainment throughout the year.
- Conduct multiple site visits throughout the school year to briefly discuss student progress with the mentor.
- Partner with the mentor as a job coach for the student.
- Maintain records pertinent to the student, employer and school as required by the state.

ROLE OF THE STUDENT

- Arrive at work site on time and prepared to begin work.
- Comply with all company policies regarding dress code, professionalism, and attendance.
- Show initiative by taking on assigned projects, ask questions as necessary and accept feedback and constructive criticism.
- Provide the employer with required paperwork in a timely manner.
- Communicate all absences and schedule changes as soon as possible.



EMPLOYABILITY SKILLS

The most effective mentors model behaviors and traits students can adopt, such as:

- Positive attitude
- Self-confidence
- Open-mindedness
- Creative problem-solving
- Flexibility
- Responsibility
- Accountability
- Effective Communication

Work-Based Learning



Georgia's Future Workforce

TYPICAL STUDENT PROFILE

AGE REQUIREMENT: Student's over age 15 who provides his/her own transportation daily to and from work are allowed to participate in Work-Based Learning. Students under 18 are allowed to work in various industries, such as manufacturing, engineering and construction, as long as they are in a state approved Work-Based Learning program and abide by the Hazardous Occupations guidance from the state.

CALIBER OF STUDENT: Students receive two teacher recommendations and have good behavior and attendance to qualify for the WBL program. Students have had at least one Career Tech course or are concurrently enrolled.

WORKING HOURS: Students need an average of 5 hours per week per number of WBL release periods or 7.5 hours per block on his/her schedule. Ex. 2 WBL periods = 10 hr/week **or** 2 WBL blocks = 15 hr/week. The actual schedule should work within both the student's and business' schedules.

PAID OR UNPAID: Both paid and unpaid internships are an option. However, if the student is adding value, pay should be considered. Some unpaid positions lead to paid employment upon completion of the internship.



WHAT OTHERS ARE SAYING

“I truly believe that most of the people we need in our future workforce are coming up right here in our schools. WBL combined with CTAE forms a keystone for both Employers and Students to realize highly valuable careers and to build a sustainable pipeline of qualified people. Employers have the chance to help students zero in on their future and to connect with them as potential employees. Why wouldn't any employer want to have that advantage? Every student and every employer should be taking advantage of WBL!”

-Greg Vitek, Workforce Strategies Group

“WBL is a relatively low commitment for a really, really huge pay off.”

-Brandon Loftus, ZF Industries

“I would be nothing like the man I am becoming without my mentor. He was there for me anytime I needed it with advice, and helped shape me into someone that is willing to go out and try my best at anything. I feel confident to pursue a career as an entrepreneur after this experience.”

-WBL Senior

“WBL was likely the most beneficial thing I did in high school.”

-WBL Senior

(Student taking rigorous academic coursework including Advanced Placement.)



HIGH SCHOOL CLUSTERS OFFERED IN CTAE



Agriculture, Food, & Natural Resources
Architecture & Construction
Arts, A/V Technology, & Communication
Business Management & Admin.
Education & Training
Energy

Finance
Government & Public Admin.
Health Science
Hospitality & Tourism
Human Services
Information Technology

Law, Public Safety, Corrections & Security
Manufacturing
Marketing, Sales & Service
Science, Technology, Engineering & Math
Transportation, Distribution & Logistics

SAMPLE REQUIRED DOCUMENTS

INITIAL TRAINING PLAN

BECOMES

TRAINING PLAN EVALUATION



Initial Training Plan

Student Name _____ Student Job Title _____

To provide the best learning experience for the student-worker, the employer/mentor agrees to provide a variety of work experiences that will contribute to the attainment of their career objective.

| Employability and Soft Skills | Employers/Mentors, please list specific job duties (not items already listed under Employability and Soft Skills) that will be performed on the job/internship (5 at minimum): |
|--|--|
| 1. Follow all company safety guidelines and organizational policies. | 1. _____ |
| 2. Arrive at the worksite/internship on time and prepared to work. | 2. _____ |
| 3. Dress appropriately for the type of work to be performed and/or in accordance with a stated company dress code. | 3. _____ |
| 4. Demonstrate ability to work well with others by displaying cooperation, courtesy and respect. | 4. _____ |
| 5. Demonstrate strong communication skills in speaking, listening, and writing. | 5. _____ |
| 6. Display honesty and integrity. | 6. _____ |
| 7. Show initiative in taking on assigned projects, ask questions as necessary, and accept feedback and constructive criticism. | 7. _____ |
| | 8. _____ |
| | 9. _____ |

First Date of Employment: _____ Hourly Wage: _____

Date: _____

Employer/Mentor Signature: _____ Date: _____

Mentor Email address: _____ Direct phone: _____

Student Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

WBL Coordinator Signature: _____ Date: _____

Page 6 of 9
The Hall County Board of Education is an equal opportunity employer and does not discriminate on the basis of race, color, national origin, age, religion, handicapping condition, or sex in its educational programs or employment.

Please list job specific duties/tasks only.

Please include at least 5 items for evaluation.

