

BENEFITS OF SCHOOL-TO-CAREER PROGRAMS

Effective work-based learning programs provide a wide range of specific benefits to students, employers, educational institutions, and the community.

A work-based learning program can benefit participating students by:

- Providing opportunities to apply academic proficiencies.
- Establishing a clear connection between education and work.
- Increasing motivation and retention by showing the relevance of academic and occupational instruction.
- Providing opportunities to explore possible careers and enhancing skill development.
- Improving post-graduation job prospects and establishing future employment contacts.
- Developing workplace responsibility and positive work habits and attitudes.
- Providing opportunities for leadership development.
- Providing opportunities to develop relationships with adults outside of education.
- Encouraging completion of secondary education and enrollment in post-secondary education.
- Helping develop an understanding of the workplace.

A work-based learning program can benefit participating employers by:

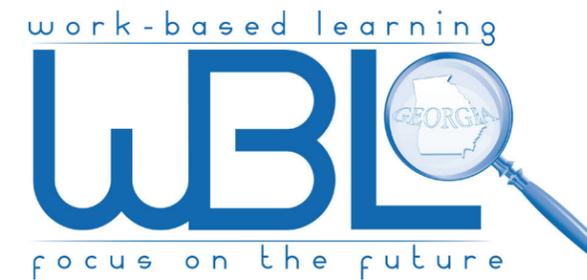
- Providing an opportunity to prepare future employees.
- Offering a source of skilled and motivated future employees.
- Reducing the cost of recruitment and training.
- Improving employee retention.
- Offering opportunities to provide community services.
- Encouraging involvement in the curriculum development process.
- Increasing employer visibility in education.
- Communicating required job-specific proficiencies to educational personnel.

Work-based learning programs can benefit the local community by:

- Providing an informed, competent, and productive future workplace.
- Ensuring cooperation and understanding between education, business, and the community.
- Enhancing awareness of local employment opportunities.
- Building the foundation for a more productive local economy.



**We look forward to working with you as our partner
in giving these students a head start in the working world
by offering them a unique opportunity to gain
some valuable experience in their chosen career field.
This is a win-win for the student and for you
as a participating employer.**



BUSINESS PARTNER HANDBOOK



Mission

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

Goals

- To assist in the creation of a strong support structure and partnerships between local employers, secondary schools, and technical schools, colleges and certified training programs.
- To provide assistance in the articulation of programs of study between high schools and post-secondary institutions.
- To create a system that is industry driven where employers and their representatives help set 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.
- To focus on student's learning about "many aspects" of a broad industry cluster rather than mastering a narrow set of occupational skills.

WORKPLACE MENTOR

The success of the Work-Based Learning program is primarily based on the quality of the placement of the student in a business and the instruction that the student receives as part of the work-based learning segment of the program. A key individual in the work-based learning is the designated mentor.

An integral part of the work-based learning is a supportive adult, referred to as a mentor, who is linked with the student learner. A mentor provides guidance and encouragement to the youth apprentice 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 youth apprentice 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 apprentice on a one-to-one basis.

Personal Qualities

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

STRATEGIES FOR EFFECTIVE MENTORING

- **POSITIVE ATTITUDE:** Encourage a person to examine beliefs and ideals in an effort to establish personal values and goals.
- **OPEN-MINDEDNESS:** Encourage a person to keep an open mind to ideas.
- **INTERRELATIONS:** The interactions between mentor and mentee should be situations of sharing, caring and empathizing.
- **CREATIVE PROBLEM SOLVING:** Encourage the mentee to use a creative problem-solving process.
- **EFFECTIVE COMMUNICATIONS:** Encourage a person to be an attentive listener and an assertive questioner.
- **DISCOVERY:** Encourage the mentee to be an independent thinker.
- **STRENGTHS AND UNIQUENESS:** Encourage a person to recognize individual strengths and uniqueness and to build upon them.
- **CONFIDENCE:** Assist a person in developing self-confidence.
- **AWARENESS:** Stress that an individual must be aware of the environment, be intuitive, be problem-sensitive, and be ready to make the most of opportunities.
- **RISK-TAKING:** Encourage a person to be a risk-taker and to be an active participant, not a spectator.
- **FLEXIBILITY:** Share with a mentee the importance of being flexible and adaptable in attitudes and actions, looking for alternatives, and seeing situations/persons from different perspectives (diversity).

Role of the Mentor

The mentor performs a number of functions including: induction of the student into the business, training of the student, evaluation of the student, and counseling the student on matters related to work and school.

Induction

The mentor orients the student to their job and to the business and industry as a whole.

Training

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

Evaluation

The mentor evaluates the student's progress in learning their job and communicates with the Career Related Education Specialist the strengths and areas in which improvement is needed. The mentor verifies the 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 student for a definite goal and provide them with the individual attention necessary to attain that goal.

WORK-BASED LEARNING SAMPLE FORMS

Hall County School System
Training Agreement

Work Based Learning Programs

Student _____ Job Title _____
Business _____ Phone _____
Supervisor _____ Title _____
School _____ Training Period Begins _____

The work-based learning programs prepare students for employment. To participate in the program, all parties must agree to the following:

The student agrees:

- To be 16 years of age and to have a Social Security number available for the employer.
- To secure a work permit if under 18 years of age.
- To assist the work-based learning coordinator in finding an appropriate employment position related to the career focus area of the program and the career objectives of the student.
- To provide transportation to and from work.
- To attend school and work regularly and not to go to work without first going to school, or go to school without going to work. Failure to adhere to the part of the agreement may result in the student receiving appropriate academic and/or disciplinary action.
- To discuss all aspects of the employment with the work-based learning coordinator and the work-site 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 not be allowed to re-enroll in the work-based learning program as well as receiving a failing grade in the work-based learning program.
- To make employment changes only with the approval of the work-based learning coordinator. The work-based learning coordinator reserves the right to change the student's employment situation if necessary.
- To be evaluated by the work-based learning coordinator and the work-based training supervisor a minimum of once per grading period.
- To submit to the work-based learning coordinator a weekly/biweekly check stub indicating total hours and wages earned during that period.
- To adhere to the school's attendance policy not being absent more than 8 days per semester. If absent more than 16 days in the semester from school, the student must apply for an attendance waiver for the work program.

