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# Georgia Work-Based Learning Basics

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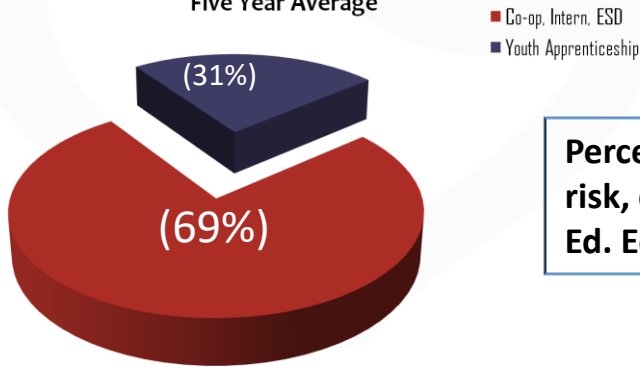
## Student Enrollment in CTAE Classes FY16

*(Students enrolled in one or more CTAE courses)*

**60%** of all Students in Grades 9-12 Statewide (**344,971 students**)

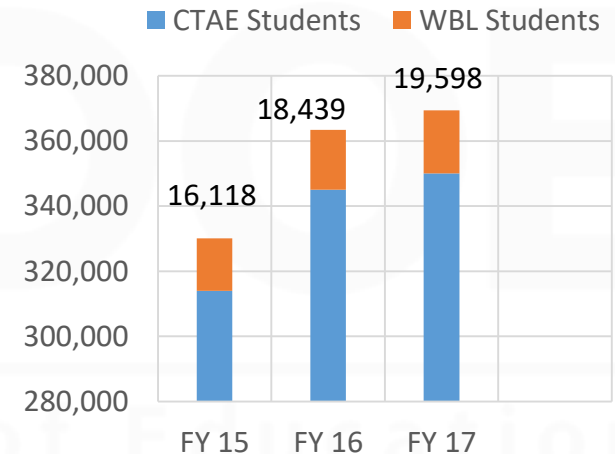
**94.9%** Graduation Rate for CTAE Concentrators

Youth Apprenticeship Enrollment  
 Compared to  
 Work-Based Learning Enrollment  
 Five Year Average



