
COORDINATORS HANDBOOK

for

COORDINATED CAREER ACADEMIC EDUCATION

Georgia Department of Education

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COORDINATED CAREER ACADEMIC EDUCATION COORDINATORS HANDBOOK

Chapter

Title

1. Overview of Career and Technical Education

Career and Technical Education has national, state, and local programs. Coordinated Career Academic Education is a Georgia initiative to provide Career and Technical Education support services to students.

2. Overview of Special Populations/Intervention Support Services

Coordinated Career Academic Education support services in Georgia are student centered and offer beneficial support services that connect school to career opportunities.

3. Overview of Coordinated Career Academic Education Support Services

The definition of Coordinated Career Academic Education, purpose of support services, standards, content of instruction, Georgia Career Student Association, enrollment requirements, Coordinator assignments, and state and local staff responsibilities are outlined.

4. Role of Coordinator

The Coordinated Career Academic Education Coordinator has many roles and responsibilities. An Overview of those roles and responsibilities as well as a sample job description are presented.

5. Student Description and Selection Process

The selection of appropriate students for Coordinated Career Academic Education support services is a primary task of the Coordinated Career Academic Education Coordinator. This chapter details the description of Coordinated Career Academic Education students and provides guidelines for the selection process.

6. Instruction

The curriculum for Coordinated Career Academic Education is divided into two parts. The chapter distinguishes between CCAE I and CCAE II. Also included are the support services that should be provided to the Coordinated Career Academic Education student and the teaching assignments for the Coordinated Career Academic Education team.

7. Interlocking Instruction

The Coordinated Career Academic Education Coordinator is responsible for developing and maintaining interlocking academic and career and technical teaching teams that incorporate proactive strategies to accelerate learning.

8. Preparing Students for Tests

Preparing for and passing tests is vital for the educational success of students. Coordinators can teach students strategies that will help them with test taking.

9. Coordination – Management, Evaluation, and Follow-Up

Appropriate management of Coordinated Career Academic Education support services will enhance success of students.

10. Transition, Occupational Experience, Job Placement, and Supervision

Complete Coordinated Career Academic Education support services provide opportunities for students through transition, occupational and job placement experiences.

11. Public Relations

Suggestions related to target audiences and appropriate media for effective publicity regarding Coordinated Career Academic Education are provided.

12. Georgia Career Student Association

Coordinated Career Academic Education's emphasis upon the world of work and employability skills is enhanced by integrating co-curricular student organization activities into the classroom through the local Georgia Career Student Association organizations.

Chapter 1

Overview of Career and Technical Education

Introduction

The State of Georgia is challenged with meeting the needs of a diverse student population. This includes learners associated with an educational probability of school failure and dropping out. Special needs and intervention services offer academic support and provide opportunities for those at-risk youth enrolled in Georgia's secondary Career, Technical and Agricultural Education (CTAE) programs. If properly implemented, CTAE support services can assure the relevance of and emphasis on basic skills in coordination with the acceleration and acceleration necessary for educating students. Utilizing all the components of academic and CTAE, local school systems can provide realistic transition from school to work for students who need additional assistance with regular education programs.

This manual is designed to help Coordinated Career Academic Education (CCAIE) Coordinators, career and technical educators, administrators, and academic teachers, who teach students who are at risk for failing or dropping out of school through this initiative. For the purposes of this document, students meeting the CCAIE criteria will be referred to as at risk for failing or dropping out, or students with special needs.

A. Overview of Career and Technical Education

The mission of Career and Technical Education is to provide a sequentially developed educational program, Pre-K through secondary, which offers career orientation, occupational exploration, and job preparation for all students. CTAE helps prepare students for work or further education and training by developing the knowledge, skills, and attitudes necessary for

career exploration and planning. Emphasis is placed on practicing job acquisition and retention skills.

B. Overview of Career and Technical Education in Georgia

School to career transition is a vital component in the education of youth and adult citizens in Georgia. Appropriate educational programs and ancillary services should be made readily available to individuals in middle schools, high schools, career centers, and other adult programs designed to train or re-train citizens for productive, rewarding employment. Georgia provides opportunities for all of its citizens to develop the knowledge, skills, and attitudes necessary for useful employment. The state of Georgia, through the Department of Education's Department of Career and Technical Education has established the CCAE support services for students from disadvantaged and special populations.

C. Goals of Career and Technical Education in Georgia

The goal of the Georgia Department of Education is to help local schools implement a comprehensive program of CTAE. CTAE programs are delivered through Georgia's secondary schools in the following instructional areas: Agriculture Education, Business and Information Technology, Family and Consumer Sciences, Healthcare Sciences, Marketing Education, Technology Education, Trade and Industrial Education, and Junior Reserve Officers Training Corps (JROTC).

The goals of Career and Technical Education in Georgia are to:

- Promote career awareness activities designed to help elementary school age children select future education leading to an appropriate career.
- Provide students in middle school grades with appropriate career planning.
- Provide high school age students with access to CTAE programs designed to prepare them for future job entry or specialized postsecondary education.

- Provide CTAE for adults and other legally eligible citizens who desire to develop or upgrade skills for employment or entrepreneurship.

D. CCAE Philosophy and Purpose

The mission of CCAE is to provide educational, academic, and occupational services, if available, to assist students in becoming responsible, productive citizens; in other words, reach their full potential. Through participation in the CCAE support services, students in grades 9-12 learn about the world of work and the employment skills they need to be successful. Throughout their school years, students need the opportunity to develop a reservoir of information, attitudes, and experiences that will serve as a substantial base for decision making when they reach points in their lives at which educational or career decisions must be made. At the high school level, Career and Technical Education programs are designed to help students with education that leads toward a career.

E. Why CCAE?

School dropout is a critical problem in Georgia and the nation. There are many repercussions associated with high school dropout. The four described below represent a small portion of a broader problem.

1. Unemployment rates are twice as high for school dropouts than for their counterparts who complete high school.
2. Employers report that youth are not prepared for the world of work when they leave high school early.
3. Costs to society continue to soar due to a loss of taxes, increased unemployment rates, and higher welfare dependency among high school dropouts.
4. In spite of educational efforts to improve educational experiences for youth, the dropout rate has remained constant for over a decade.

Students who are at risk of failing or dropping out of school need immediate and effective intervention support. CCAE provides effective support in the unique format of blending academic and vocational skills. The following school environmental characteristics have been identified as best helping students at risk for dropping out of school:

- Diverse opportunities for achieving success.
- Student oriented instruction.
- High but flexible expectations of students.
- Student-centered goal setting and monitoring of progress.
- Alternative methods of evaluation.
- Fair and consistent classroom management based on student needs.
- Individual guidance and counseling for students.
- Early identification of at-risk behaviors and appropriate interventions.
- High level of student participation in youth organizations that focus on real world settings.
- Motivating instructional activities that increase students' occupational aspirations.

The unique components of CCAE support services are based on a sound foundation of educational policies related to retaining students in secondary settings. Therefore, CCAE curricula and intervention strategies target students who are resistant to traditional educational programs, and lack the resilient behaviors that lead to educational success.

Chapter 2

Overview of Intervention Support Services and Programs

Introduction

Educators have become increasingly concerned about the number of youths who leave school without completing the requirements for graduation and thus are unprepared for employment. Recently, the National Center for Educational Statistics concluded that approximately three million students aged 16-24 drop out of high school annually and are not enrolled in other educational environments. This phenomenon is evident at the state level as well. In Georgia, dropout rates for secondary students remain constant at approximately 6.7 percent. In addition, the total number of K-12 dropouts in Georgia has increased. Because of the impact academic achievement has on the future opportunities for both educational and occupational success, addressing the preparedness of students for their future is critical.

Young people are considered at risk if they are likely to fail at school or be unsuccessful at finding or keeping a job. People who are at risk for dropping out are also at risk for low employment or no employment. Educators must address these deficits by providing intervention. The desired outcomes resulting from intervention services include retention, employability, and social competencies.

Intervention occurs when academic performance is judged to be inferior or when students are not achieving their potential. The purpose of intervention is to further the educational potential of students whose academic background or prior performance may cause them to be candidates for academic failure or early withdrawal. Intervention programs provide a variety of services and alternatives for adaptations in the educational programs for students as part of an attempt to address unmet needs. Intervention services include high but realistic expectations,

peer involvement, and assistance from a team of professionals, as well as parents or caregivers. These intervention services are provided when and where students need assistance.

A. CCAE Goals

The main goal of CCAE is to increase the knowledge, skills and abilities necessary for students to be successful in the world of work and further education. This will be done by providing students with core academic and occupational experiences. Additional goals of CCAE are to: raise expectations; increase student motivation and self-esteem; provide support and intervention services so students can participate equitably in their chosen programs of study; reduce absenteeism; and reduce the dropout rate of these students with special needs. CCAE focuses on personal traits of students such as goals, responsibility, and self-efficacy through support services such as work-based learning activities, accelerated study skills, and involvement in student organizations.

B. Rationale for Teaching Learners of Special Populations

The term diversity refers to the many factors that make people different. By definition, students served by CCAE support services are in adverse life situations. Students in the CCAE classroom will bring a wide range of ability levels and needs. These students with special needs will require unique teaching strategies. As educators, you will be asked to meet the needs of all students in the same classroom setting.

Resiliency is the ability to thrive in the face of adversity. It leads to success or adaptation in the presence of disadvantage. Educators do not know what causes some individuals to be able to handle adverse situations and move forward while others appear to give up or regress. We do recognize that resilience is an important factor in success in life and education. CCAE fosters

resiliency in Georgia's youth by helping students recognize how they learn and see their own potential.

Although students cannot drop out until high school, many students make their decision to drop out in middle school. Frequently, traditional teaching methodologies do not attract the interest of these students, causing them to become resistant learners. CCAE support services seek to mesh students' interests with curricular goals.

C. Criteria for Identifying Students of Special Populations

Intervention support services and assistance must be provided so that all students will have the opportunity to fully participate in the total education process. The term "all students" includes, students, who are at risk of failing, dropping out, and living out their lives unemployed, but is not limited to minorities, women, displaced workers, limited English-speaking persons, students with disadvantages and disabilities, teen parents and adjudicated youth, in addition to the "regular" population. Specific information on the student selection process for CCAE is located in Chapter 5.

D. CCAE Benefits

- *CCAЕ...helps students*

CCAЕ combines rigorous academics with career and technical educational experiences so that all students see how their class work relates to future opportunities and the world of work. Students get the basics in math, science, language arts, and social studies, plus exposure to the workplace, helping them see how their classes apply to real life. After graduating from high school or post secondary, students have specific knowledge, skills and attitudes required for success in a career.

