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ABSTRACT

A project was conducted in Georgia to improve the quality of youth apprenticeship programs by identifying and validating a benchmarking system leading toward the establishment of a set of common, valued quality components and indicators for use by local educational agencies. Project activities were undertaken to accomplish the following: (1) validate existing youth apprenticeship performance measures; (2) validate the existing quality components that make up the goals for youth apprenticeship; (3) develop an understanding of youth apprenticeship implementation; and (4) establish a benchmarking system to assist secondary schools and postsecondary institutions in program improvement. The benchmarking process, originally developed by business, was adapted for this project to address both the quality improvement and the measurement needs of youth apprenticeship programs. The benchmarking instrument and process developed for this project were pilot tested with a secondary school and associated postsecondary technical institute. The final product is a self-assessment instrument that can be used to guide and enhance the nature and level of implementation of youth apprenticeship practices in schools. The benchmarking instrument contains standards organized into 10 topical areas: philosophy and purpose, organization and administration, school-based learning, work-based learning, articulation, instructional faculty, financial resources, program marketing, program steering committee, and evaluation. It also includes a summary profile and a deficiency identification and correction report to be used for identifying each deficiency and preparing a step-by-step correction plan. Contains standard statements for each topical area. (KC)

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BENCHMARK STANDARDS FOR YOUTH APPRENTICESHIP PROGRAMS IN GEORGIA

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BENCHMARK STANDARDS FOR YOUTH APPRENTICESHIP PROGRAMS IN GEORGIA

Preface

The Georgia Department of Education, in cooperation with the Departments of Labor and Technical and Adult Education, has initiated an important component in the development of a school-to-career transition system for the state. The development of youth apprenticeship programs offers students both school-based and work-based educational experiences. It combines structured, paid work and training on-the-job with related classroom instruction. The emphasis is on contextual, real-world learning through workplace experiences. A youth apprenticeship program is expected to have several specific results for students. These results include:

- graduation from high school;
- completion of a related post secondary credential (either a certificate or an associate degree, or a clear statement of the necessary credit remaining to qualify for a credential);
- documentation of occupational or industry-specific competencies, as certified by employers and educational institutions;
- a skill certificate that is an industry-recognized credential and verifies that a student has mastered specific academic and occupational skills.

Project Summary

The fundamental premise of this project was to improve the quality of youth apprenticeship program activities by identifying and validating a benchmarking system leading toward the established of a set of common, valued quality components and indicators for use by local educational agencies. The goals for the project were:

- validate existing youth apprenticeship performance measures;
- validate the existing "quality components" which make up the goals for youth apprenticeship;
- develop an understanding of youth apprenticeship implementation; and
- establish a benchmarking system to assist secondary schools and post secondary institutions in program improvement.

The benchmarking process, originally developed by business, was adapted for this project to address both the quality improvement and the measurement needs of youth apprenticeship programs. Benchmarking is a systematic and continuous process of analyzing and comparing practices and processes for the purpose of continuous program improvement. The benchmarking instrument and process developed for this project was pilot tested with a local secondary school and associated post secondary technical institute. The final product from this project is a self-assessment instrument beneficial in guiding and enhancing the nature and level of implementation of youth apprenticeship practices in local schools.

Benchmarking holds great promise as a method for improving local youth apprenticeship programs. Benchmark standards provide a consistent way for educational institutions to

understand and document their local implementation of youth apprenticeship. The benchmark standards provide an ideal foundation for a large-scale examination of the efficacy of youth apprenticeship programs in the state.

Application of the Benchmark Standards

The benchmark standards for youth apprenticeship programs are statements of validated program criteria. They are designed for use by local educational institution personnel as a guide for improving youth apprenticeship programs.

Benchmarking the Standards

The benchmark standards are organized into ten topical areas incorporating standards, as follows:

Topic	Number of Standards/Criteria
Philosophy and Purpose	14
Organization and Administration	24
School-Based Learning	26
Work-Based Learning	17
Articulation	7
Instructional Faculty	11
Financial Resources	6
Program Marketing	8
Program Steering Committee	8
Evaluation	7

To the right of each standard statement are three symbols representing “Exceeds Standard” (↑); “Meets Standard” (□); and “Below Standard” (↓). Each standard topic is divided into a number of subtopics.