**Percentage of WBL Students at risk, disadvantaged or Special Ed. Equals 16% (3 year average)**

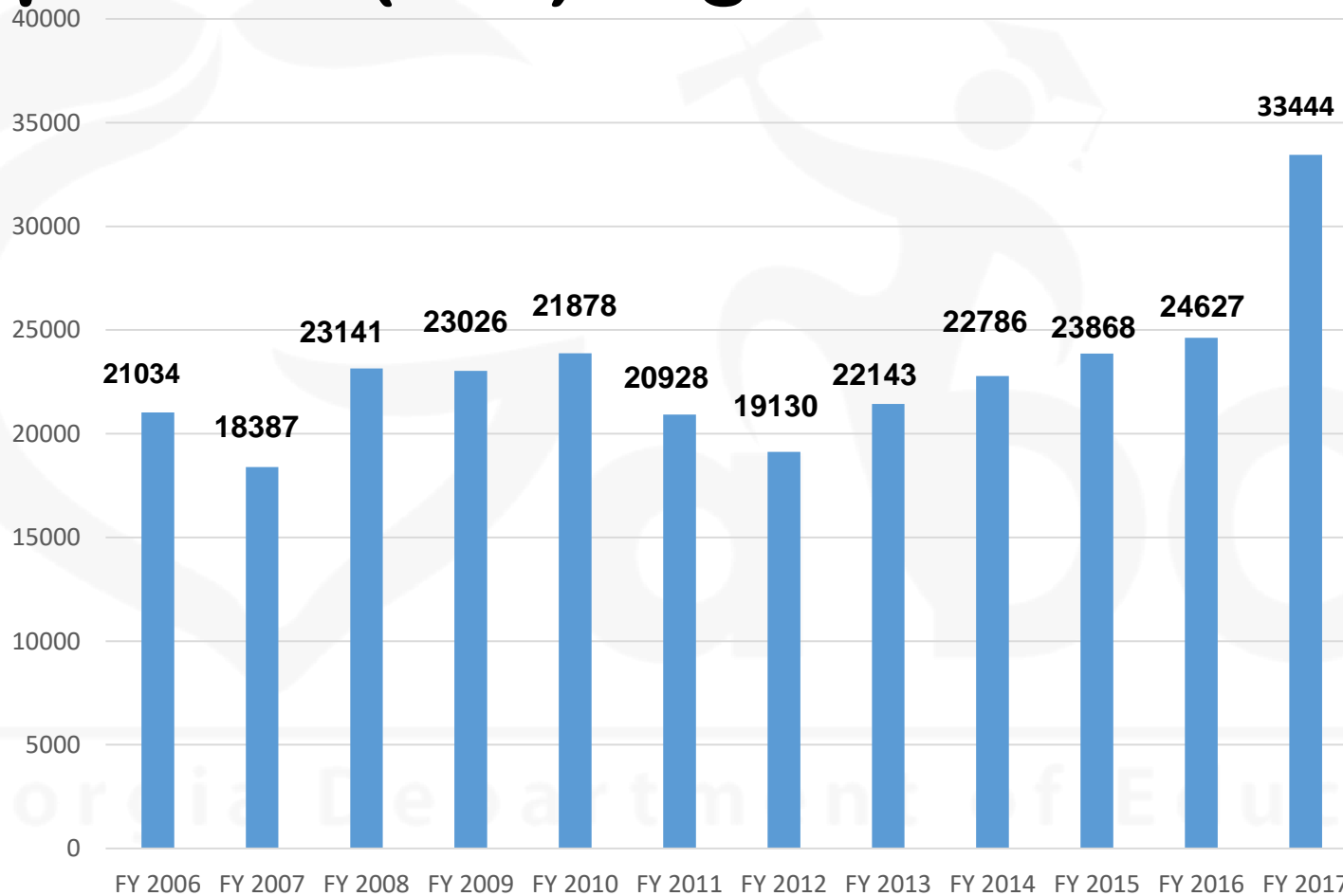
WBL Participators in CTAE



# WBL Student Enrollment Credit Earned in Full Time Equivalent (FTE) Segments



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# History of WBL in Georgia



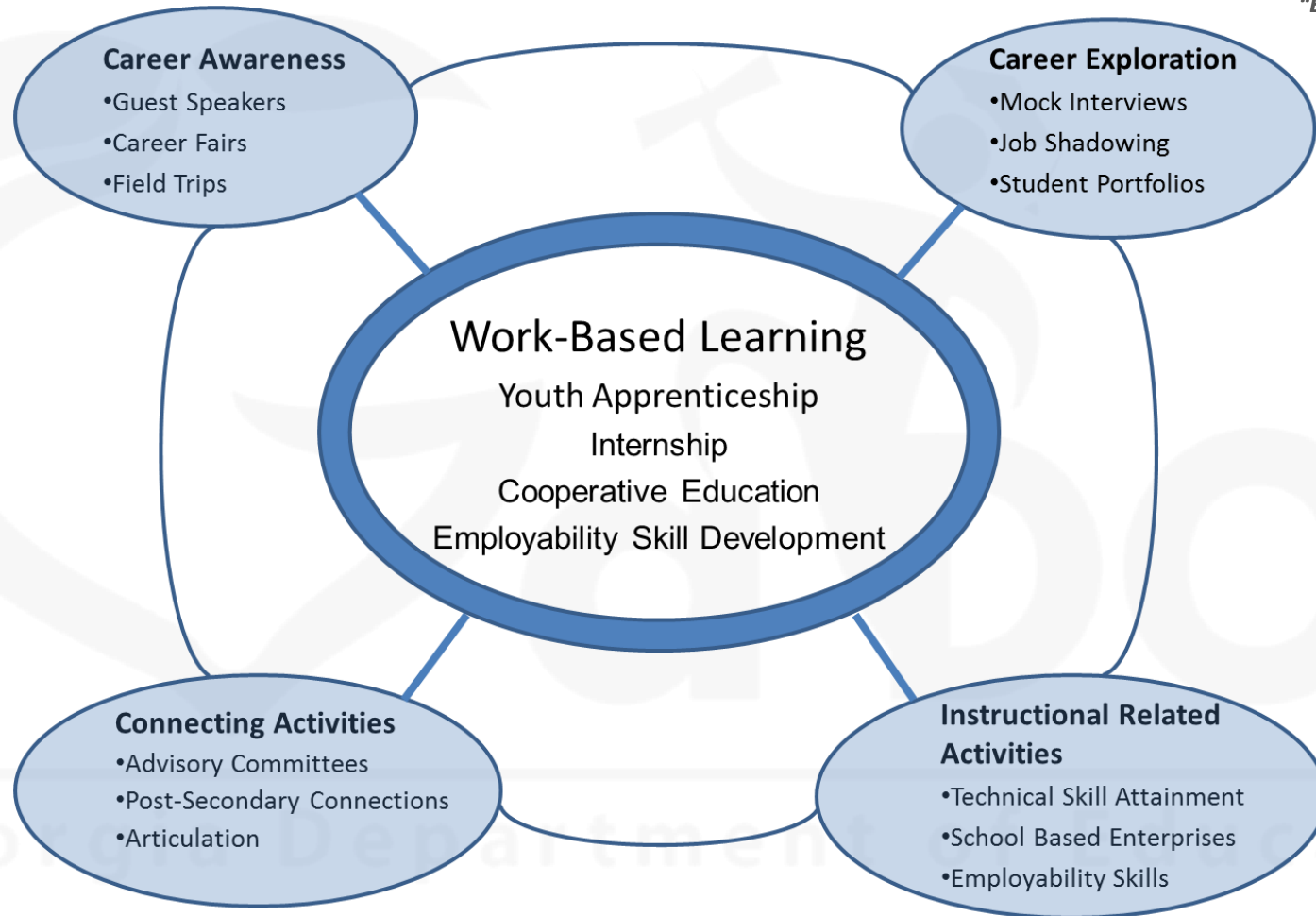
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- Pre 1970 - Specific on the job opportunities built into some vocational and training courses.
- 70's and 80's - Development of Trade and industrial Education and many other vocational areas focused on occupational training. Coop or internship was added to many curriculums Diversified Cooperative Training (DCT) was created and funded by the state.
- 1994 Youth Apprenticeship Law was passed and pilot sites were conducted in 1995. State funded grants are used to support existence of Youth Apprenticeship coordinators in the schools.
- 2004 Youth Apprenticeship grant was expanded to allow all local systems to apply for funding.
- 2006 WBL Re-Engineering consolidated all fragmented programs into one school wide WBL coordinator model to serve students from all CTAE areas.
- 2007-2016 - large increase in the number of WBL coordinators and enrollment.
- 2007 - Creation of the 12 for Life program in Carrolton with Southwire.
- 2015 - First MOU between GaDOE and Great Promise Partnership.
- 2016 - Creation of the German Apprenticeship model within the WBL program at CEC and Swiss model at Whitfield Career Academy.
- 2017 - Cooperative effort of with GaDOE and Career Academies to submit a WECEP application to the federal government to allow 15 year olds to participate on the worksites of the German Apprenticeship model.