- *CCAIE connects classroom learning with career preparation.*

CCAIE involves career exploration and preparation through all stages of education. Students are exposed to a multitude of career possibilities. In addition, they can take part in a variety of learning opportunities that are carefully integrated with the local Career and Technical Student Organization (CTSO). CCAIE broadens students' options and helps them make informed career decisions.

- *CCAIE is good business and cost-effective for the community.*

Effective special needs interventions involve local business and industry leaders to develop a positive relationship within the community. By getting businesses actively involved in educating future workers, CCAIE student services ensure that education is current with changing workplace needs. Business leaders, legislators, and members of the community will see the value of CCAIE and program specific objectives.

- *CCAIE helps educators and benefits communities.*

Through CCAIE support services, students become more focused and motivated, thus reducing discipline problems, decreasing dropout rates, and increasing post secondary enrollment and retention. CCAIE facilitates teaching because parents and other adults become more involved in education. Educators also are invigorated by the energy of the community's commitment to education and to providing new opportunities to make education relevant. The CCAIE program helps bring communities together to work toward their children's success.

- *CCAIE is a grassroots, community-based effort.*

CCAIE's initiative takes shape from a local perspective rather than being imposed on communities by the state or federal government. Educators, parents, students, employers and

labor representatives collaborate as partners to develop educational services tailored to their own communities. This foundation, based on local input, provides students with hope and opportunity.

- *CCAIE makes education relevant.*

CCAIE support services provide many young people with their first opportunity to tackle the challenges of work. Interacting with successful adults in the workplace gives students a vivid idea of the exciting career possibilities that exist. Students who never thought they could finish high school or college suddenly have a reason to learn. Many are inspired to pursue advanced degrees and highly skilled professions.

E. Successful Characteristics of CCAIE

It is important to note that teaching students with special needs is very challenging, and educators must accept the challenge to teach all students, particularly in this rapidly changing society. In order for career and technical special needs support services to be effective, these components must be in place: program administration, formalized articulation and communication, curriculum and instruction, comprehensive support services, and the relevant occupational experience(s). The most vital component of a successful special needs program is strong administrative leadership and support.

Effective Coordinators have a big responsibility, and administrative support is extremely important to the success of CCAIE. Coordinators should have a strong working relationship with the local school administration. In addition, there should be financial support, as well as formative and summative evaluations of the program. Finally, Coordinators, administrators, career and technical educators must be willing to grow professionally by participating in staff development opportunities.

CCAIE Coordinators should effectively communicate the importance of the local special needs program. Efforts should be made to incorporate parental and community involvement. In addition, there should be intra-agency, as well as inter-agency collaboration with both the school and community. Curriculum and instruction is another important factor in the local special needs program. Coordinators, along with the student, should develop individualized curriculum modifications, as well as integrate academic and CTAIE curricula. If possible, there should also be opportunities for cooperative learning experiences. The special needs program should be a comprehensive support services in which there is an assessment of the student's individual Vocational interests. In addition, Coordinators must give instructional support services by monitoring student progress and ongoing career guidance and counseling activities. Coordinators should incorporate occupational experience by providing work-based experience opportunities, job placement services, and have follow-up evaluations of graduates and non-graduates.

Chapter 3

Overview of Coordinated Career Academic Education

Introduction

The CCAE support services are available for students enrolled in secondary Career and Technical Education programs. Students receive services in Career and Technical Education, communications, computational and employability skills. An interlocking team of academic and CTAE teachers is a major component of CCAE. Students receiving services are encouraged to participate in the CTSO most closely aligned with their program of study or in Georgia Career Student Association (GCSA), which is specifically designed for special population students. Finally, CCAE is a common-sense approach to preparing young people to succeed in the 21st century workplace. It is a shift from a traditional educational system to a system that is dynamic and relevant to a rapidly changing economy.

A. Key Factors

There are several key factors in developing an effective special needs program. CCAE provides the following: enrollment and the skills for success in CTAE programs; Vocational assessment of interests and abilities; adaptation of curriculum instruction, equipment and facilities; guidance, counseling, career development activities and transition services; a travel Coordinator; a career ladder; a dedicated team of teachers; and an opportunity for membership in CTSOs to foster motivation, leadership, and self-esteem.

B. CCAE Coordinator

An effective CCAE Coordinator has many roles and responsibilities— Coordinator, guidance counselor, marketing and public relations person, and administrator. These responsibilities will vary with the local policies and regulations of the local school system. In

order to be a CCAE Coordinator, a person must possess valid certification in CCAE, attend the CCAE orientation, and successfully complete the internship. CCAE Coordinator responsibilities involve but are not limited to providing direct career and technical instruction that will assist students with special needs in successfully entering and participating in appropriate Career and Technical Education programs. Responsibilities are detailed in Chapter 4, *Role of Coordinator*. The CCAE Coordinator has a leadership role and must take ownership of the implementation of the special needs program. Higher levels of involvement by students can be directly related to the long-term interactions they have with CCAE, the Coordinator and the Para Educator.

C. Employment of a CCAE Para Educator

ParaEducators are key members of educational teams that influence learning, social/emotional development, and the inclusion of students in general education and community settings. ParaEducators are employed to assist certified educational professionals with a variety of educational functions and tasks. To ensure targeted outcomes for all student learners, certified professionals must effectively plan for, direct, and supervise ParaEducators. ParaEducators assist and support teachers in a variety of ways that are beneficial for effective special needs programs.

The major duties of the ParaEducator are to assist the CCAE Coordinator in all appropriate activities, except those requiring professional expertise. The ParaEducator should also be prepared to assist the Coordinator with Vocational assessment, GCSA, testing, public relations, instruction, acceleration, and similar activities.

D. Georgia Career Student Association

Career and Technical Student Organizations provide an opportunity for students to develop leadership and teamwork skills. The CTSO associated with CCAE is Georgia Career

Student Association (GCSA). GCSA gives students the opportunity to sharpen skills learned in CCAE as well as other CTAE classes. In addition to learning job skills, GCSA members develop confidence and maturity through meeting challenges and completing projects. As they receive recognition for those achievements, their self-esteem grows, and they become more confident of their abilities. Membership in GCSA helps students become well-rounded. One effective strategy identified for offering at-risk students the experience of success is to create opportunities for them to serve others. Experiences gained from being involved in GCSA can link students to their community, thus providing a sense of connectedness and self-worth.

E. Interlocking Remedial and Core Academic Team Teachers

The term interlocking has been referred to as team teaching, an interdisciplinary approach for student success. CCAE provides for the integration of occupational skills and core academics. Teachers from both academic and career and technical curriculums use a team approach in the exchange of information and coordinated instruction for addressing the instructional needs of CCAE students. The main objective is the acceleration/remediation of core academics to enable student success in both the CTAE class and laboratory. For a more detailed explanation, please refer to Chapter 7, *Interlocking Instruction*.

F. Advisory Committee

An advisory committee serves as an organized base for two-way communication between the CCAE Coordinator and representatives from the local community. The committee's main function is to advise and assist the local special needs program regarding the instructional program. The CCAE Coordinator should serve as the chairperson of the advisory committee.

G. Work-Based Learning Component

Students who are at risk for failing or dropping out of school benefit greatly from the occupational training they receive in CTAE courses. Appropriate ways to increase CTAE program quality and accessibility include:

- School-to-work transition programs.
- Link state apprenticeship programs with youth employment initiatives.
- Provide state educational funds to alternative programs selecting potential school dropouts.
- Expand opportunities for out-of-school learning.
- Use nonprofit corporations to improve remedial/acceleration education and CTAE training.
- Utilize a state level coordinating board that focuses on at-risk youth.

H. Benefits of CCAE

CCAЕ offers benefits to at-risk youth that they may not receive in programs that do not incorporate CTAE components with academic learning. Specific benefits connected to CTAE are identified in the chart below.

Benefits of CCAE
<ul style="list-style-type: none">• Active role in the learning process.• Concrete, hands-on learning experiences.• Real world, community based learning environment.• Learning the progress from concrete to abstract.• Small group and one-on-one instruction.• Content delivery related to specific areas of specialization within CTAE.• Revision and updating from within local business and community sectors.• Preparation for entry into the labor market with options for post-secondary schooling.

CCAIE and GCSA can provide appropriate incentives for students who experience difficulties with traditional classroom instruction and environments to remain in school and establish occupational interests, skills, and goals.

I. Equipping the CCAIE Classroom Laboratory

The following is a suggested list of the minimal equipment needed for a successful CCAIE classroom laboratory. Depending on the needs of the school and the local district as well as federal, state, and local funding, this list may be modified.

Standard Equipment List

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Item No.	Description	Qty.	
1	Cabinet, file, four drawer (with lock & key)	2	
2	Cabinet, storage	2	
3	Screen, wall mounted	1	
4	In Focus Machine	1	
5	Desks (room/office)	2	
6	Phone (office)	1	
7	Up to date computer system	10	
8	Laser Color Printer	1	
9	Photo Quality Printer	1	
10	TV w/ DVD/VCR	1	
11	Scanner	1	
12	Digital Camera	1	
13	Bulletin Board, large wall mounted	1	
14	Electronic or solar calculator	1	
15	Magazine Rack	1	
16	Book Cases	2	
17	3e hole puncher	1	
18	Lectern	1	
19	Student Desks	25	
20	Mobile cart w/ electrical outlets	1	Cabinet, file, four drawer (with lock and key)
21	Video camera w/ editing capability	1	Cabinet, storage (with lock and key)
22	Copier	1	Screen, tripod or wall mounted (30' x 60")
23	Paper Cutter	1	Overhead projector

24	Industrial stapler	1	5
25	Overhead Projector	1	

Materials

It is important that local systems budget sufficient funds from the local and state grant funds to provide adequate books and supplies. The instructional materials for the CCAE program should predominately reflect CTAE skill development and occupational remediation. In large systems, it may be possible to buy hardware and software that can be utilized by all coordinators in that system. The following is a suggested list of materials for the CCAE classroom and resource center:

- Remedial mathematics materials related to career and technical areas
- Remedial communication skills materials related to career and technical areas
- Individual and/or group pre-test and post-test materials for diagnostic assessment and the writing of career and technical assignment sheets
- Consumable supplies for production of individualized instructional materials
- Dictionaries (second editions)
- Motivational posters and aids
- Pocket calculators
- Photographic supplies
- Career and technical oriented, low reading level, high interest periodicals
- Consumable career and technical supplies for the economically disadvantaged students enrolled in CTAE classes
- Video equipment

Resource centers should be planned and stocked by the entire CCAE team, including the CTAE instructors. All team members should feel that the resource center is “theirs” to use.