Use the following procedures for benchmarking the standards:

1. Scan the complete listing of standard statements to become familiar with the topics and the accompanying statements.
2. Read each standard statement and mark the appropriate symbol, indicating where the program *exceeds*, *meets*, or *falls below* the standard.
3. At the end of each standard topic, record the number of standards marked “Below Standard”; subtract this number from the total number of standards under that topic. The result will show the number that meet or exceed the standard. These numbers should be recorded on the Summary Profile Form on page vi.
4. Record additional information about the youth apprenticeship program as related to the standard topics under the “Comment” section at the end of section.

Interpreting and Using the Results

After identifying the standards that are marked "Below Standard," the next step is to formulate plans for systematically correcting deficiencies. *Each standard is important, and the ultimate goal is to achieve 100 percent of each topic.*

The Deficiency Identification and Correction Report (page vii) can be used for identifying each deficiency and preparing a step-by-step correction plan. The form provides space to indicate the priority for correcting a deficiency, required resources, and person(s) responsible for making the correction.

Summary Profile Form

Directions: Place the information recorded for each topic in the "Summary of Ratings" space on this profile for an overview of the results of the benchmarking review.

Topical Areas (Standards)	Number of Standards/Criteria for this Topic	Minus Number Marked Below	Total Number of Standards/Criteria Met and Exceeded
Philosophy and Purpose	14		
Organization and Administration	24		
School-Based Learning	26		
Work-Based Learning	17		
Articulation	7		
Instructional Faculty	11		
Financial Resources	6		
Program Marketing	8		
Program Steering Committee	8		
Evaluation	7		

Deficiency Identification and Correction Report

Directions: Complete a report for each standard marked "Below Standard."

Identification of Deficiency

Topic:

Standard Statement:

Explanation of Deficiency:

Priority for correction: High Medium Low
(circle one)

Plan for Correcting Deficiency

Planned procedure for correcting deficiency: (Give steps and anticipated dates of completion.)

Person(s) responsible for correcting deficiency:

Resources required:

Estimated cost:

Verified By: _____

Date: _____

6. Development of the philosophy involves articulation among secondary and post secondary educators, administrative and supervisory personnel, business and industry representatives, and steering committee members who represent occupations for career area. ↑ □ ↓

Dissemination and Utilization

1. Statement of philosophy and purpose serves as a basis for youth apprenticeship program planning, development and implementation. ↑ □ ↓
2. Statement of philosophy and purpose serves as a basis for evaluation of the program, instructional faculty, and students. ↑ □ ↓

Review and Revision

1. Statement of philosophy and purpose is reviewed annually and revised when necessary to reflect relevancy of the youth apprenticeship program. ↑ □ ↓
2. Review and revision process involves secondary and post secondary educators, administrative and supervisory personnel, business and industry representatives, steering committee members who represent occupations for career area, and former students. ↑ □ ↓

COMMENTS:

BENCHMARK STANDARDS FOR YOUTH APPRENTICESHIP PROGRAMS IN GEORGIA

Exceeds Standard ↑
Meets Standard □
Below Standard ↓

Standard Statement 1

Philosophy and Purpose

Statement of philosophy and purpose provides guidance and direction for the youth apprenticeship program.

Development

1. Statement of philosophy and purpose incorporates the three basic components to provide students with an integrated array of learning experiences that form bridges between education and employment.
 - a. To provide students with opportunities for career exploration, instruction in both academic and occupational skills and guidance in identifying employment and education goals (school-based learning). ↑ □ ↓
 - b. To provide students with a planned program of job training and other employment experiences related to a chosen occupational career area (work-based learning). ↑ □ ↓
 - c. To ensure coordination between the work-based learning and school-based learning components ↑ □ ↓
2. Statement of philosophy and purpose reflects the philosophy and goals of the educational institution(s) and is consistent with current local, state policies and procedures. ↑ □ ↓
3. Statement of philosophy and purpose reflects a commitment to preparation for employment and advancement in a chosen occupational career area and to meeting the education and training needs of the labor market. ↑ □ ↓
4. Statement of philosophy and purpose reflects a commitment to preparation for post secondary education and to attaining post secondary certification or degree. ↑ □ ↓
5. Essential to the implementation of the philosophy and purpose are three fundamental premises:
 - a. Work experience and guided learning opportunities provided for students by employers within an industry or occupational cluster. ↑ □ ↓
 - b. A structured linkage between secondary and post secondary components of the program leading to high school diploma, post secondary credential, and certification of occupational skills. ↑ □ ↓
 - c. Integration of academic and vocational learning and of school and workplace experiences through planning and ongoing collaboration between educational institutions, employer, relevant unions, and other key institutions and through innovations in curriculum and instructional strategies in the classroom and at work. ↑ □ ↓

Exceeds Standard ↑
Meets Standard □
Below Standard ↓

Standard Statement 2

Organization and Administration

Administration and organizational structure facilitates implementation of the goals and objectives of the youth apprenticeship program in the educational institutions.

