



Business Partner Handbook

Work-Based Learning Program Information

The Griffin-Spalding County Work-Based Learning and Youth Apprenticeship Program is an education option that prepares high school students for the world of work through a combination of academic and workplace learning. It is based on the belief that our youth must be better prepared for the future if they are to be successful in a competitive, global economy. Work-Based Learning is a structured experience that connects the student's career goal and classroom learning with a productive work environment.

Mission

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

Goals

- Assist in the creation of a support structure and partnerships among local employers, secondary schools, and technical schools, colleges, and certified training programs.
- Provide assistance in the articulation of programs of study between high schools and post-secondary institutions.
- Create a system that is industry driven where employers and their representatives assist in setting occupational skills standards, collaborate on curriculum, provide work experience and work place mentors for students, and certify mastery of skills leading to the award of a skill certificate.
- Focus on student's learning about many aspects of a broad industry cluster rather than mastering a narrow set of occupational skills.

Employer Benefits of Partnering with WBL

- Provides an opportunity to prepare future employees.
- Offers a source of skilled and motivated future employees.
- Reduces the cost of recruitment and training.
- Improves employee retention.
- Encourages involvement in the curriculum development process.
- Increases employer visibility in education.
- Communicating required job-specific proficiencies to educational personnel.

Community Benefits When Employers Partner with Work-Based Learning

- Provides an informed, competent, and productive future workforce.
- Ensures cooperation and understanding between education, business, and the community.
- Enhances awareness of local employment opportunities.
- Builds the foundation for a more productive local economy.



Business Partner: City of Griffin-Still Branch Reservoir and Treatment Plant

Workplace Mentor

An integral part of the Work-Based Learning is a supportive adult, referred to as a mentor, who is linked with the Work-Based Learning student. A mentor provides guidance and encouragement to the Work-Based Learning student as well as being involved in the teaching of work tasks and job responsibilities to the student.

Many different individuals may be involved in teaching a Work-Based Learning student or a single person may take on the entire responsibility depending upon the size of the business. In either case, one individual in a business is usually designated as the mentor.

The selection of the mentor is the prerogative of the business. However, an effective mentor must possess both the personal qualities and the technical competence to be successful. In addition, it is important for the business to provide time for the mentor to work with the Work-Based Learning student on a one-to-one basis.

Personal Qualities

A good mentor is one who is interested in young people. Mentors must know and perform their job well and be willing to share their knowledge. They should understand human relations and be of the character that the Work-Based Learning student will want to emulate

Induction

The mentor orients the Work-Based Learning student to the job, to the business and industry as a whole.

Training Plan

The mentor participates in the development of the training plan for the Work-Based Learning student under their supervision. The mentor assists the Work-Based Learning student in carrying out classroom assignments related to their job and evaluates the skill tasks listed on the Work-Based Learning student's schedule of training.

Evaluation

The mentor evaluates the Work-Based Learning student's progress in learning their job and communicates with the Work-Based Learning Coordinator the strengths and areas in which improvement is needed. The mentor verifies the Work-Based Learning student's attendance and production reports.

Counseling

The mentor counsels with the student concerning their performance both on the job and in school as well as their relationships with other employees. The mentor must take the responsibility for preparing the Work-Based Learning student for a definite goal and provide them with the individual attention necessary to attain that goal.

Technical Competencies

A mentor should be proficient in performing technical competencies which they teach to the student and must have a broad understanding of the industry. It is critical that the business where the Work-Based Learning student is placed designate one employee to supervise the student at the work site and serve as the student's mentor. In many businesses, a student will be rotated to various departments in a business to learn all aspects of the occupation and be under the direction of various employees (sometimes referred to as a job coach), but the employee designated as the mentor should be responsible for coordinating and monitoring the training experience of the student.