CTAE instructors should provide old tests, curriculum guides, technical manuals, textbooks and related materials most used by students. Counselors should provide assessment tools and career information. ParaEducators should have access to preview and utilize all materials in the resource area. A checkout system for all materials would prevent them from being lost or borrowed and not returned.

Chapter 4

Role of Coordinator

Introduction

An effective CCAE Coordinator has many roles and responsibilities. These responsibilities will vary with the policies and regulations of each local school system. This handbook will provide guidance for new CCAE Coordinators, as well as assist current Coordinators in carrying out their duties.

The next eight chapters of the CCAE Coordinator's Handbook will describe in detail the roles and responsibilities of the Coordinator. Included in this chapter are a sample job description and a suggested CCAE Coordinator's timeline.

A. Sample Job Descriptions

Each spring, the CCAE Coordinator should make an appointment with his/her career and technical supervisor for an evaluation conference. During this conference, the Coordinator and appropriate administrators should review the job descriptions of the Coordinator (and ParaEducator, if applicable). Revisions in the job description should be made, and all parties should sign and date the document. This becomes an attachment to the individual contract between the local school system and CCAE personnel. A sample job description follows.

Sample CCAE Coordinator Job Description

Qualifications

1. The Coordinated Career Academic Education Coordinator must possess valid certification in CCAE. The Georgia Professional Standards Commission grants this certificate. You may wish to visit the GAPSC web page for specific and updated information regarding qualifications.

2. The Coordinator must attend a graduate level, summer school course, offered by the state, in preparation for operating CCAE support services.
3. The Coordinator must successfully complete a specified internship course during the first year of employment and obtain the field certificate of “CCAЕ-Coordinator.”

Teacher Responsibilities

1. The CCAE Coordinator will provide direct career and technical instruction of an academic nature that will assist disadvantaged students in successfully entering and participating in all existing CTAE programs. The Coordinator should:
 - A. Obtain a list of the basic requirements for entry and participation in all CTAE programs.
 - B. Determine ways in which those requirements and/or programs can be modified to accommodate the individual disadvantaged learner in conjunction with the appropriate career and technical instructor.
 - C. Identify, obtain, and utilize commercial instructional materials related to the learner’s characteristic that will assist each learner in successfully entering and participating in CTAE.
 - D. Modify the instructional media, materials and equipment utilized in the CTAE areas to suit the characteristic of CCAE students.
 - E. Provide related instruction for individual learners as outlined by the appropriate CTAE instructor (as needed).
 - F. Assist career and technical instructors in evaluating whether or not student learners are meeting skills outlined in the career and technical assignment sheet.
 - G. Establish and maintain positive working relationship with all CTAE personnel.

- H. Consult regularly with CTAE instructors implementing the technical aspects of the assignment sheet.
2. As the functional leader of the CCAE team, the Coordinator:
 - A. Attends all staff meetings relative to CCAE students or CCAE operations.
 - B. Provides information to the team related to individual student career and technical interest and aptitude and to current career and technical classes in the school.
 - C. Suggests a more appropriate CTAE program or outlet for identified learner with corresponding interest and aptitude.
 - D. Identifies, through career and technical assessment, the career objectives of individual CCAE learners.
 - E. Assists in monitoring the implementation of career and technical aspects of skills, attitudes and knowledge necessary for the learners to be successful graduates.
 - F. Assists in evaluating career and technical skills and reporting findings to the team in order for skills, attitudes, and knowledge to be effectively updated.
 3. The Coordinator assists in career and technical interest and aptitude assessment of disadvantaged students participating in CCAE by:
 - A. Assisting the CCAE student with a career assessment inventory.
 - B. Assisting and updating the student's academic plan.
 - C. Aiding in the completion of an individual career investigation for each CCAE student.
 4. The CCAE Coordinator will maintain an active GCSA Chapter by:
 - A. Paying all affiliation dues.
 - B. Attending Officer Training Conference.

C. Having at least 5 professional meeting a year using *Robert's Rules of Order*.

D. Attending region competition.

E. Attending State Leadership Conference.

Signatures:

Coordinator: _____

Supervisor: _____

Date: _____

CCAIE Coordinator's Timeline

The timeline that follows will supplement the CCAIE calendar included in the *Back to School* packet mailed from the State Department at the beginning of the year.

The timeline should be referred to only as a guide. It is meant to serve as a general layout of the events that occur during the year. For specific dates on events, all Coordinators should refer to the yearly calendar that is mailed to each Coordinator in the *Back to School* packet at the beginning of each year.

August	September	October	November	December	January
1. Depending on the start of school for your system, plan your calendar of events for your GCSA Chapter 2. Elect Officers for GCSA 3. Collect Chapter dues 4. Pre-test students	1. Start a school or community project 2. Conduct Induction ceremony for your officers 3. Plan an Appreciation function and when it will be conducted 4. Invite a guest speaker	1. State affiliation dues for GCSA 2. Fall professional development and Fall Region meeting 3. Provide a recreational activity for all students	1. Good time for a fieldtrip 2. Officer Training Conference 3. Plan Competitions 4. Invite a guest speaker	1. Perform a community project for the needy or a local, state, or national non profit organization 2. Collect materials students may need for competitions	1. Fees for Region Competition 2. Good time for a fieldtrip 3. Work on and finish competition projects 4. Winter region meeting 5. Invite a guest speaker
February	March	April	May	June	July
1. Region Competitions Plan a Fieldtrip for competition	1. Fees for State Leadership Conference 2. Begin Recruitment of 8 th graders for next year's CCAIE freshman class 3. Invite a guest speaker	1. State Leadership Conference 2. Perform Post-tests on your students 3. Also a good time for Appreciation function 4. Continue with recruitment of CCAIE potentials	1. Extended day and Program of Work contracts to be completed *These reports depend on continued budget support of extended day 2. Awards Banquet	1. End of Year CCAIE reports due to State Department	Not applicable.

1. Field trips should be to four-year universities, state colleges, technical colleges, or to local businesses and industries.
2. Publicize all events such as fieldtrips, public appearances, or school and community projects in the school or local newspaper.
3. Plan your own special events and add them to this timeline. Include the students in the planning, organizing, and implementation of all activities.
4. Prepare your required permission forms for activities and trips according to your local district's policies, and complete them as far in advance as possible.

B. Cumulative Performance Report

CCAIE Coordinators are responsible for completing the Cumulative Performance Report (CPR). The report is usually due to the state in June following the school year. The federal, state, and local governments require that the CCAIE Coordinator complete this report.

The federal, state, and local governments must prove the justification for acceleration and modification from results generated from the Cumulative Performance Report. These results will be compiled with other programs throughout the state to show the effectiveness of the CCAIE student support services. Some of the items addressed on the report include:

1. Number of students served.
2. Improvement in academics.
3. Number of students that dropped out of school.
4. Graduation test results.
5. Number of ESOL students.

There may be other state or local reports required for funding purposes. Georgia's Department of Education annually updates and posts required reports and forms such as Cumulative Performance Reports and Program of Work. Visit DOE's website for updated

information and forms.

Chapter 5

Student Selection Process

Introduction

Career and technical assessment needs to be completed at least one year before the potential CCAE student enters the grade level in which career and technical programs are first available, but no later than the beginning of the 9th grade. CCAE Coordinators should ensure that disadvantaged students and their parents be provided information about CCAE and the opportunities available to them in CTAE, as well as the requirements for eligibility for enrollment in the various education programs.

The Coordinator should also ensure which tests or surveys are being used in the local system to measure student interests, abilities and aptitudes, when and where the tests are being administered, and whether experts are available to assist in the interpretation of the assessment data. Prospective CCAE students need to be interviewed. Ideally, this should occur six months before the beginning of the school year. The CCAE Coordinator may wish to begin files on prospective students to keep the information available and confidential.

A. Description of CCAE Student

CCAIE support services are designed for students who require special services or assistance to enable them to succeed in regular Georgia Career and Technical Education programs. Students able to succeed in these programs without any assistance should not be scheduled for CCAIE. Careful consideration must be given to the selection of students for CCAIE support services. A comprehensive review will identify students who will be unable to meet their full potential in CTAE due to academic and/or economic deficiencies. CCAIE is mandated to serve disadvantaged secondary career and technical students. Physically, mentally or

emotionally disadvantaged students are served through Special Education or other support services.

Students should be selected by a screening committee with the CCAE Coordinator serving as chairperson. Other committee members may include the principal, counselors, former teachers of the potential CCAE students, and other school personnel who have expertise in working with disadvantaged students. While many factors will enter into the selection process, students should be selected on how they are characterized by the following criteria:

Factors for Student Selection
<ul style="list-style-type: none">• Two or more grade levels academically below their peers in math, English, and/or reading skills.• Strong probability of being unable to succeed in their regular CTAE class without special support services.• Frequent or excessive absenteeism.• School alienated.• Economically deprived.• Potential school dropout.• Limited English proficiency.

There are a multitude of characteristics that students may exhibit or factors that qualify them as candidates for CCAE services. CCAE candidates may possess some or many of the following characteristics:

1. General Characteristics

- Economic poverty
- Lack of academic competencies
- Feelings of rejection
- Poor self-concept
- Strong defense mechanisms (aggressiveness)
- Unorthodox values system
- Isolated from others
- High risk - - potential dropout
- Few or no career goals or expectations
- School dropouts

2. Economic Characteristics

- Negative environment
- Low income
- High rate of unemployment
- Poor housing
- Inadequate diet
- Improper rest
- Welfare recipients
- Poverty in the areas of recreation and comfort
- Matriarchal family structure

3. Personal Characteristics

- Poor general physical health
- Attitude of hopelessness
- Feelings of rejection by peers and adults
- Low self-concept
- Lack of imagination and ideas
- Limited experimental background
- Limited communication skills
- Abbreviated speech pattern
- Hostile, defensive attitude toward dominant culture and authority
- Judged lazy for not struggling against “the odds”
- Delinquency (antisocial behavior)
- Difficulty with abstract ideas
- Highly developed coping behavior (getting by)
- Superstitious and fundamentalist
- Ready to quit school

4. Educational Characteristics

- Low educational performance
- Lack of motivation
- Lack of participation
- Poor attendance record
- Negative attitude toward intellectual tasks
- Unwilling to trust adults as sources of information
- Oriented to the present - - pursues one problem at a time
- No books or magazines in the home
- Limited computational skills
- The Student Selection Process

One of the most important factors in ensuring successful CCAE support services is the student selection process. A Technology Academic Plan (TAP) is a good tool for screening prospective students for CCAE. A TAP is located in Appendix A and in the *Back to School* packet from the Georgia Department of Education. Local school systems may wish to redesign the form presented in this handbook to better serve the needs of students in the local school system. The following sections provide more detail on the referral, screening, and selection process.