Organizational Structure

1. Responsibility for youth apprenticeship program leadership is assigned to a full-time youth apprenticeship coordinator and local administrators. ↑ □ ↓
2. Organizational structure ensures involvement of youth apprenticeship coordinator in developing and implementing youth apprenticeship goals and objectives. ↑ □ ↓
3. Administration supports youth apprenticeship program development that is congruent with the philosophy and purposes of the educational institutions involved with the program, including adequate resources. ↑ □ ↓
4. Organizational structure is flexible enough to serve the diversified needs of students and business and industry. ↑ □ ↓
5. Courses in the program of study are designed with an organizational plan which includes academic and occupational instruction. ↑ □ ↓
6. Courses in the program of study are organized to provide students with academic and occupational skills to meet their educational and occupational goals. ↑ □ ↓
7. Courses in the program of study are organized to provide occupational skills, knowledge, and attitudes required by business and industry for employment and advancement in a occupational career area. ↑ □ ↓

Program Planning

1. Youth apprenticeship program is compatible with state-level planning, local/state board of education policies, and accrediting commission standards. ↑ □ ↓
2. Youth apprenticeship program planning incorporates appropriate and timely information from demographic studies of the employment community, labor market projections, student interest and placement records, and student enrollment information. ↑ □ ↓
3. Key decision-makers (employers, industry-specific and statewide employer associations, school district(s), post secondary institution(s), relevant labor organization(s), local government) are involved in planning of the youth apprenticeship program. ↑ □ ↓
4. Steering committee composed of key decision-makers assists in planning, implementing, and evaluating the youth apprenticeship program. ↑ □ ↓
5. Enrollment in youth apprenticeship program is in accord with the number of employment opportunities available within the community. ↑ □ ↓

Program Implementation

1. Youth apprenticeship coordinator is responsible for coordinating activities of the employer, secondary school(s), post secondary institution(s); coordinating academic and occupational instructors; and monitoring and evaluating program components. ↑ □ ↓
2. Youth apprenticeship coordinator maintains detailed student records relating to the school-based and work-based learning objectives of each student. ↑ □ ↓
3. Youth apprenticeship coordinator is responsible for integrating academic and occupational learning; integrating school-based and work-based learning; and placement and coordination responsibilities of work-based learning. ↑ □ ↓

Student Recruitment and Admission

1. Recruitment

- a. Recruitment plan is implemented with the guidance staff, the administration, the students, the parents, and the employers in occupational career area, and maintained throughout the academic year. ↑ □ ↓
- b. Recruitment efforts are focused on the needs, interests, and career objectives of the students in response to the needs of the business and industry community. ↑ □ ↓
- c. Recruitment plan seeks to enroll students who are representative of total educational institution(s) population. ↑ □ ↓
- d. Youth apprenticeship coordinator provides students and parents with orientation to youth apprenticeship program prior to enrollment. ↑ □ ↓

2. Admission

- a. Admission policy for the youth apprenticeship program adheres to the philosophy and goals of the educational institution(s). ↑ □ ↓
- b. Admission standards for the youth apprenticeship program are documented in written format. ↑ □ ↓
- c. Youth apprenticeship students possess basic academic skills prior to enrollment in youth apprenticeship program. ↑ □ ↓

Guidance and Employer Support

1. Youth apprenticeship coordinator obtains assistance from guidance staff, other educators, and employers with recruiting and selecting students. ↑ □ ↓
2. Students and potential students have the assistance of the guidance staff for academic counseling and career guidance including availability of interest and aptitude tests. ↑ □ ↓

COMMENTS:

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Exceeds Standard ↑
Meets Standard □
Below Standard ↓

Standard Statement 3

School-Based Learning

School-based curriculum and instruction designed to meet the requirements necessary to prepare a student for post secondary education and the requirements necessary for a student to earn a skill certificate in an occupational career area.

