

# School-Based Industry Project



## Georgia Employability Skills Task Force Recommendation No. 3 School Goal 4

- ▶ Identify integrated learning experiences that allow students to combine academic, technical, and employability skills learning.

### Overview

North College and Career Academy (NCCA) created a School-Based Industry Project to provide project-based work experience for 16 second-year engineering pathway students who had completed three classes of engineering (Foundations of Engineering, Engineering Concepts, and Engineering Applications) and had taken the end of pathway exam for engineering. Available positions, job descriptions, and expected salaries in the project's "job force" were posted at the end of the fall semester. Positions advertised included laser operator, general shop worker, inventory manager, maintenance worker, process engineer, quality control manager, and safety inspector.

Students continuing in the class in the spring semester were asked to complete a resume for their desired job for the remainder of the year. Interviews were conducted, and jobs were assigned based on the best qualified candidates for the positions. Students who did not complete a resume were assigned to the Maintenance Department. Students were able to apply for other positions periodically during the semester. The teacher chose a department head from among student applicants.

Students participated in the School-Based Industry Project daily, during class. In addition to students who attended the academy, students from Villa Rica High School and Temple High School participated in the program at NCCA from 10:30 a.m. to noon daily.

This project covered many of the employability skills in Standard 1:

- ▶ Communicate effectively by interacting respectfully with each other, customers, and their teacher as their employer. Write a resume, and conduct themselves in an interview.
- ▶ Demonstrate creativity by asking the right questions to understand the job, giving and taking constructive criticism, and providing relevant feedback in department head meetings.
- ▶ Exhibit critical thinking and problem-solving skills by developing an effective job sheet for tracking the status of jobs and improving processes, and performing quality assurance to ensure client satisfaction.
- ▶ Model work readiness traits as indicated by a grade based on attendance, punctuality, and work completion.
- ▶ Apply appropriate skill sets by working in teams to manage and complete all projects on time.
- ▶ Present a professional image while assuming leadership roles in the project.

Materials used in instruction to prepare students for their role in the project that specifically incorporate employability skills include Georgia BEST lessons on attitude, integrity, ethical choices, and respect. Other materials used include YouTube videos, a leadership tutorial from Lynda.com (now known as LinkedIn Learning), a cyber bullying prevention resource, as well as TED Talks Education videos on passion and perseverance and the power of listening.

## Audience & Initiative Impact

Each week during the semester, a department head meeting was conducted to review activities and address concerns for the School-Based Industry Project. Students were trained on the use of the machines in the shop and, working as a team, took over processing 95% of the requests that came in from the community in a timely manner. Students learned how to cost out jobs for billing and were involved in the budgeting process. They conducted an inventory of the shop, processed over 60 jobs, streamlined the job flow process, conducted safety checks, and kept the shop clean. As a result of this project, students began to take pride in the shop and the work they do for their community.

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## Georgia Employability Skills Task Force Recommendations

1. Integrate employability skills into curriculum and learning experiences from prekindergarten through postsecondary education.
2. Support educators and other stakeholders in developing employability skills instruction.
3. Develop deeper and stronger relationships between industry and education to enhance teacher and mentor roles in quality work-based learning and career development opportunities.

To learn more about college- and career-readiness work in the southeast states, please contact Beth Howard-Brown ([bhoward-brown@air.org](mailto:bhoward-brown@air.org)), Southeast Comprehensive Center (SECC) director, or visit the SECC website ([southeast-cc.org](http://southeast-cc.org)).

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