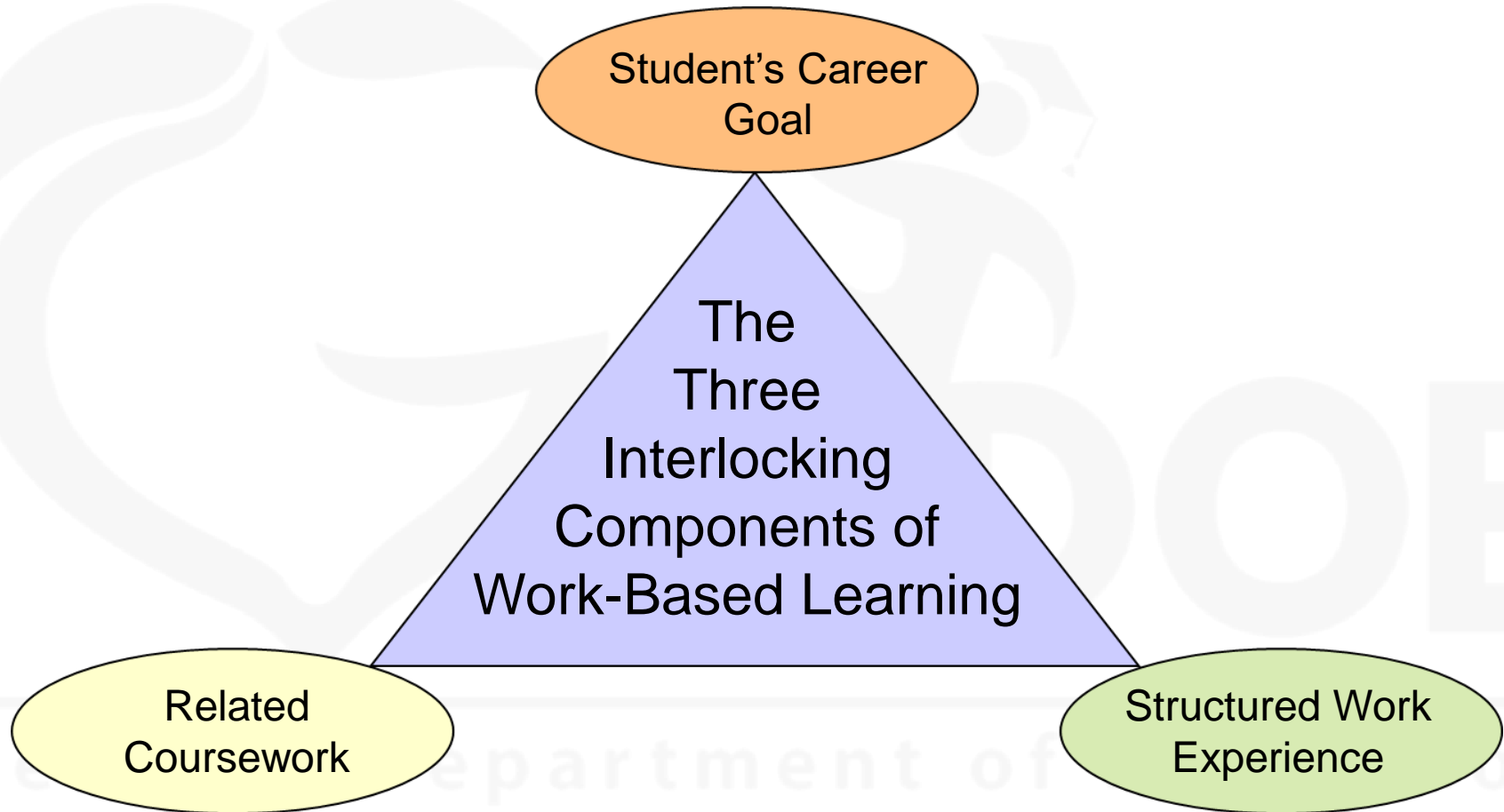
# Career Related Education Model



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# WBL Criteria





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# WBL Classifications

Students in Work-Based Learning are classified in one of four ways according to the alignment of their career-tech coursework with job placement and future postsecondary/career plans:

- **Youth Apprenticeship (YAP)** *Including the German Apprenticeship Models*
- **Internship**
- **Cooperative Education (Co-op)**
- **Employability Skills Development (ESD)**
- **Great Promise Partnership (GPP)**

# Georgia WBL Delivery Model



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Examples of Pathways Available in the School