B. Referrals

Persons providing information regarding students should be aware of the characteristics deemed appropriate for CCAE.

Sources of Referrals
<ul style="list-style-type: none"> • Teachers • Counselors • Career and Technical instructors • Administrators • Title I and II reading coordinators • Parents • Other CCAE students • Juvenile court; probation officer • Truant official; visiting teacher • Family and Children Services • Failure list • Free lunch list • Walk-ins • Vocational assessment counselors or test coordinators • Another CCAE Coordinator (regarding transfer students)

C. Screening Information

After a referral has been made for a student to receive CCAE support services, there are many sources of data that may be obtained to provide information on the student. The sources in the following table are likely available to CCAE Coordinators.

Screening Sources
<ul style="list-style-type: none"> • Vocational assessment data (interests and abilities) • Grades • Attendance records • Standardized test scores • Income level of family • Personal conference with previous teachers • Number of discipline referrals

D. Final Selections

After the identification of appropriate students has been made, the Coordinator must complete the final selection process. The Coordinator should decide which of the following criteria he or she will use to complete the selection process. There is no specific order for the criteria.

Selection Criteria
<ul style="list-style-type: none"> • Completed assessment process • Letter to parents explaining CCAE program and student selection • Interest in program • Completed student application form • Potential for success with the components of CCAE • Student interview • Parent permission form signed and returned • Scheduling of students – placement in career and technical programs • Home visits • Final approval by CCAE selection committee

There is a likelihood that there will be more students who need or want to receive support services through CCAE than can be accommodated in one academic year. Therefore, the student selection process is extremely important for reaching those students who have the greatest chances of moving from risk to resilience.

Chapter 6

Instruction

Introduction

Curriculum for CCAE is divided into two parts based on an academic school year of 180 days. Classroom instruction (Part I) consists of 100 days per year and Individualized instruction (Part II) has 80 days identified for assisting with related acceleration. The State CCAE curriculum guide should be followed for CCAE I and CCAE II. Coordinators should allow three days per week for Part I and two days per week for Part II.

- *Part I CCAE – Self-development and job readiness.*
- *Part II CCAE – Career and technical relevance.*

After completing a Technology Academic Plan, the Coordinator should use individualized instruction and/or small group instruction to remediate the student with actual career and technical tasks and skills (from the classroom or laboratory) – in the classroom.

A. CCAE I and CCAE II

The organizational structure of CCAE academic coursework will vary from school system to school system. Successful programs organize CCAE support services as CCAE I (first year) and CCAE II (second year). The structure should follow local school policies and curriculum guides, local course descriptions, and graduation requirements.

1. CCAE Coursework

CCAIE is a yearlong course, although it may be divided into quarters or semesters depending on the school system. Regardless of the system, provisions should be made for yearlong CCAIE participation. School systems that utilize block scheduling should take great caution in ensuring that CCAIE students are scheduled in the CCAIE program for both semesters,

in other words, the entire year. The CCAE curriculum focuses on a combination of competencies necessary for meeting the objectives, topics, concepts, basic skills, occupational entry, and adjustment advancement in a field of career and technical education, with special emphasis on the acceleration of individual deficiencies in computational and communication skills. The CCAE class provides training in career development, employability skills, problem solving, work adjustment competencies, basic habits of industry and citizenship, career exploration, money management, citizenship, economics, computers, health, life survival skills, and self-evaluation.

2. Support Services

CCAЕ provides immediate support services to insure successful participation in the regular secondary Career and Technical Education program through individualized acceleration in basic academic competencies and appropriate attitude building and self-development activities. These services provide in-depth acceleration in reading, writing, listening, and computational skills in order to raise the CCAE student's functional levels by use of an academic acceleration team. These skills are to be taught in conjunction with the career and technical instructor and on an individualized basis. Special tutorial assistance may be provided to insure success in the career and technical program. The program also provides special support services for economically disadvantaged student. Work-based experience settings (paid and non-paid) are provided for those students in economic need or for practicing work-based competencies learned in the CCAE classroom. Work-based learning is discussed in detail in Chapter 9.

3. Teaching Assignments

a. The Coordinator

The CCAE Coordinator meets with 60-80 students depending on the class structure of each school. For example, if a school is on block schedule, a Coordinator will have 20 students per block for a maximum of 60 students per day. Coordinators on traditional schedules will have a maximum of four classes with a total of 80 students per day. During these classes Coordinators teach career related subjects, such as skills needed for good work habits and job exploration using a variety of instructional techniques including individual counseling. The Coordinator works with an academic acceleration and career and technical team of teachers to relate academic subjects to the students' career and technical subjects. In addition, he/she is provided a state mandated planning period to prepare curricula, student prescriptions and required state documentation. Other responsibilities in the realm of instruction include visits to students placed on-the-job and/or in a career and technical laboratory.

b. The CCAE Interlocking Team

1. An interlocking team consists of two or more teachers in math, reading, English, science or social studies as well as other instructional areas.
2. It is the responsibility of the CTAE staff to provide the special needs student with the same opportunities for instruction as every other student. Obviously, the limitations of CCAE students will cause various obstacles to the attainment of their objectives. It then becomes the task of the student, the teacher, and the CCAE Coordinator to solve whatever issues arise so that appropriate training or exploration may be accomplished. The student's TAP

can be a useful tool to determine appropriate intervention strategies for issues that need to be worked out. A sample TAP is located in Appendix A.

3. The acceleration team and the career and technical instructors are led by the CCAE Coordinator in an effort to prepare the students to be functionally literate and obtain job skills for entry level positions. The needs of the CCAE students should be monitored carefully, and necessary changes should be made if problems arise. The Coordinator is responsible for keeping the team of teachers up-to-date on the student's progress an/or problems.

In summary, the success or failure of the CCAE students in any program often, if not always, lies in the ability of the Coordinator to provide the support, guidance, and instruction that students need to be successful. In career and technical programs it has been found that attitudes may be more vital than aptitudes for students with special needs. The job of the Coordinator is to develop attitudes committed toward success on the part of CCAE students. The Coordinator must also be aware that this success-oriented climate should be developed in other teachers' classes that the CCAE student encounters. The Coordinators must help prepare the CCAE students for the High School Graduation Tests and any federal and state mandated test. The goal is successful completion of a secondary career and technical program.

B. Curriculum

1. Classroom Activities

Classroom activities in the CCAE program include guest speakers, resource people, multimedia materials, occupational kits, job fairs, and other activities. Group guidance activities such as role playing, computers, group discussion, micro-teaching with group projects should

also be used to allow students an opportunity for learning about procedures for securing and keeping a job.

CCAE Coordinators and teachers are encouraged to use individualized instruction as much as possible to serve the personal needs of class members. GCSA activities should be utilized whenever possible to supplement the instruction.

2. Academic Acceleration

All instruction in the acceleration classes should be based on curriculum guidelines. These competencies are intended to aid the CCAE student in succeeding in his/her career and technical program and chosen career. CCAE must also include preparation for the High School Graduation Test and any federal or state mandated assessments, such as end of course tests.

a. Communication Skills

Instruction in the course will be acceleration directly related to the student's prescription as per deficiencies in communication competencies. The teacher must use materials in instruction that are on the level of the individual student's interests and abilities. GCSA activities that pertain to communication skills (such as public and extemporaneous speaking, creative problem solving, job interview, and community projects) should be included as a means of instruction.

The English or reading team teacher also needs to be in constant contact with the career and technical staff to make sure that the students will be obtaining the necessary vocabulary, reading, and writing skills which relate to their career and technical classes.

b. Computational Skills

The instruction in the math course is to be directly related to career and technical competencies that have been identified for the CCAE student's career and technical assignment sheet. Support for the specific basic skills necessary for the student to progress in his/her career and technical laboratories should also be a part of the CCAE curriculum or delivered through individualized instruction. In addition, an understanding of how math is used both in daily living and in the particular career field of interest is a crucial criterion for motivating the CCAE student to develop computational skills successfully. The Coordinator should assist the team by planning meetings to explore specific materials and strategies that will accomplish this goal.

C. Interlocking

One of the most successful forms is team teaching or interlocking, as it is referred to by CCAE. The process requires two or more teachers work together to present real group instructional projects or activities in which students are able to see math become a reality and English with a purpose. Students are given the chance to see career and technical skills matched to academic subject matter as a meaningful process. Chapter 7 provides more detail on interlocking.

D. Safety

All CCAE students need to be exposed to safety procedures early in their career and technical instruction. The Coordinator should check with all CTAE instructors for specific instructional objectives, films, manuals, etc. The Coordinator should reserve space in the classroom for safety materials.

Individual career and technical safety programs may need reinforcement during CCAE class. All students should attain a perfect score on the individual safety test used by the career and technical area in which they are enrolled.

E. GCSA

GCSA is a co-curricular youth organization that should be used as a major technique of instruction whenever possible. The various components of GCSA should be used as CCAE support services and are described in the GCSA Handbook. Each academic contest can be used as part of the unit test. In many cases, the contest may measure mastery (or degree of mastery) for specific skills. Leadership skills can be taught in the personal development portion of the curriculum, and projects are available to cover all existing career and technical programs in Georgia. Chapter 12 discusses GCSA in more detail.

Chapter 7

Interlocking Instruction

Introduction

The CCAE Coordinator is responsible for developing and maintaining interlocking academic and CTAE teaching teams that incorporate proactive strategies to accelerate learning. There are three components to the interlocking process.

Component One: Interlocking Academic Team Teaching

One of the more successful ways to help students learn is team teaching, or interlocking instruction, as it is referred to in CCAE. The process requires two or more teachers work together to present instructional projects or activities in which students are able to see the application of academics. For example, operating a school newspaper incorporates language arts, math, marketing, and computer capabilities into classroom instruction. Creating a butterfly garden at a retirement center draws upon skills from the science, math, construction, and horticulture curricula. Students are given the chance to see career and technical skills matched to academic subject matter as a real process. Interlocking activities should be realistic, meaningful and academically sound. They should present the application of basic skills and career and technical skills in such a way students will become participants in the learning process. As many students as possible should become actively involved in the interlocking projects.

A. Interlocking Procedures

The CCAE Team of Teachers. The interlocking, academic, acceleration team consists of language arts, math, science, social studies, and career and technical teachers. The career and technical instructors should be made to feel as though they are members of the CCAE team. They should be included in meetings, activities, and functions whenever possible. All teachers

should be chosen because they have a deep desire to help students with academic deficiencies. Academic teachers (English, reading, science, social studies and math) should attend a workshop prescribed by the State Department of Education at which interlocking techniques, curriculum resources, and other materials are presented. Federal, state, and/or local funds may be available to reimburse teams for working beyond the school day to plan and carry out interlocking activities.