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.

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The Parents/Guardian of the Student Agree:

- 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 the attendance policy (see Student Agrees #11) and 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.
- 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.

The Employer/Work-Site Supervisor Agrees:

- To provide a variety of work experiences for the student that contribute to the attainment of his/her career objective.
- To employ the student for at least 5 hours per week per release period during the academic year.
- To adhere to policies and practices which prohibit discrimination on the basis of race, color, national origin, sex, and handicap in recruitment, hiring, placement, assignment to work tasks, hours of employment, level of responsibility, and pay.
- To provide instructional materials and occupational guidance to the student.
- To designate an employee to serve as a mentor and supervisor 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 regulations.
- To adhere to income tax and Social Security withholding regulations.
- To provide time for consultation with the work-based learning coordinator concerning 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.

All Parties Agree:

- That this agreement will not be terminated without the knowledge of all parties concerned.
- That Career/Technology student organizations are an integral part of the instruction within the work-based learning program.
- That the student will work a minimum of 5 hours per week per release period.
- That the student will adhere to the school attendance policy.

Validating Signatures:

Employer _____ Date _____
Work-Based Learning Coordinator _____ Date _____
Student _____ Date _____
Parent/Guardian _____ Date _____

Preparing 21st Century Learners for the Future!

Hall County School System
Initial Training Plan

Work-Based Learning Programs

Student _____ Job Title _____
Business _____ Phone _____
Supervisor _____ Title _____
School _____ Training Period Begins _____

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

Human Relations and Communications Fundamentals

- Use proper grammar and vocabulary
- Address people properly
- Use telephone in businesslike manner
- Listen to and follow directions
- Communicates well with others
- Shows respect for the feelings of others
- Values the opinions of others
- Effective team member skills
- Develop personality traits important to business
- Effective team leader skills

Please list Specific Occupational Skills

- _____
- _____
- _____
- _____
- _____

Validating Signatures:

Employer _____ Date _____
Work-Based Learning Coordinator _____ Date _____
Student _____ Date _____
Parent/Guardian _____ Date _____

Hall County School System
STUDENT-TRAINEE EVALUATION REPORT

TRAINEE EMPLOYED BY _____ COMPLETION DEADLINE _____
TERM NUMBER _____ COORDINATOR _____ SUPERVISOR _____ PHONE NO. _____

Please indicate, on the scale from one to ten, your estimate of the trainee in each area. Omit any traits which do not apply or cannot be properly evaluated at this time. It is suggested that you take time to discuss the evaluation with the trainee after it is completed.

PERFORMANCE ON THE JOB:			
Quality of Work	Speed	Care of Working Area	Job Learning
10 Very accurate and thorough	10 Very fast	10 Very clean and orderly	10 Learns exceptionally well
9 Careful, rarely inadequate	9 Fast	9 Keeps area clean	9 Learns with ease
8 Usually accurate	8 Average	8 Careless	8 Learns adequately
7 Careless	7 Slow	7 Very untidy	7 Little or no learning
6 Makes many errors	6 Very Slow	6 Unpleasant	6 Excessive absences
5	5	5	5
4	4	4	4
3	3	3	3
2	2	2	2
1	1	1	1

ATTITUDES TOWARD WORK:			
Use of Working Time	Initiative	Use of Job Materials	Attendance
10 Very busy	10 Self-Motivated	10 Very careful	10 Always prompt and present when scheduled
9 Busy	9 Needs little direction	9 Absent at times	9 Seldom off - valid reasons only
8 Average	8 Performs as instructed	8 Wasteful	8 Absent occasionally
7 Needs to improve	7 Not a self-starter	7 Careless	7 Above average absences
6	6	6	6
5	5	5	5
4	4	4	4
3	3	3	3
2	2	2	2
1	1	1	1

ATTITUDES TOWARD WORKERS:		
Attitude Toward Fellow Workers	Attitude Toward Supervisors	Customer Contact
10 Very cooperative and friendly	10 Very cooperative, helpful, accepts criticism	10 Very courteous
9 Cooperative and friendly	9 Respectful, helpful, accepts criticism	9 Pleasant and helpful
8 Cooperative	8 Average	8 Average
7 Has a negative attitude	7 Does not accept criticism	7 Needs Improvement
6	6	6
5	5	5
4	4	4
3	3	3
2	2	2
1	1	1

Enthusiasm

10 Very eager to learn	10 Accepts readily and handles well	10 Always good
9 Enjoys work	9 Accepts willingly	9 Most offer good
8	8	8
7	7	7
6	6	6
5	5	5
4	4	4
3	3	3
2	2	2
1	1	1

Dress and Grooming

10 Shows little interest in the job	10 Needs to improve	10 Often poor and inappropriate
9	9	9
8	8	8
7	7	7
6	6	6
5	5	5
4	4	4
3	3	3
2	2	2
1	1	1

Comments: _____

Signed: _____ Title: _____