Construction

Engineering/  
Technology

Business  
Management

Marketing

Culinary

Health Care

Public Safety

School-Wide  
Work-Based  
Learning  
Coordinator

WBL Placement  
Opportunities:  
YAP  
Internship  
Coop  
ESD

Employers/  
Placement Sites

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# WBL Program Requirements



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- Age not grade. HB766
- Good Attendance
- Good Grade history
- Good Discipline Record
- Pathway Courses taken
- Job placement
- Reliable Transportation
- Parental Consent or be 18 years of age



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# WBL Students are NOT High School Drop Outs

- **Graduation Rate for CTAE Concentrators 94.5%**
- **Graduation Rate for WBL Students is 99.5%**
  - WBL Coordinator reported 19,598 Seniors enrolled in WBL for the 2016-2017 school year
  - 105 reportedly dropped out of school
  - .535% not graduating

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# Success Stories



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**Justin Sweat** – Jordan High School graduate of 2013. In the third class of Pratt Whitney Internship. Since the internship was only on Monday through Thursday, Justin came back to the school wearing his uniform and assisted the students in the Metal and welding class.

He was practicing what his mentor did with him and emulated the model with his peers at school and preached the importance of employability skills and the importance of their technical skills.

He has been hired full time and is currently seeking his FAA Airframe and Powerplant (A&P) license. All of his post secondary training is paid for by Pratt Whitney.

He has moved up several ranks and has lately been moved to the team for the new Geared Turbo Fan (GTF) which is Pratt and Whitney's latest innovation and most modern engine to date.

He is now a trainer and mentor for new students coming into the program.

# Success Stories



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**Lauren Sutphin** – Thomasville High School (Thomasville City Schools)

Currently a Senior. Youth Apprenticeship student with Cleaver Brooks during her Junior Year. Works as a procurement specialist. She searches worldwide for parts used in the industrial boilers and controls and makes recommendations it to her supervisor. When a source change is made she makes the presentation to the company's controlling board and makes reports. She is an Excel expert.

Afford an opportunity to go to headquarters in Canada to meet with the International improvement team.

Therefore, she received a raise. Soon she will turn 18, she will be able to establish her 401K plan and receive matching funds. The company is going to pay ALL of her college tuition and for her textbooks in exchange for her agreeing to work part-time for the company while in school, and for the company for so many years after graduating. She and her parents are ecstatic!

# Success Stories



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**Jacob Martel** – Jordan High School Graduate of 2014. Apprentice as Swift Spinning (which has been acquired Gildan) as an industrial maintenance mechanic.

He was an emancipated 18 year old listed as an adult who needed a job and likely would not have stayed in school had it not been for the WBL (YAP) program. He started during his junior year worked the required hours and also on weekends to make extra money.

In 2015 he received the State's Youth Apprenticeship Completer of the Year award as well as the local exchange club student of the year award.

As soon as he graduated he was hired full time and received full benefits from the company. He has since enrolled at Columbus Technical College and is studying Industrial Maintenance.

He has recently been promoted to supervisor (lead tech) which means there is only "one boss above him".

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# Benefits of Work-Based Learning

## Employers

- Offer a source of skilled and motivated workers
- Create an opportunity to prepare and train future employees
- Reduce the cost of recruitment and training
- Improve employee retention
- Increase employer visibility in education
- Encourage involvement in the curriculum development process
- Receive teen worker support from the WBL Coordinator