B. Responsibility

1. Mission.

To a large extent, the team of teachers will determine the degree to which the mission of the program is met. The mission of CCAE is identified in Chapter 1, Section D. To assure this success, they should be familiar with the items in the following box.

Information To Implement CCAE Mission
<ul style="list-style-type: none">• The special needs of their CCAE students and how to meet those needs.• The process of identifying disadvantaged students.• The interlocking procedures.• Objectives and activities of the GCSA Chapter.• The role of the CCAE program within the school curriculum.• Instructional materials available for acceleration.• The career and technical curriculum in which CCAE students are enrolled.• Special services available through outside agencies.• Work-Based Learning experience requirements and processes.

2. Acceleration and Interlocking

This process requires that the team teachers be well trained for their roles. Success of acceleration and interlocking is based on four prime factors:

- a. Complete cooperation and encouragement of the school principal and administration.

- b. Commitment by a group of energetic teachers willing to set aside at least one period per week to evaluate individual student progress and plan related instruction.
 - c. A well-trained Coordinator with time provided to schedule remediation/acceleration activities involving CCAE students and academic team members.
 - d. Some degree of flexible scheduling, blocking, or semi-blocking.
3. *Team teachers need to:*
- a. Complete their program of work at the first team teacher (interlocking) meeting prior to the opening of school.
 - b. Participate in joint weekly interdisciplinary planning sessions to identify career and technical skills that are appropriate, and plan classroom activities focusing on career and technical experiences as the basis for teaching academic skills.
 - c. Teach basic skills related to technical skills needed by the CCAE student to perform satisfactorily in the regular career and technical programs.
 - d. Assist with the development of realistic career and technical assignment sheets. Team members may set aside projects, tools, and tasks for use in the CCAE class for individualized instruction.
 - e. Provide Coordinators, principals, and school systems with progress reports of interlocking team teaching activities, success experiences, individualized instruction, and GCSA activities.
 - f. Attempt to raise the individual achievement level of disadvantaged students and have them demonstrate that they can perform pre-identified job skills.
 - g. Keep a correct and up-to-date log of the exact hours spent before or after school working with individuals or groups of CCAE students.

Component Two: Interlocking Career and Technical Teaching Team

...the CCAE program provides the following: enrollment and the skills for success in CTAE programs, assessment of interest and abilities, adaptation of curriculum instruction, equipment, and facilities, guidance, counseling, career development activities, and transition services, a travel Coordinator, a career ladder, a dedicated team of teachers, a team “Shared” budget; and opportunity for membership career/technical organizations to foster motivation, leadership, and self-esteem. (Fact Sheet, CTE. DOE)

...the infusion of technology into the workplace continues to change the dimensions of the job...more workers will need to be cross-trained...(Contextual Learning...No.4)

A. Description of Interlocking

The term “interlocking” has been referred to as team teaching, an interdisciplinary approach for student success. The CCAE program provides the format for interpersonal, communication, critical thinking, and decision making skill development. These are necessary capabilities for workers needing academic flexibility to be cross-trained. What it doesn’t provide is the technical skills.

CCAIE is the planning link between technical skills and the basic abilities to apply them in accepted ways in multiple employment settings. Much like integrating academics into the CCAIE program, it is necessary to interlock specific programs of CTAE with the CCAIE program, thereby, helping students acquire basic skills through direct application in concrete, career-oriented activities. This requires a team effort for sharing information, providing support and utilizing the resources of each teacher to meet the needs of the individual student.

B. Team Approach

The structure of this team approach can vary from the very formal “academy” to a recruited teaching team to collaborative teaching efforts for individual students. All have the opportunity for career and technical teachers to plan together in small groups to facilitate the exchange of information and coordinated instruction. In the ideal circumstances the team:

- selects the appropriate students to participate in the program.
- pretests on academic, technical, and career skills and offers remedial instruction as needed.
- administers aptitude and interest tests to help students identify career interests.
- places students in correct CTAE areas, based on planned career program of study.
- develops coordinated instructional plans that include basic skills and instructional activities in lesson plans.
- sets goals with student involvement.
- develops portfolios for each student to follow his/her way through grades 9-12.
- helps students plan and achieve personal and career goals.
- handles discipline within the team.
- uses the telephone or home visits to keep parents informed and involved.
- meets weekly to plan learning experiences organized around career and technical activities.
- takes part in GCSA activities.
- visits each other to see what's going on in labs and classrooms to share strategies.
- devises and implements a plan of action for students who do drop out.

The ultimate team goal is acceleration of basic academic weaknesses to enable student success in the CTAE class and/or laboratory.

The most important element(s) is a team of teachers who have the time and desire to serve at-risk students. The most effective teams are comprised of teachers who see the value of, and are willing to combine their efforts for the good of the student. The local CTAE supervisor supports the team by helping to define team member roles and securing funding. The local CCAE Coordinator takes the lead in organizing and guiding day-to-day activities.

Working as a team requires combining knowledge and subject matter from the career and technical classroom with the reinforcement of basic education skills provided in the CCAE classroom. The GCSA Competitive Events Program provides an excellent opportunity to initiate this flow of learning. This is especially true in the early stages when students and teachers are acclimating to the collaborative team approach. Competition can provide the initial building block linking a specific career and technical skill with a basic academic skill. Then the creation of special team projects that bring together several areas of career and technical competencies with basic remediated academic skills can be developed. Additional benefits for the students are that they can learn from mistakes and experience natural consequences in a controlled situation. Their performance is judged against clear, professional standards verses abstract, subjective standards.

C. Organization

The first step is identifying team members. Aside from being career and technical instructors, they should possess a sincere interest in students who are at risk and expertise in acceleration techniques. Attending weekly meetings about students' needs are also assets. The CCAE Coordinator is the regular team leader. She/he is the facilitator for general planning, scheduling team meetings, and monitoring students, goals, and projects. Ideally, the teacher with the most expertise should lead the team during an activity that falls within their content area. However this may not always be feasible. Other major considerations for taking the lead teacher's role are teacher interest and student needs. One person should not lead all the time.

D. Staff Development

The Career and Technical Director should conduct initial staff development. An Overview of the goals and purposes of CCAE should be the starting point. Coordinators from

other interlocking programs can be recruited to discuss their experiences and interlocking procedures that work. Acceleration techniques should be shared and reinforced when possible with special guests and speakers. Materials to support these efforts need to be identified and procured. Evaluation measures and a monitoring system or document need to be selected. Great resources for these strategies are the DOE Program Specialist for CCAE and Coordinators of successful interlocking programs.

Some of the best resources in secondary schools are the CTAE teachers themselves. Teachers should explain their program and laboratory equipment. Then, project development can begin. Projects should bring together career and technical skills and basic academic skills. They should be simple at first, building upon each other to form more complex activities. They could start with making directional signs or a student handbook for a career and technical laboratory. More complex projects could include a butterfly garden for a retirement center or a float for a Homecoming Parade.

To accomplish tasks such as above, content standards need to be used to find common threads. First, teachers list the content of the course they are teaching. Then look for the “big” themes and common ideas in the standards that are shared and can be integrated. Then, determine what it is the student will know and be able to do after the content is mastered. Finally, choose activities and strategies that match projected student achievement with the common threads between courses.

E. Identifying Students

All CCAE students must be enrolled in a CTAE program. They must have been identified as academically and/or economically disadvantaged or exhibit any characteristics identified as special needs on pages 23-24. The team should discuss the strengths and weaknesses of each

student, identifying those with the most serious impediments for success. Remedial strategies to improve those competencies will help the student achieve success in the career and technical laboratory. The laboratory then relates learning to the real world. Students can see the validity of what they are learning. Most importantly, each student is served as an individual, with his or her progress guided by a Technology Academic Plan (TAP) located in Appendix A.

Component Three: Skills For Interlocking Team Members

More and more students are being labeled at risk in our educational system. These students are often behind academically and need more intense instruction than regular education students.

A. Intervention Strategies

Intervention strategies that are based on reliable, valid educational research, when implemented in a well-structured program, can strengthen a learner's educational experience. The following eleven critical areas of teaching and learning can serve as foundational pieces of CCAE to assure that no child is left behind. Basing intervention or teaching strategies on these areas will provide well-structured lessons that contribute to the success of students.

- Understand At-Risk Learners
- Educate Poor and Culturally Diverse Students
- Establish Priorities with a Focus on Work
- Collaborate with Parents and Family
- Create Caring Classrooms, Schools, and Communities of Support
- Create a Climate of Respect in Schools and Classrooms
- Expect High Academic Performance
- Teach All Students to Read
- Select Results-Driven Instructional and Assessment Practices
- Support Social and Emotional Growth
- Use Community Resources and Services

B. Teaching Strategies for Teachers

Students learn best when teachers use strategies that engage the whole brain. Although newer research is showing that both hemispheres work together in many more processing activities than previously thought, it is still useful to know teaching strategies that involve the skills inherent in, but not necessarily limited to, each hemisphere.

C. Teaching Strategies That Activate Left-Hemisphere Functions

- *Efficient Classroom Organization:* Have an efficient work area. Distribute the talkers around the room; they will spark discussions when needed.
- *Relevant Bulletin Boards:* Organize bulletin boards to be relevant to the current content and easily understood.
- *Clean the Board:* Make clean erasures on the board. This reduces the chance that previous and unrelated word cues will become associated with the new topic under discussion.
- *Use a Multisensory Approach:* Let students read, write, draw, and compute often in all subject areas.
- *Use Metaphors:* Create and analyze metaphors to enhance meaning and encourage higher-order thinking.
- *Encourage Punctuality:* Stress the importance of being on time. Encourage students to carry agendas.
- *Encourage Goal Setting:* Teach students to set study goals for themselves, stick to their goals, and reward themselves when they achieve them.
- *Stimulate Logical Thinking:* Ask “what if?” questions to encourage logical thinking as students consider all possibilities for solving problems.

D. Teaching Strategies That Activate Right-Hemisphere Functions

- *Give Students Some Options:* For example, allow them to do oral or written reports. Oral reports help students piece concepts together while requiring fewer mechanics than written work.
- *Use Visual Representations:* Use the board and overhead projector to show illustrations, cartoons, charts, timelines, and graphs that encourage students to visually organize information and relationships. Have students create or collect their own visual representations of the new concepts.
- *Help Students Make Connections:* Tying lessons together and using proper closure allow the brain to compare new information to what has already been learned.
- *Encourage Direct Experiences:* Facilitate direct experiences with new learning through role-playing, simulations, and involvement in real-world situations.
- *Allow for Student-to-Student Interaction:* Students need time to interact with each other as they discuss the new information. Remember, whoever explains, learns.
- *Teach for Transfer:* Teach students to use generalities and perceptions. Have them use metaphors and similes to make connections between unlike items. This is an important function for future transfer of learning.
- *Incorporate Hands-On Learning:* Provide frequent opportunities for experiential and hands-on learning. Students need to realize that they must discover and order relationships in the real world.