Curriculum

1. Planning

- a. Curriculum reflects the philosophy and goals of both the youth apprenticeship program and the educational institutions (secondary and post secondary). ↑ □ ↓
- b. Curriculum is designed for students whose occupational career interests can be enhanced through the youth apprenticeship program. ↑ □ ↓
- c. Curriculum ensures that the performance of students is measured on the basis of competencies (skills) verified by business and industry in the occupational career area. ↑ □ ↓
- d. Curriculum allows students to redefine or redirect their occupational career goals. ↑ □ ↓
- e. Curriculum is based on the skill standards identified by business and industry in the occupational career area. ↑ □ ↓
- f. Curriculum is designed to meet evolving needs of the labor market and changes in the occupational career area. ↑ □ ↓
- g. Administrative and supervisory personnel, steering committee, business and industry personnel, and secondary and post secondary academic and occupational faculty provide input into the development and revision of the curriculum. ↑ □ ↓

2. Development

- a. Curriculum content is developed through occupational analysis. ↑ □ ↓
- b. Curriculum is structured to meet needs of students in seeking employment upon graduation and admission to post secondary education. ↑ □ ↓
- c. Curriculum is structured to accommodate various student developmental characteristics, learning styles, and knowledge/skill levels. ↑ □ ↓
- d. Course objectives, course offerings, and course sequences are available to the students in a planned program of study. ↑ □ ↓
- e. Planned program of study is a minimum of two years in duration, including at least one year of secondary and one year of post secondary education. ↑ □ ↓

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3. Course Objectives

- a. Course objectives are used by secondary and post secondary educators and administrators for planning, implementing and evaluating content and instructional methods in a sequenced four-year program of study. ↑ □ ↓
- b. Current course objectives are written in measurable terms, presented to students, parents, guidance counselors, steering committee members, and employers, and kept on file. ↑ □ ↓

4. Learning Climate

- a. A variety of instructional methods and activities are utilized to meet the different learning styles, needs, and abilities of students. ↑ □ ↓
- b. Classroom organization of courses in the program of study provides for optimum use of instructional time, equipment and resources. ↑ □ ↓
- c. Instructional faculty integrate problem-solving, learning-to-learn, and other "necessary skills" and hands-on instruction into courses and curricula for students. ↑ □ ↓
- d. Youth apprenticeship coordinator is responsible for monitoring student progress in school-based and work-based learning experiences, as well as providing individual counseling. ↑ □ ↓

5. Evaluation

- a. Completers of the youth apprenticeship program demonstrate competency in academic and occupational skills in a career area. ↑ □ ↓
- b. Process exists for certifying student competency in relation to academic and occupational skills. ↑ □ ↓
- c. Student assessment is an integral part of instruction, provides for individual differences, and is based on business and industry performance and productivity standards. ↑ □ ↓
- d. Results of the student assessment process are reported to students, secondary and post secondary instructional faculty, parents, guidance counselors, and administrators, as appropriate. ↑ □ ↓

6. Review and Revision

- a. Curriculum is reviewed annually and revised as necessary to reflect changes occurring in occupational career area, student populations, labor market trends, and instructional techniques/strategies. ↑ □ ↓
- b. Curriculum is validated by periodic analysis of the occupational requirements for the occupational career area for which students are being prepared. ↑ □ ↓

Instruction

1. Instruction is designed to increase the employability of the student and to facilitate continued education. ↑ □ ↓

2. Course content in the program of study specify competencies to be acquired; estimated time requirements; needed instructional material, community resources, and evaluation methods; and methods to apply, facilitate, and/or demonstrate competencies to be learned. ↑ □ ↓

COMMENTS:

Exceeds Standard ↑
Meets Standard □
Below Standard ↓

Standard Statement 4

Work-Based Learning

Work-based training and experiences that are coordinated with school-based learning and are relevant to an occupational career area and lead to the attainment of a skill certificate.

Work-based Learning Sites

1. Work-based learning sites are selected which provide occupational growth opportunities consistent with the student's capabilities, occupational interests, and learning objectives. ↑ □ ↓
2. Work-based learning sites of students are in compliance with federal, state, and local labor laws. ↑ □ ↓
3. Students are placed in occupational career area related work-based learning sites. ↑ □ ↓
4. Each student is remunerated at the state minimum wage with a progressive wage scale established based on performance and industry standards. ↑ □ ↓

Training Agreement

1. Each student has a signed youth apprenticeship training agreement between student, parents, educational institution, and cooperating work-based learning site that describes responsibilities of each entity. ↑ □ ↓