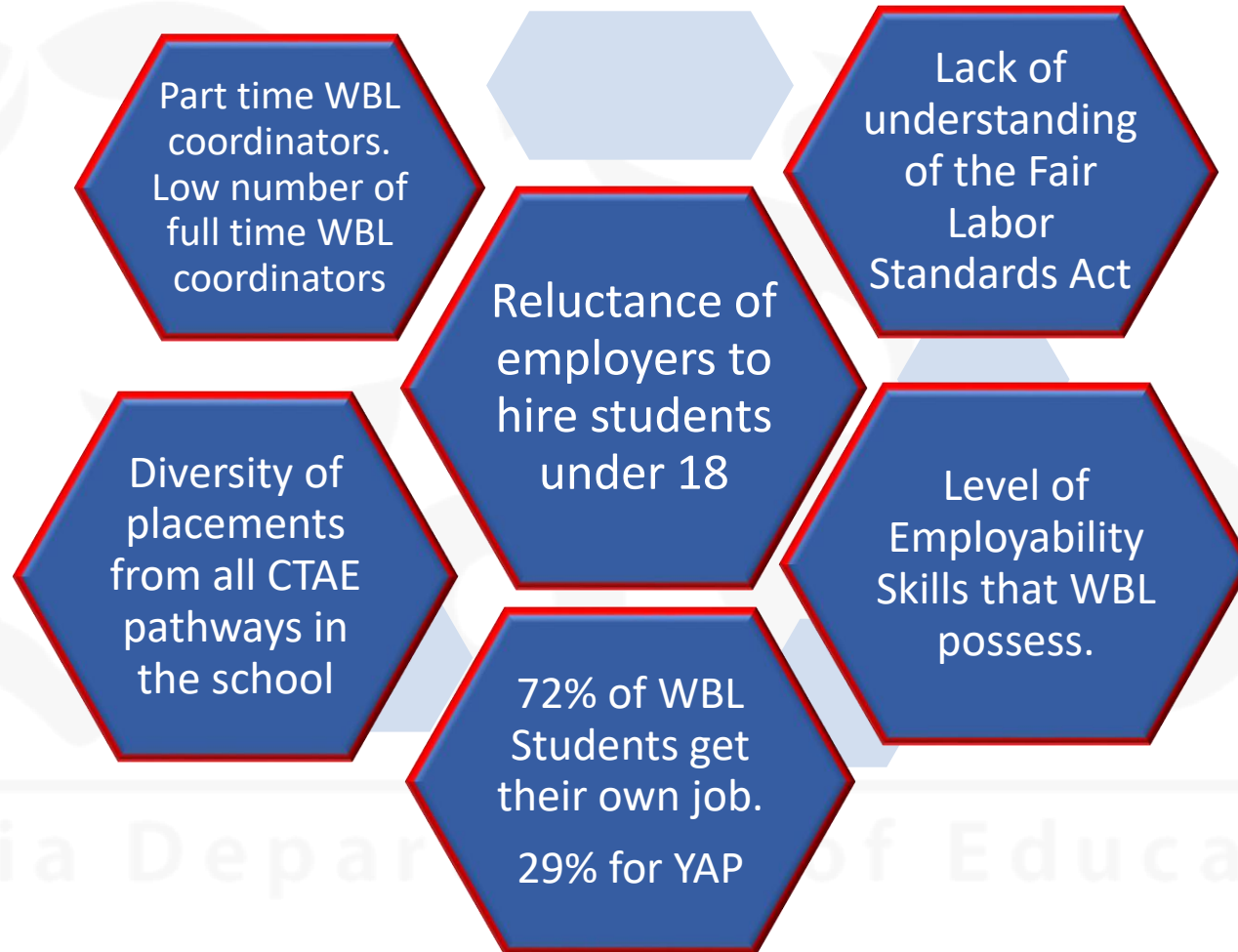
## Students

- Explore possible careers, enhance skill development, and apply academic proficiencies
- Develop employability skills including positive work habits and attitudes
- Make connections among school, post-secondary opportunities, and employers
- Improve job prospects after graduation
- Learn from skilled professionals
- Earn elective credit upon completion of required documented hours and class assignments