Tips for Mentoring WBL Students

- **Demonstrate task performance by doing the task while the Work Base Learning student observes.** While performing the task the mentor (coach) points out important features and checks the student's understanding by asking questions and encouraging the student to ask questions.
- **Explain how to perform a task correctly.** It sets out performance criteria, points out what problems are likely to occur, and identifies possible problem-solving strategies.
- **Explain why a task is performed a certain way.** A mentor (coach) must explain why the task is performed according to certain specifications, provide information about the business management or scientific principles underlying the procedures, and explain how the task relates to other tasks.
- **Monitor and critique the student's attempts to do the task.** While monitoring the Work Based Learning student's performance, the mentor (coach) gives clear and immediate feedback. Although monitoring and feedback are continual, the interval between instances increases as the student gains competence, and the mentor (coach) encourages the student to monitor his or her own performance and to seek help when difficulties arise.
- **Model problem solving by thinking aloud and demonstrating problem-solving strategies.** Modeling includes explaining what questions the Work-Based Learning student can ask him or herself when problems arise, identifying the kinds and sources of information the student might need to find a solution, and pointing out important information or cues that the coach is relying on to guide problem solving.
- **Orient the Work-Based Learning student to the work place culture.** Work Based-Learning brings adolescents into an adult social system, a new culture with its own rules, conventions, and norms. A mentor's explanations about the culture of the work place facilitate the student's adjustment to the work setting.
- **Advise the Work Based Learning student on career directions and opportunities.** Career advice may be information about education and training requirements for a particular field, introducing students to others who can share their experiences, or expanding the students' conceptions of career domains.
- **Help resolve problems.** A good mentor helps the Work-Based Learning student resolve problems.

Work-Based Learning Sample Forms

Educational Training Agreement



Educational Training Agreement
Griffin-Spalding County School System
Work-Based Learning Program
Dr. Lea Folds, Work-Based Learning Coordinator
lea.folds@gsccs.org 404-422-4377

Student Name: _____ Job Title: _____
 Business: _____ Business Address: _____
 Supervisor's Name: _____ Work Phone: _____

THE STUDENT AGREES:

- To be at least 16 years of age and to have a Social Security number.
- To assist the Work-Based Learning Coordinator in finding an appropriate employment position.
- To provide transportation to and from work.
- To attend school and work regularly and not go to work without first going to school, or go to school without going to work, unless previously discussed with the Work-Based Learning Coordinator. Failure to adhere to this part of the agreement may result in the student receiving appropriate academic and/or disciplinary action. If a student will be absent from school or work, the school Attendance Office should be notified as soon as possible.
- To discuss all aspects of the employment with the Work-Based Learning Coordinator and the worksite supervisor – not with other students, coworkers, etc.
- To represent the school and employer by demonstrating honesty, punctuality, courtesy, and a willingness to learn. If the student is dismissed from employment due to negligence or misconduct, proved by school investigation, the student will be dropped from the Work-Based Learning Program and not receive academic credit.
- To work the minimum hours a week for the work release period(s).
- To make employment changes only with the approval of the Work-Based Learning Coordinator and failure to complete the semester as a Work-Based Learning student will result in a failing grade.
- To be evaluated by the Work-Based Learning Coordinator and the Work-Based Training Supervisor a minimum of once per grading period.
- To be aware that the employment in the Work-Based Learning Program does not necessarily qualify a student to receive unemployment compensation.
- To allow the release of student records regarding academic performance, attendance, and discipline for the purpose of employment and program follow-up.
- To complete a Portfolio during the semester(s).
- Turn in completed Monthly Production Reports by the 10th of each month to the WBL Coordinator or place in the WBL drop box in the Counselor's office.
- To consider joining a Career Technology Club – FFA, SkillsUSA, HOSA, FBIA.
- To attend the Employer Appreciation Luncheon if planned by WBL Coordinator.

THE PARENT/GUARDIAN OF THE STUDENT AGREES:
To encourage the student to carry out effectively his/her duties and responsibilities at both the school and place of employment.

- To assume responsibility for the conduct and safety of the student from the time he/she leaves school until he/she reports to work; likewise, from the time he/she leaves his/her job until he/she arrives home.
- To make inquiries concerning the student's training, wages, or working conditions through the Work-Based Learning Coordinator rather than directly to the employer.
- To understand that the student must attend school and work regularly and not go to work without going to school, nor go to school without going to work unless previously approved by the Work-Based Learning Coordinator.
- To offer assistance to the Work-Based Learning Coordinator, serve as a resource person, and/or aid in other ways that could benefit the school and the student.

- To allow the release of student records regarding academic performance, attendance, and discipline for the purpose of employment and program follow-up.