Training Plan

1. Training plans are cooperatively developed by the youth apprenticeship coordinator, employer, and student. ↑ □ ↓
2. Each student has a training plan which includes a planned sequence of learning objectives and work tasks that are correlated with the program of study (school-based learning), and methods to document and assess mastery of learning objectives. ↑ □ ↓
3. The training plan specifies a rotation of experiences which enables the student to gain an understanding of all aspects of the industry. ↑ □ ↓

Work-Based Records

1. Appropriate program records are kept on file for each student (i.e., training agreement, training plan, employer evaluations, wage/hour records). ↑ □ ↓
2. Appropriate employment records are kept on file for each student (i.e., age certificate, work permit, hazardous occupation exemption). ↑ □ ↓

Work-Based Mentors

1. Criteria for evaluating and selecting work-based mentor is established and provided to work-based learning site. ↑ □ ↓

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2. Work-based mentor is oriented to their responsibility to provide meaningful learning experiences for students through training workshops. ↑ □ ↓

3. Work-based mentor evaluates the student's progress in their learning on-the-job and provides appropriate feedback to the student and youth apprenticeship coordinator. ↑ □ ↓

Coordination

1. Youth apprenticeship coordinator makes regular visits to work-based learning site of student. ↑ □ ↓

2. Communication exists between the youth apprenticeship coordinator and work-based mentor to coordinate school-based learning and work-based learning experiences. ↑ □ ↓

Evaluation

1. Assessment of work-based skills are based on industry performance standards. ↑ □ ↓

2. A process exists for certifying student work-based skills for awarding certificate of skill attainment. ↑ □ ↓

COMMENTS:

Exceeds Standard ↑
Meets Standard □
Below Standard ↓

Standard Statement 5

Articulation

Procedures to facilitate the entry of students into additional training or post secondary education programs.

Articulation Agreement

1. Signed letter of agreement between secondary and post secondary educational institution(s) specifying the relationship between their respective components.
 - a. Post secondary competencies to be achieved in each articulated secondary course are listed. ↑ □ ↓
 - b. Specific post secondary courses for which credit will be awarded are specified. ↑ □ ↓
 - c. The amount of credit to be award to student meeting specific course completion standards are specified. ↑ □ ↓
 - d. Procedures for documenting and awarding student credit for both school-based and work-based learning at the post secondary level are designated. ↑ □ ↓
 - e. Method of recording a transcribed course with a letter grade on a post secondary transcript is specified. ↑ □ ↓

Admission Agreement

1. Pre-admission or special considerations are provided to a student who successfully completes the first two years of the youth apprenticeship program and have earned their high school diploma or equivalent. ↑ □ ↓

COMMENTS:

Exceeds Standard ↑
Meets Standard □
Below Standard ↓

Standard Statement 6

Instructional Faculty

Instructional faculty for the youth apprenticeship program demonstrate professional and occupational competence in providing services necessary for attaining program goals and objectives.

Qualifications

1. Youth apprenticeship coordinator and instructional faculty have valid state teaching certification as appropriate. ↑ □ ↓
2. Youth apprenticeship coordinator and instructional faculty meet established local criteria for employment and are qualified to teach content of assigned courses. ↑ □ ↓
3. Youth apprenticeship coordinator and instructional faculty have training in teaching special population students. ↑ □ ↓

Professionalism

1. Youth apprenticeship coordinator and instructional faculty maintain membership in professional organizations for the purpose of upgrading professional competence. ↑ □ ↓
2. Youth apprenticeship coordinator and instructional faculty participate in selected business and industry and community organizations as needed. ↑ □ ↓
3. Youth apprenticeship coordinator and instructional faculty participate in occupational updating as needed. ↑ □ ↓
4. Youth apprenticeship coordinator maintains a cooperative relationship with secondary and post secondary educators, guidance personnel, secondary and post secondary administrators, parents, steering committee, and members of the business and industry community. ↑ □ ↓

Staff Development

1. Youth apprenticeship coordinator follows a written plan for professional and occupational development which is updated yearly. ↑ □ ↓
2. Youth apprenticeship coordinator arranges staff development activities for instructional faculty to update professional and occupational knowledge and skills. ↑ □ ↓

Evaluation

1. Youth apprenticeship coordinator conducts evaluation of curriculum and instruction which students are receiving in school-based and work-based learning. ↑ □ ↓
2. Evaluation results are discussed with instructional faculty and work-based mentors. ↑ □ ↓

COMMENTS:

Exceeds Standard ↑
Meets Standard □
Below Standard ↓

Standard Statement 7

Financial Resources

Availability and control of adequate financial resources ensure that the goals and objectives of the youth apprenticeship program are met.