# Challenges for WBL



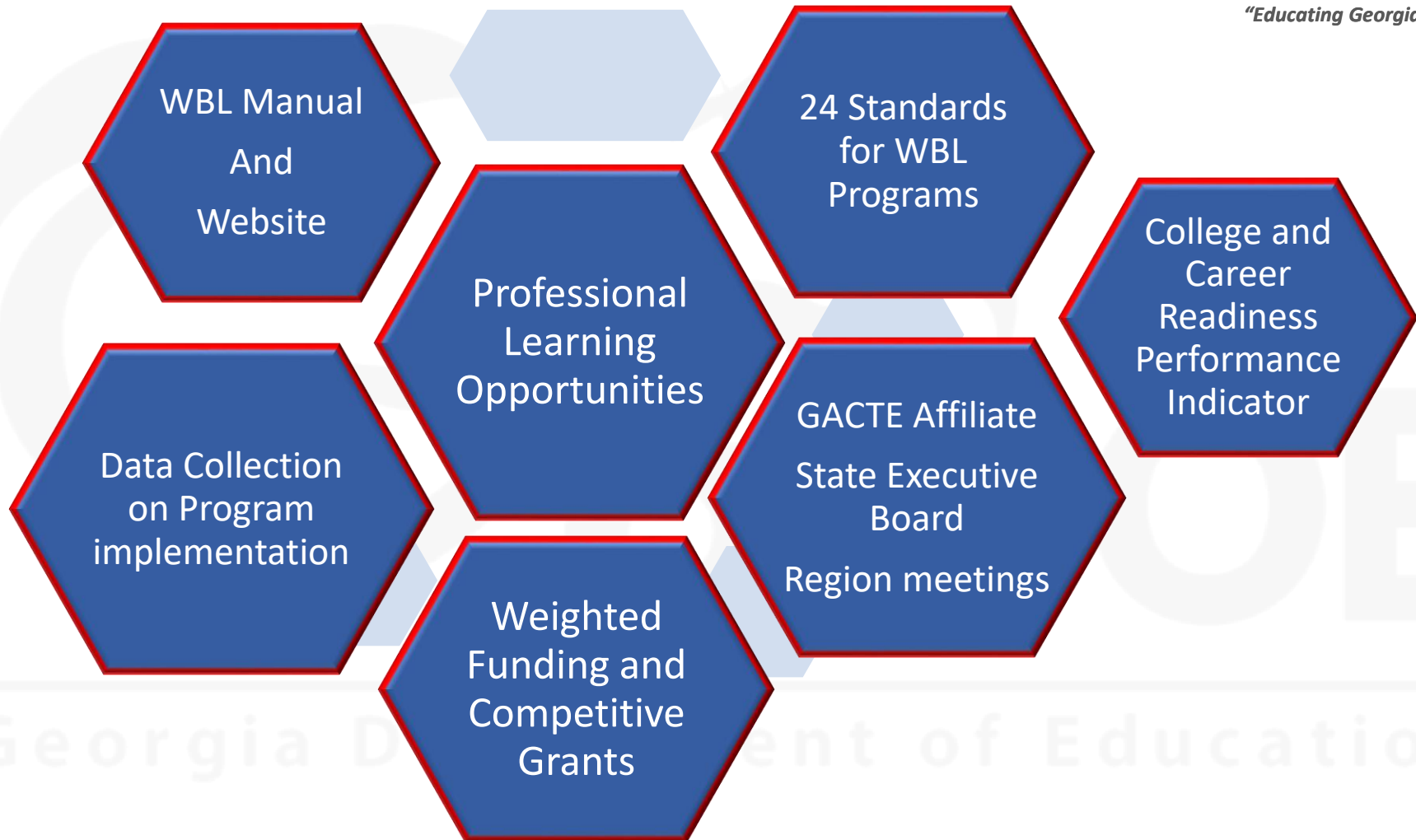
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# Supports for WBL/YAP programs in Georgia



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# Georgia Employability Skills Task Force Recommendations

*"It's our goal to ensure that every single Georgia student graduates prepared—not just for higher education, should they choose to pursue it, but also for a meaningful career in the field of their choice. For that reason, employability skills are a matter of importance for every Georgia student, every Georgia educator, and every Georgia business. Working together, we can make sure each student who graduates from a Georgia high school is equipped for a successful future."*

Richard Woods,  
Georgia School Superintendent



Georgia's Economy and the Importance of Employability Skills

Task Force Recommendations

Recommendation 1: Integration of Employability Skills

Recommendation 2: Support for Employability Skills Instruction

Recommendation 3: Business & Industry Work-Based Learning Relationships