E. Why Do We Accelerate Rather Than Remediate?

What can a school do if a student is 1-2-3 grades or more behind in reading or math? If teachers have students who are below grade level in their classrooms, what kind of tools or

strategies do those teachers have which would actually accelerate students' learning in order to "catch them up"? For over 30 years, the answer to those questions has been acceleration. As usually defined by educators, acceleration is taking a student back to curriculum concepts and/or skills that they have not mastered and re-teaching those concepts or skills in order for the student to "get it" this time. At best, acceleration provides alternative strategies for learning those concepts or skills. At worst, acceleration provides students with an exact repeat of strategies to learn those concepts or skills, usually at a slower pace and in much more discreet or smaller chunks of knowledge. This leaves students with the task of putting all the pieces together and putting meaning to the concept or skill.

There are several problems with the remedial approach. First, the evidence is quite strong that students who experience acceleration over long periods of time fall further behind in grade level than when they started in remedial sessions. Second, because the students experience continuous stops and starts in their learning, they quite naturally have problems putting it all together. Put another way, the pieces may fall, but certainly they do not fall into place. They fall all over the place! Third, how can students go backwards in the curriculum at a slower pace and "catch up"? They cannot build on knowledge they do not have, and they continuously keep having to go back and try to "get it" a second, third, or fourth time. This stop and start form of learning is quite harmful in the short term for learning and especially for long-term learning. And fourth, researchers have found that 25% of achievement can be directly attributed to students' IQ; 25% of achievement can be attributed to students' opportunities and experiences, and most importantly, 50% of achievement can be directly attributed to students' self-esteem and self-efficacy. In other words, if students feel confident and competent, they put forth the effort to learn. If they do not feel like they can be successful, they do not put forth the effort. It is this

effort that combines with IQ and experiences that produces learning and achievement. However, if they do not try, they do not succeed. Applying this information to students in acceleration, we make students fail first in order to qualify for remedial help. This directly affects the students' self-efficacy and therefore their motivation to try.

There are several schools and classroom teachers that have developed a different model for catching students up. After experiencing years of frustration from using acceleration in trying to help students, they asked themselves the question, "What can we do to prevent failure and ensure success as much as possible?" As one teacher put it, "Every student starts the lessons and units by realizing quickly that – I can do this. AND THEY CAN!"

Acceleration applies the strategies of scaffolding, advance organizers, activating strategies and vocabulary to lessons and units in order to PREVIEW the concepts or skills. There is still time to use review and remediate if necessary.

Acceleration acts as scaffolding for new learning. It is not pre-teaching. Pre-teaching ends up having far too much repetition and become boring to students. Think of going to a movie. When you see the previews of new movies, you see the main characters, find out if it is a comedy, action, or drama, and get small vignettes in order to prepare you (sell you) to want to see the whole movie. Acceleration provides that "preview" of concepts, skills, and vocabulary in order to prepare learners for the full lesson or chapter.

Acceleration provides learners with advance organizers, helps activate prior knowledge, and provides the vocabulary that students will need in order to understand the new concept or skill. When used in combination with review and re-teaching, it "catches students up". The best ratio seems to be approximately 60-80% acceleration and 20-40% acceleration. It is most

effective for below grade level students when it is an integral component in Special Education, tutoring, summer school, labs, reading support, and ESL classrooms and instruction.

F. Advance Organizers

Educational researchers have shown that scaffolding knowledge and activating prior knowledge is critical and even essential to all learning. Our background knowledge helps us put new knowledge into the right categories, and helps our perception of new knowledge. The research on advance organizers is quite significant for learning. By introducing crucial information and materials in advance of the lesson or unit, teachers help learners acquire new knowledge and learn at an abstract, higher level. The advance organizer provides scaffolding for the retention and extension of the new concepts and skills. Advance organizers are not Overviews or summaries; rather, they assist in differentiating knowledge and in bridging the gap between what learners already know and what they are going to learn. There are a variety of advance graphic organizers. See Appendix B for examples of advanced graphic organizers and Appendix C for examples of study guides.

This information was taken from Dr. Max Thompson and Dr. Julia Thomason at Learning-Focused Schools, Post Office Box 2112, Boone, North Carolina 28607.

Chapter 8

Preparing Students for Tests

Introduction

Recent national and state trends move toward requirements that students pass achievement exams in order to exit high school. Educators across the nation are calling for the use of tests to make high-stakes decisions, such as whether a student will move on to the next grade level or receive a diploma. School officials using such tests must ensure that students are tested on a curriculum they have had a fair opportunity to learn so certain subgroups of students, such as those served by CCAE, are not systematically excluded or disadvantaged by the test or the test taking conditions. Although the intent of high-stakes tests is to improve the knowledge of students and raise their qualifications for obtaining employment, they can impose major barriers for students who are at risk for failing or dropping out of school due to their poor reading abilities, cultural differences, and lack of ability to retain information for test taking purposes.

Despite concerns that high-stakes exit exams may not be the most effective way to assess the acquisition of knowledge for all students, they have been incorporated into many programs and school systems. As a result, CCAE coordinators need to be prepared to teach students to use intervention strategies that help them focus on material being taught, study wisely and efficiently for exams, and successfully complete exams for passing classes they take as well as tests required for moving to another grade level or exiting high school.

Measuring what and how well students learn is an important component of the educational process. Tests, along with students' scores from other assessments and teacher evaluations, provide critical measures of students' skills, knowledge, and abilities. Therefore,

tests should be part of a broad and equitable access system to educational opportunities. When used properly, tests can be a sound and objective method to measure student performance.

A. Proactive Preparations

There are numerous ways CCAE Coordinators can reinforce and accelerate test taking so that it can have a positive effect on the educational process of students. Four specific test reinforcers follow. Know what students are being tested on, the format of the tests, and how the tests are administered, scored, and reported. Determine if the curriculum in their programs and in the classes their students are enrolled in are aligned with exams that are required for the classes or graduation. Take workshops to learn how to align your program and school's curriculum to high-stakes exams. Teach students how to become good test-takers.

B. On Your Mark

Teaching students to how to take notes, study, and prepare to take tests can make a difference in whether or not they stay in school and succeed in their classes. Numerous studies have shown the impact teachers can have on motivation and success of students. A student-centered atmosphere, where teachers focus on students' needs and abilities by helping students find ways to learn, results in higher achievements for students.

In *Saving Our Students, Saving Our Schools: 50 Proven Strategies for Revitalizing At-risk Students and Low-Performing Schools*, Barr and Parrett (2003) provide strategies teachers can utilize when teaching students how to prepare for taking tests. A succinct and relevant compilation of information related to teaching effective test taking skills is located in the *Test Scores* chart below.

TEST SCORES

Teach for the test, not to the test.

Approach instruction as assessment; teach for conceptual understandings and life skills (what students know and are able to do); use big ideas; and stress transfer, application, and performance through a multiple intelligences approach.

Expect the best; accept no less.

Set high expectations; use grade level or developmentally appropriate materials for all; enhance skill building with enrichment and acceleration as needed; use standards and benchmarks.

Structure with cooperative learning.

Use small group interactions to foster student-to-student dialogue and articulation; help students to hear what they and others are saying as they put ideas into their own words.

Teach test taking strategies explicitly.

Demonstrate techniques for true/false, multiple choice, and essay questions; show how to outline or web ideas for quick reference and what students can do if they don't know the answers; use metacognitive reflections to anchor learning.

Stress prelearning strategies.

Emphasize prelearning strategies that tap into prior knowledge and background experience; create fertile mindsets for learning.

Chunk the material for deep understanding.

Cluster ideas together into chunks that make sense; foster connection-making and personal understanding of information; promote transfer through patterns and meaning.

Organize with graphics.

Utilize graphic organizers to make student thinking visible; adapt advanced organizers as ways to gather information or as methods for reviewing material.

Reflect through mediation.

Foster reflective thinking and take time to make sense of things by mediating the learning with questions, logs, think-aloud partner dialogues, and other reflective tools.

Express ideas with mnemonic devices and visual cues.

Teach memory devices to aid in learning; use acronyms, rhymes, and other sound-alike devices; use visualization techniques of color, action, and exaggeration as well as metaphors to trigger short-term memory and to internalize for long-term retrieval.

Seek student choices in learning situations.

Allow freedom of choice within a given structure; capitalize on student interest and self-selection opportunities; create personally relevant learning; build in self-assessments and evaluation.

C. Get Set

Coordinators who know the type of material that will be covered, the format for type of test items, and provisions for feedback have begun the process for preparing students' for any type of exam. The list below describes procedures that set the stage for successfully preparing students to take tests for specific courses and/or high-stakes exit exams.

- Know the type of tests CCAE students will be required to take. Ask instructors for sample questions. Request or purchase study guides or sample items for high-stakes tests.
- Simulate the test and conditions under which the test will be given. For example, if students will be required to sit for several hours to take a high-stakes test, plan practice days where students must sit, be quiet, work on test items during a timed period. If the test is a performance test for a CTAE course, have students practice or lay out in a map or diagram the task to be performed.
- Provide practice on a variety of types of test items. Practice on answering short answer items versus discussion questions can provide students with confidence when taking the actual test. Practice with test items on all levels of Bloom's taxonomy is also beneficial to students in terms of processing what an item is actually requiring them to do.
- Know class standards for the course your students are enrolled in and state standards for high-stakes or exit exams. Teach CCAE students to ask their instructors how they will be evaluated, how test items will be constructed, and how they might best prepare for tests.

- Encourage students to maintain their skills during school breaks. Practicing study skills and taking frequent practice exams has been proven effective in helping students maintain their knowledge in academic areas such as math and English.

D. Ready

There are numerous methods and strategies that specifically address study skills and test taking that can help students perform well on tests. *Test Taking Strategies*, located in Appendix D, provides suggestions for general preparation for taking a test. In addition, textbooks written specifically on evaluation and assessment provide tips for students responding to different types of tests, such as multiple-choice, matching, short answer, fill-in-the-blank and discussion.

Constructing well-written tests that assess the content that was actually covered can be challenging and difficult. Locating resources that guide teachers through the process of writing clear directions, and designing test items that reflect the techniques used to teach the material could be invaluable to you and the academic and CTAE instructors you work with. Suggesting that administrators in your school plan an in-service workshop to learn how to write tests for the faculty could have long-term benefits for students as well as faculty.