Funding

1. Administrative support for the youth apprenticeship program is evidenced by adequate funding for youth apprenticeship coordinator, supplies, office space, telephone, in-service activities, and travel. ↑ □ ↓
2. Travel allowances are provided for the youth apprenticeship coordinator and instructional faculty to participate in staff development, in-service activities, supervised field-related experiences, and other professional development activities. ↑ □ ↓
3. Staff development funds are available for professional and occupational up-dating of instructional faculty. ↑ □ ↓

Management

1. Budgeted funds are expended to achieve program goals and objectives. ↑ □ ↓
2. Youth apprenticeship coordinator is involved in decisions related to expenditure of funds for the youth apprenticeship program. ↑ □ ↓
3. Up-to-date records of expenditures, receipts, and account balances of youth apprenticeship program activities are kept on file for use by authorized personnel. ↑ □ ↓

COMMENTS:

Exceeds Standard ↑
Meets Standard □
Below Standard ↓

Standard Statement 8

Program Marketing

Marketing plan is integrated into the goals and objectives of the youth apprenticeship program and is reactive to the changing needs of the students and the business and industry community.

Planning

1. Marketing plan incorporates goals, objectives, calendar of activities, methods, and evaluation. ↑ □ ↓
2. Groups of individuals from the educational and business communities are involved with the youth apprenticeship program through the marketing plan. ↑ □ ↓
3. Marketing plan targets students, business and industry, professional and occupational associations, parents, educators, and legislators. ↑ □ ↓
4. Appropriate techniques, such as brochures, news releases, civic appearances, personal contacts, and media contacts, are utilized in the marketing plan. ↑ □ ↓
5. Appropriate resources are utilized to implement the marketing plan. ↑ □ ↓

Evaluation

1. Evaluation of the marketing plan is continuous and consistent with state and/or local policies and procedures. ↑ □ ↓
2. Planning and analysis focus on designated target audiences. ↑ □ ↓
3. Results are viewed in relation to their appropriateness for selected audiences and the cost-effectiveness of techniques utilized. ↑ □ ↓

COMMENTS:

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Exceeds Standard ↑
Meets Standard □
Below Standard ↓

Standard Statement 9

Program Steering Committee

Active steering committee ensures that instruction is consistent with business and industry's educational and employment criterion and supports the youth apprenticeship program.

Membership

1. Steering committee for the youth apprenticeship program is composed of persons in the occupational career area, parents, administrators, counselors, secondary and post secondary educators, and youth apprenticeship coordinator. ↑ □ ↓
2. The steering committee chair is appointed or elected from the lay members. ↑ □ ↓
3. Youth apprenticeship coordinator serves as facilitator for steering committee. ↑ □ ↓

Meetings

1. Steering committee meets on a regularly scheduled basis and follows planned agenda. ↑ □ ↓
2. List of steering committee members and minutes of meetings are on file. ↑ □ ↓
3. Steering committee meets at least four times each year. ↑ □ ↓

Responsibilities

1. Steering committee serves in an advisory capacity. ↑ □ ↓
2. Steering committee assist with planning, implementing, and evaluating the youth apprenticeship program through such activities as advising on curriculum, communicating industry needs, and promoting the youth apprenticeship program. ↑ □ ↓

COMMENTS:

Exceeds Standard ↑
Meets Standard □
Below Standard ↓

Standard Statement 10

Evaluation

Youth apprenticeship program evaluation (follow-up and placement, educational attainment) is continuous and consistent with the philosophy, goals, and objectives of the program.

Expected Results

1. Follow-up is conducted for students completing the youth apprenticeship program or exiting the program prior to completion to determine results of program.
 - a. Attainment of academic and occupational proficiencies. ↑ □ ↓
 - b. Awarding of high school diploma (or an alternative diploma or equivalent certificate for students with disabilities) after the equivalent of twelfth grade. ↑ □ ↓
 - c. Awarding of credential of occupational skills achievement recognized at least within the state. ↑ □ ↓
 - d. Award of Associates Degree if student meets all requirements or of transferable post secondary credits toward degree earned during the course of the program. ↑ □ ↓
 - e. Successful placement in general occupational career area for which training has been provided. ↑ □ ↓
 - f. Access to career ladder that progress to high quality/high wage career. ↑ □ ↓
2. Data from program evaluation is analyzed and used for determining program and instructional faculty effectiveness. ↑ □ ↓

COMMENTS:



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