THE EMPLOYER/WORKSITE SUPERVISOR AGREES:

- To provide a variety of work experiences for the student that contributes to the attainment of his/her career objective.
- To employ the student for the necessary hours during the academic year.
- To adhere to policies and practices which prohibit discrimination on the bases of race, color, national origin, sex, and handicap in recruitment, hiring, placement, assignment to work tasks, hours of employment, levels of responsibility, and pay.
- To provide instructional materials and occupational guidance to the student.
- To evaluate the student, in consultation with the Work-Based Learning Coordinator, a minimum of once per grading period.
- To adhere to all federal and state regulations including child labor laws and minimum wage regulation. Students employed through the Work-Based Learning Program are not eligible for unemployment compensation.
- To adhere to income tax and social security withholding regulations.
- To provide time for consultation with the Work-Based Learning Coordinator the student and to discuss with the Work-Based Learning Coordinator any difficulties that may arise.
- To inform the Work-Based Learning Coordinator before any disciplinary action is taken in regard to the employment of the student.

THE WORK-BASED LEARNING COORDINATOR AGREES:

- To assist in the academic and occupational instruction of the student.
- To conduct supervisory visits to the student's place of employment.
- To render assistance with educational and training problems of the student.
- To assist the work-based training supervisor in an evaluation of the student's performance a minimum of once per grading period.
- To maintain records pertinent to the student, the employer, and the school.

I have read the above agreement and will carry out the responsibilities delegated to the best of my ability.

Student Signature _____ Date _____
 Parent/Guardian Signature _____ Date _____
 Employer Signature _____ Date _____
 Work-based Coordinator Signature _____ Date _____

Educational Training Plan



Educational Training Plan
Griffin-Spalding County School System
Work-Based Learning Program
Dr. Lea Folds, Work-Based Learning Coordinator
lea.folds@gsccs.org 404-422-4377

Student Name: _____ Program Area: _____
 Job Title: _____ Type of WBL Placement: _____
 Employing Company Name: _____ Address: _____
 Supervisor/Manager: _____ Phone: _____
 Coursework Completed Related to Placement: _____

Job duties/tasks to be performed: (Employer will evaluate student based on this list)

1	6
2	7
3	8
4	9
5	10

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 _____
 Parent/Guardian Signature _____ Date _____
 Employer Signature _____ Date _____
 Work-Based Coordinator Signature _____ Date _____

Notes:

Employability Skills Evaluation Form



STUDENT EVALUATION FORM
GENERAL EMPLOYMENT TRAITS

Student: _____ Employer: _____
 Date: _____ School: _____

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 and 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 Supervisor: _____ (signature)
 Work-Based Learning Coordinator: _____ (signature)
 Discussion with student held on _____
 Student: _____ (signature)

***Students should be evaluated on their Training Plan and Employability Skills twice each semester. Students are responsible for completing and submitting a Time Report to Dr. Folds at the end of each month.**



Career Pathways Taught in Griffin-Spalding County Schools

- Agriculture
- Audio Visual Technology and Film
- Business and Technology
- Construction
- Culinary Arts
- Early Childhood Education
- Engineering and Technology
- Health Science (CNA and Sports Medicine)
- JROTC
- Mechatronics
- Public Safety
- Welding



FAQ's About the WBL Program

- **Age?** WBL students are 16 – 18-year old juniors or seniors.
- **Insurance/OSHA Restrictions?** The Fair Labor Standards Act provides exemptions for seven categories of hazardous occupations for students participating in career related programs such as Work-Based Learning. Across Georgia, students work with business partners including Pratt and Whitney, KIA, Textron, Southwire, and many others. These partners recognize the opportunity to manage workforce challenges through Work-Based Learning.
- **Program Requirements?** Qualified student must meet GPA, behavior, and attendance requirements, and receive teacher recommendations.
- **Hours?** Often students arrive by 2:00 PM and work the agreed upon number of hours per day or per week. Students must work at least 10 hours per week Monday through Friday but may work more or on weekends as employers' and student's schedule permits.
- **Employment?** Can be direct or through the employer's staffing agency.
- **Accountability?** WBL Coordinator will meet with the student employee multiple times per year and sometimes onsite at the company. The mentor will be asked to review the student employee regularly.



We want to develop partnerships with business and industry to assist in providing a highly trained, technologically sophisticated, and career oriented young workforce.

Contact: Dr. Lea Folds, Work-Based Learning Coordinator
 404-422-4377 Email: lea.folds@gscs.org
www.gscswbl.org

It is the policy of the Griffin-Spalding County School System not to discriminate on the basis of sex, race, age, color, religion, national origin or disability in its educational programs, activities or employment practices.