E. Go

Specific test taking strategies that can be taught to CCAE students include long-term, short-term, and last minute preparations. The chart below includes suggestions for each of the three types of preparation. This chart can be used to teach students that preparing for tests and performing well on them does not happen because they have good or bad luck or because a teacher does or does not like them.

Tips to Students Preparing for Exams

When you hear about the test:

- Find out as much as you can about the test itself.
- Find out exactly when the test will be given.
- Ask your teacher to discuss the kinds of questions that will be on the test (multiple choice, true/false, essay, etc).
- If the test will be essay, ask the teacher what he/she looks for in a good essay answer.
- Try to guess what questions your teacher will ask based on what they teach.
- Begin to study for the test as soon as you know the test date. Do not wait until the last minute.

The night before the test:

- Do not cram. Study lightly to review the material you have been studying.
- Be sure you have the materials you need to take the test, such as pencil and paper, ready to take with you the next day.
- Get a good night's sleep.

The day of the test:

- Eat a good breakfast.
- Talk positively to yourself about doing well on the test.
- Take all the materials you need for the test with you.
- Do not try to cram for the test right before class. Cramming makes some people very nervous and they do not do as well on the test.

Teaching the techniques from the chart helps students become accountable for their own learning and test taking behavior.

Chapter 9

Coordination: Management, Evaluation, and Follow-up

Introduction

The CCAE Coordinator manages and coordinates many activities within the school setting. The types of activities vary depending on the school climate. The CCAE Coordinator is responsible for assuring the success of the students placed in the CCAE program. A CCAE Coordinator's ability to manage his/her program will greatly affect the success of the program.

General responsibilities may include:

1. Serving as the Coordinator of the interlocking team.
2. Assisting with the career and technical assessment process.
3. Assisting with the counseling process.
4. Advising the GCSA organization.
5. Coordinating CTAE students through work-based experience.
6. Providing job shadowing experiences.
7. Providing community/civic awareness.
8. Coordinating academic and CTAE to best meet the needs of the students enrolled in CCAE support services.
9. Providing transition services.
10. Conducting evaluation and follow-up activities.

A. Program Evaluation

The primary purpose of evaluation is to improve the quality of CCAE support services through the combined efforts of students, parents, community leaders, faculty, and administration. A variety of evaluation forms can be selected by the CTAE Supervisor and

CCAIE Coordinator to assess the strengths and weaknesses of CCAIE within the school setting. This information should be used to strengthen CCAIE support services.

B. Methods of Program Evaluation

The CCAIE Coordinator needs to assess the progress of CCAIE and the students enrolled in CCAIE support services. Tools for evaluation vary from school to school. Suggestions for methods of evaluation are as follows:

1. Use of standardized testing to assess student academic strengths and weaknesses (Test of Adult Basic Education – TABE, CRCT, Iowa Test of Basic Skills, etc.).
2. Weekly lesson plans.
3. Daily contact lists providing information regarding contacts with students, parents, community leaders, and administration.
4. Monthly evaluation of accomplishment of goals.
5. Individual student evaluation – Consider attitude improvement, grade improvement, attendance, teacher assessment, on-the-job progress, evaluation of student pre- and posttest scores.
6. Evaluation of GCSA activities.
7. Peer and administrative review.
8. Evaluation by a third party consultant.

C. Student Evaluation

Student evaluation is essential to successful CCAIE support services. A variety of methods may be used. Several are listed below.

1. Attitude improvement – teacher observation

2. Improvement in school attendance
3. Desire for improvement in grades
4. Class assignment completion
5. GCSA participation
6. Report by academic teachers
7. Conference with CTAE instructors
8. Employer evaluations
9. Parent conferences
10. CCAE Coordinator conferences with individual students

D. Student Self-Evaluation Skills

The CCAE student needs to evaluate himself or herself as an individual. The CCAE student should be able to evaluate his/her school and work-based performance to determine progress. Strategies are needed to incorporate this skill. The CCAE Coordinator may use these methods in training the CCAE student in self-evaluation:

1. Explaining the self-evaluation process and the purpose of the process.
2. Giving examples of individual work and using examples to critique the work.
3. Development of a checklist to guide students through the self-evaluation process.
4. Comparing examples of student work and cite reasons for evaluation of the example.
5. Discuss ways to improve the product or process.
6. Discuss constructive criticism.
7. Use role-play in self-evaluation settings.

E. Monitoring Student Performance

The CCAE Coordinator should develop his/her own procedure for monitoring the individual progress of students enrolled in CCAE support services. Suggestions for monitoring student performance are:

1. Weekly progress reports.
2. Weekly contact with academic and CTAE instructors.
3. Weekly parental contact.
4. Nine week progress reports.
5. Semester grade report.
6. GCSA involvement.
7. Attitude change.
8. Increased interest in class.
9. Improvement in the career and technical labs.

CCAIE Coordinators should develop some type of progress chart to be displayed for all students to view and compare. The progress chart should only display positive data. Stars, completion dates, check marks, etc. are best used to note completion of an assignment or task.

CCAIE Coordinators should plan conferences to discuss progress with students on an individual basis. During these conferences, the Coordinator and student work together to improve any areas of weakness and develop a plan. Specific guidelines and dates for completion of assignments should be included in the plan.

F. End of the Year Report

The CCAIE Coordinator completes the End of the Year Report. The data in the report is gathered throughout the school year. Data to be included in the report is information required by

the Georgia Department of Education. The report is usually mailed to the Georgia Department of Education during the first week of June. Refer to DOE's web page for current report forms.

G. GCSA Chapter of the Year Notebook/Non-Competitive

The GCSA Chapter of the Year Notebook/Non-Competitive Report is required for all GCSA Chapters not participating in the GCSA Chapter of the Year Notebook Competition at the region competition. The report is required in compliance with the extended day program of work-based guidelines. The report must be completed by the first week in June and mailed to the Georgia Department of Education. Refer to DOE's web page for current report forms.

H. Five Year Evaluation

Every five years, a team of CTAE instructors from various schools and the Georgia Department of Education will evaluate the Career and Technical Education programs within a school. The purpose of the evaluation is to assess the strengths and weaknesses of all CTAE programs within a school and make recommendations and commendations based on their evaluation. Check the DOE web site for current information and forms related to the five-year evaluation.

Webster's New Collegiate Dictionary defines evaluate as "to determine the significance or worth of, usually by careful appraisal and study." Evaluation is a key factor in determining the success of CCAE support services within a school setting. Evaluation should provide all stakeholders with accurate and current information regarding the status of the students and CCAE.

The CCAE Coordinator is responsible for all components of CCAE support services at the school level. A variety of methods and suggestions have been given to ensure success. The

handbook should be used as a guide for CCAE Coordinators to follow and adapt to meet the needs of the community in which they are placed.

Chapter 10

Transition, Occupational Experience, Job Placement and Supervision

Introduction

CCAIE is an intervention support service that emphasizes school to career transition as a vital component in the total education of Georgia's disadvantaged youth. Complete CCAIE support services provide career education opportunities for students to begin the process of lifelong learning through occupational experiences, job placement, and supervision. These opportunities, when combined with the student's technical education, help students acquire healthy work attitudes and job skills needed to compete successfully in the world of work.

A. Transition

Transition is preparing for and moving from school to work and life in the community. The responsibility to prepare the CCAIE student for the world of work and community is placed with the local school. The primary goal of transition is to assist the student with developing the necessary skills to 1) find and hold a full-time job after leaving the local school after either graduation or dropping out or 2) be able to successfully move into a postsecondary institution. This transition is vital to the future success of the CCAIE student as a responsible citizen of the community. This is an important rite of passage for all young people and is a significant milestone for the disadvantaged student as well. The CCAIE student is at an advantage in that the student receives coordinated services and transition planning to facilitate the transition process.

The CCAIE Coordinator should consider the following when planning a student's transition:

1. *Pre-transition*

- Properly select and screen students.

- Notify student and parents of the available CTAE programs offered in the local school.
- Complete a Career Technology Aptitude Assessment.
- Properly analyze and utilize a Career Interest Inventory for career counseling.
- Preparation of a Career Pathway.
- Placement in the proper CTAE program.
- Provide occupational experience.
- Documentation of student's progress.

2. *Transition*

- Graduation.
- Postsecondary institute entered (or military).
- Full-time job placement.
- Follow-up with post-secondary counseling or additional training.

The preparation of the Career Pathway begins the transition process. The student's Career

Pathway may include:

- Determine a prospective technical program at a postsecondary school.
- Visits by the local military recruiter.
- Job shadowing at a job site with a local industrial or business leader.
- Touring of a local business or industry.
- Visits with local community support agencies when the CCAE student is about to leave school.
- Contact with the Department of Labor when the CCAE student is ready to enter the labor force.

Transition goals for students will vary, with some students planning a continuation of their education, others planning for technical education, and some planning to enter the workforce immediately after graduation. It begins when the Coordinator recruits the student and begins implementation of the CCAE curriculum. It ends when the student is successfully employed in a full-time job, in the military, or in a postsecondary institute. Transition also means that the ex-CCAIE student succeeds in his/her chosen field following the same course as his/her high school program of study. Examples: a construction student is successfully working as a homebuilder while a cosmetology student is attending a private beauty school. The local education agency is responsible for providing educational opportunities for the secondary CCAIE student. In order to provide those opportunities, a planned transition program should encompass a team of responsible educators (academic and career), parents or guardians, and adult service providers.

B. Occupational Experience

Providing occupational experiences for the CCAIE student is vital to that student's success in obtaining the skills required to find and maintain work. Occupational experiences vary from school to school. There are several ways a CCAIE student may receive occupational experience. The following are examples of the approved Work-Based Learning experiences in Georgia:

1. Field Trips

Specially planned field trips to businesses and industries can provide opportunities to entire groups of students if the students are well prepared beforehand. Industry lists are available for your area from the local Chamber of Commerce.

2. *Job Shadowing*

Job shadowing is typically included in career exploration activities in middle school and high school. The student shadows an employee at a workplace for one or more days to learn about that occupation or industry. Upon completion, the student should be required to write a summation of the job shadow experience.

3. *Entrepreneurial Ventures*

Students plan, implement, and operate a business that includes production and distribution of goods or services. The student is responsible for maintaining complete and accurate records. Check with your local board policies to see if this is an option for your students.

4. *Internship/Practicum*

Internships are a one-time, short-term placement of the student in a business that is directly related to the student's program of study and are specifically work-based. While these placements are usually for intense observation of how a job is performed and are usually not paid, small stipends are sometimes offered from some local participating businesses.

5. *Cooperative Education*

Often referred to as co-ops, these programs are the most common form of work-based learning in Georgia. They are designed to facilitate the student's transition from school to work. These programs provide paid part-time work experiences linked to the CTAE program the student is pursuing. Examples of cooperative education programs in Georgia are:

- CBE- Cooperative Business Education
- Agri-Business- Agriculture Education

- ME- Marketing Education
- DCT- Diversified Cooperative Education for trade and industrial
- CCAE Work-Based learning-students are able to co-op directly from the CCAE class.