JOB TRAINING PLAN

CTAE
RESOURCE NETWORK

Student: _____
School: _____
WBL Placement Category: YAP

Job Title: Student Intern
Employer: Atlanta Rehab and Performance Center
Employer Address: _____ Flowery Branch, GA 30542
Supervisor: _____ Mentor: _____
Phone: _____
Occupation Goal: _____
Career Pathway: Therapeutic Services - Sports Medicine

Checkmark the level of proficiency using the scale below:
1 = Beginning ; 2 = Developing ; 3 = Proficient ; 4 = Distinguished
Student competency on all tasks should start at level 1 or 2 and should show progression by the end of the experience.

| Task | 3 | 2 | 1 |
|--|---|---|---|
| Call patients back for treatment | | | |
| Assist patients with exercises | | | |
| Change pillowcases | | | |
| Wipe down tables/equipment | | | |
| Responsible for laundry | | | |
| Prepare hot/cold packs with appropriate | | | |
| Start bike/readmill for patient | | | |
| Assist front office with telephone (e.g. per business, etc.) | | | |
| Assist in scheduling patients for follow-up visits | | | |
| Arrive at work on time | | | |
| Follow company safety guidelines and policies | | | |
| Dress appropriately for workplace | | | |
| Demonstrate ability to work well with others | | | |
| Demonstrate strong communication skills in speaking, writing, and listening | | | |
| Display honesty and integrity | | | |
| Show initiative in taking on assigned projects, ask questions as necessary, and accept feedback and constructive criticism | | | |

List any potential health/safety conditions related to this specific work assignment (Indicate NONE if no such conditions have been identified): _____

Special requirements expected of the student: _____

Student Signature _____ Date _____ Supervisor Signature _____ Date _____

Coordinator Signature _____ Date _____ Parent Signature _____ Date _____

These soft skills will be listed on each training plan.

Be sure to provide your email and direct phone number.

EMPLOYABILITY SKILLS EVALUATION

EVALUATION FORM FOR GENERAL EMPLOYMENT TRAITS
Student Progress Report

Student: _____ Employer: _____
Date: _____ Due Date: _____
School: _____ Evaluation Period Ending: _____

Directions: Please evaluate the student-employee as fairly as possible and as compared with workers with the same experience. Circle the number for each statement that most accurately reflects the student's performance in that category.

| Category | Excellent (A) | Above Average (B) | Average (C) | Below Average (D) | Unsatisfactory (F) |
|--|---------------|-------------------|-------------|-------------------|--------------------|
| Produces quality work | 10 | 9-8-7 | 6-5-4 | 3-2-1 | 0 |
| Reports to work promptly when scheduled | 10 | 9-8-7 | 6-5-4 | 3-2-1 | 0 |
| Uses time wisely | 10 | 9-8-7 | 6-5-4 | 3-2-1 | 0 |
| Demonstrates honesty and integrity | 10 | 9-8-7 | 6-5-4 | 3-2-1 | 0 |
| Demonstrates responsible behavior | 10 | 9-8-7 | 6-5-4 | 3-2-1 | 0 |
| Cooperates with others | 10 | 9-8-7 | 6-5-4 | 3-2-1 | 0 |
| Responds to feedback constructively | 10 | 9-8-7 | 6-5-4 | 3-2-1 | 0 |
| Uses/maintains materials/equipment appropriately | 10 | 9-8-7 | 6-5-4 | 3-2-1 | 0 |
| Follows company policies | 10 | 9-8-7 | 6-5-4 | 3-2-1 | 0 |
| Maintains appropriate personal appearance | 10 | 9-8-7 | 6-5-4 | 3-2-1 | 0 |

General Comments: _____

Training/Mentor Supervisor: _____ (signature)

Work-Based Learning Coordinator: _____ (signature)

Student: _____ (signature)

HOURS DOCUMENTATION SHEET

Unpaid interns only; all paid employees will receive an official pay stub from the company. Please sign regularly.

Hours Documentation
May 2021

Name: _____ Placement Site: _____

- HOURS MUST BE RECORDED DAILY AND SUPERVISOR/MENTOR SIGN DAILY.
- FALSIFYING RECORDS WILL RESULT IN DISMISSAL FROM THE PROGRAM.
- PLEASE BE ON TIME AND IN ATTENDANCE DAILY.
- PLEASE NOTIFY WBL COORDINATOR OF ANY ABSENCES IN ADVANCE.

| Date | Time In | Time Out | Hours Worked | Mentor Signature | If absent, state reason |
|-------------------------|---------|----------|--------------|------------------|-------------------------|
| May 1 | | | | | |
| May 2 | | | | | |
| May 3 | | | | | |
| May 4 | | | | | |
| May 5 | | | | | |
| May 6 | | | | | |
| May 7 | | | | | |
| May 8 | | | | | |
| May 9 | | | | | |
| May 10 | | | | | |
| May 11 | | | | | |
| May 12 | | | | | |
| May 13 | | | | | |
| May 14 | | | | | |
| May 15 | | | | | |
| May 16 | | | | | |
| May 17 | | | | | |
| May 18 | | | | | |
| May 19 | | | | | |
| May 20 | | | | | |
| May 21 | | | | | |
| May 22 | | | | | |
| May 23 | | | | | |
| May 24 | | | | | |
| May 25 | | | | | |
| May 26 | | | | | |
| May 27 | | | | | |
| May 28 | | | | | |
| May 29 | | | | | |
| May 30 | | | | | |
| May 31 | | | | | |
| TOTAL MAY HOURS WORKED: | | | | | |

Please print first & last names for all mentors' signatures above. I certify the report above is a correct reflection of hours performed.

Student/Intern Signature _____ Mentor/Supervisor Signature _____