CCAIE students should not be enrolled in the other co-op work experience classes but should co-op directly from the CCAIE class with the Coordinator being the direct supervisor for the co-op work-based experience. Low enrollment numbers are acceptable due to the population of students being served. Check with your school to see what co-op programs are available for your CCAIE students.

6. *Youth Apprenticeship*

Youth Apprenticeship is the newest form of work-based learning programs offered in Georgia. This program offers the student with both school-based experiences through a highly structured curriculum and work-based experiences that include paid, on-the-job training in a field related to the student's program of study. Most counties will have a Youth Apprenticeship Coordinator that will coordinate the efforts between the educational institution and the businesses. This is an extensive program that lasts between two and four years.

While it is clear the CCAIE student needs occupational experience, the previously mentioned work-based learning experiences are not always available. As discussed earlier, another option for schools is to have the CCAIE Coordinator place and supervise the CCAIE students on the job using contacts in the business or industrial community.

When the local business or industrial community is too small to support real work experience, the school may also elect to support non-paid work experience or work simulation within the school system whereby students can become cafeteria workers, custodians, playground supervisors, media assistants, and or office assistants. This option allows the student to

get work-based learning experience and will make the CCAE Coordinator eligible for extended day.

C. Work-Based Learning

Education through work-based learning is gaining acceptance by policy makers and educators as a means to improve the educational outcomes for many students. Students should be given every opportunity to receive academic and occupational preparation that equips them with the necessary skills for obtaining employment and/or entering postsecondary education. As defined by the research and literature, a work-based learning program must include a school-based learning component (classroom instruction in both academic and occupational areas), a work-based learning component (structured work), and a connecting activity component (career development activities).

Work-based learning programs are structured learning programs that integrate classroom learning (school-based) with productive, structured work experiences (work-based), which should be related to a student's career goal. Most work-based learning models are dependent upon local business and industry to provide work experience for students and on the abilities and skills of a work-based learning Coordinator who has the responsibility for managing the specific work-based program.

Work-based learning programs come in many forms, but have the common goal of providing students with experience in the world of work. These work-based learning programs offer students hands-on workplace experience in order to provide them with opportunities to learn work-related skills and abilities they could not otherwise acquire in a classroom. In addition, these programs may increase the students' prospects for future gainful employment and postsecondary education. Examples of work-based learning programs include:

- Work experience opportunities for students, either paid or nonpaid.
- Job training and work experiences coordinated with both academic and occupational learning in school-based programs that are relevant to students' program of study choices and lead to the award of a secondary diploma and entrance criteria to a postsecondary institution.
- Workplace supervision.
- Instruction and activities in academic and occupational workplace competencies, including positive work attitudes, employability, and practical skills.
- Broad instruction, to the extent practicable, in all aspects of the industry.

For more information on these and other occupational experiences available to the CCAE student, refer to the *Standards and Guidelines for Work-Based Learning Programs in Georgia* handbook, which is produced by the Georgia Department of Education. Samples of a work-based learning application and agreements are located in Appendix E. Appendix F contains sample evaluations for potential worksites, supervisory visitations, general employment traits of students, occupational skills and tasks, and work-based learning.

D. Job Placement and Supervision

Each secondary school system should have someone or some agency of the school responsible for job placement of students (full-time and part-time) all year round. CCAE is not designed to replace the regular co-op programs found in the secondary schools of Georgia. The real need for the CCAE co-op program should only be brought forward when it is found to be necessary to serve the disadvantaged youth enrolled in CTAE. Student numbers for CCAE Coordinators may be lower due to the student population served by CCAE support services. For CCAE students, the CCAE Coordinator must take special care to select those training stations that will be of maximum benefit to CCAE and to the students. Before job placement, the Coordinator should check with his/her local supervisor for advice regarding the exact board

policies governing job placement. The Coordinator also needs to consider a meaningful job with potential for advancement, pay increases, additional on-the-job training experiences, and related benefits. The career interests of the student should be considered, and the Coordinator should avoid “just getting a job for the student.” The placement of CCAE students should be handled individually and carefully. A proper placement determines whether or not the CCAE student will progress effectively toward a career commitment and develop adequate work adjustment competencies. When considering job placement for the CCAE youth, the Coordinator should do the following:

1. *Coordinator Responsibilities:*

- Clearly define the responsibilities of the Coordinator.
- Select appropriate training stations based on proper career technology assessment of the student.
- Prepare a training agreement for the student.
- Coordinate, to the best of one’s abilities, classroom activities based on work experiences when applicable.
- Evaluate student’s progress on the job.
- Make work-site coordination visits.
- Provide needed information to the training sponsor of the student.
- Write and implement individual training plans to ensure maximum success on the job.
- Become familiar with all appropriate state and federal child labor laws and regulations.
- Ensure that the student has all the needed competencies for the chosen placement.

2. *Methods for Locating and Selecting Training Stations*

Locating and choosing cooperating agencies to serve as training stations and employers for the CCAE student is one of the initial steps in developing a CCAE work-based program.

Members of the CCAE advisory committee and local Chamber of Commerce are excellent resources for locating jobs in the community. The following will also be helpful in locating training stations:

- Personal calls to business establishments.
- Yellow pages of telephone directory.
- Local business associations.
- Other Work-Based Learning Program Coordinators.
- Civic and service youth organizations.
- Former training stations.

After possible training stations have been located and identified, the Coordinator needs to consider the following factors before selecting the training station:

- Is the job approved by the school?
- Does the job meet all conditions of federal and state work laws?
- Does the job provide training for full-time employment and opportunities for full-time employment after graduation from high school?
- What is the geographic location and the working environment? (This is important to consider when the Coordinator needs to make work-site visitations for evaluation.)
- Is proper supervision available?
- What are health conditions?
- Is the job related to the student's training?
- Determine hours worked, wages, safety factors.

3. *Supervision*

It is important that the CCAE student has proper supervision while at the job training station. An important step in this process is to make sure that the employer has a clear

understanding of CCAE's objectives and is willing to participate. The Coordinator must also address with the employer whether or not a training sponsor will be assigned to the student in the event that the supervisor is unable to provide immediate student supervision and instruction. Supervision is also an important responsibility of the Coordinator. This is done through coordination visits. These visits should be coordinated for each student and with each employer, preferably when business is not at its peak. There should be close coordination between the student's classroom activities, individualized instruction, and specific objectives listed in the student's Training Plan. These visitations are best scheduled when the supervisor(s) have adequate time to discuss student progress. Frequency, timing, and purpose of each coordination visit should be made clear to the student and to the employer prior to beginning placement.

A coordination visit is also concerned with seeing the student at work and making observations about the general situation for evaluating the student's performance. This portion of the supervision process by the Coordinator is important in determining the appropriateness of the placement. Since one can expect that the observed behaviors of the student are not normal while the Coordinator is observing, information that the Coordinator receives from the sponsor is vital in obtaining a valid understanding of the student and his/her progress. To maximize the effectiveness of the supervision process, the Coordinator should prepare the following:

1. Supervisory visitation evaluation forms and
2. Employer work-site evaluation forms.

Examples of these forms can be found in Appendix F of this handbook. Other ready to use evaluation forms can be found in the *Standards and Guidelines for Work-Based Learning Programs in Georgia* handbook. If none of the aforementioned forms are suitable to your needs,

you may find it easier to create your own forms that are specifically adopted to fit the needs of your support services and students.

Remember, CCAE co-op directly from the CCAE class is an option, making the CCAE Coordinator responsible for the direct supervision of the student. Since CCAE co-op enrollment numbers are usually low, supervision of the CCAE co-op students should not interfere with the other responsibilities of the CCAE Coordinator.

Chapter 11

Public Relations

Introduction

Developing good public relationships is essential to successful CCAE support services. Even though CCAE is not a new organization, the basic components are often not understood by outside individuals. An intervention that integrates planned public information activities into the core of its structure will be an effective one. In order to be effective, the publicity must be targeted towards specific audiences and use various forms of media.

A. Target Audiences

Successful CCAE support services depend on receiving input and services from a variety of sources in the community. First, these sources need to know CCAE exists. It is very important that the Coordinator knows and understands how to be effective in his/her publicity strategies. The first thing to consider is the target audience.

- *Students:* The purpose of CCAE is to serve disadvantaged and/or special needs students. Often these students are not aware that CCAE exists and if they are aware, they do not understand its purpose. The CCAE Coordinator should schedule regular activities such as displays, class meetings, presentations at parent organization meetings, and student presentations to reach the student population. Remember, satisfied and successful CCAE students are the single best advertisement strategy CCAE can have.
- *School Personnel:* It can be surprising to find out how many people within your own school are not aware of or do not understand the purpose of CCAE. It is critical to establish excellent working relationships with school personnel as they will provide

invaluable services to your students. Regularly invite teachers and administrators to CCAE and GCSA activities to increase their awareness of these support services. Use faculty meetings to lay out the goals and objectives of that year and ask for the support of the school. Build a good rapport with counselors, as you will need them often throughout the school year. Ask your administrators and supervisor to review your *Program of Work* with you so they are aware of the policies and requirements to which you are committed.

- *Advisory Committee:* The advisory committee consists of leading business, industry, civic, and school leaders. You will find the committee to be instrumental in providing potent publicity to the rest of the community. This is why good communication with and effective use of the advisory committee is essential. If they are vitally interested, their influence will rapidly spread throughout the community increasing your program's effectiveness.
- *Parents and community:* Parental and community support is essential to every child for success in both school and life. Keep the parents and the community informed of your organization's goals and invite their help. Remember, the parents and community pay taxes that make CCAE support services possible.

B. Media to Use for Effective Publicity

The following are only sample ideas of publicity to use that will enhance the effectiveness of your CCAE support services:

- **Local or Regional Newspaper:** can be effectively used to publicize school, regional, state, and community activities that CCAE participates in throughout the year. Almost

every paper has an Educational Editor that handles the articles written about the local schools. Call to find out who your Educational Editor is.

- **School Assemblies:** Programs can be planned that you and your students can participate in, allowing you to present the purpose of CCAE to the school's students and personnel.
- **School Paper:** Your local town may not have their own paper. See if your school or department has their own. If not, take this opportunity to create a monthly or quarterly paper written and produced by your CCAE students. You can make this an enterprise activity while teaching work and business skills.
- **Local Television or Radio:** Many small communities have small radio or television stations that find it hard to fill airtime. Take advantage of this opportunity by contacting them to see if they would do a "spot" publicizing your CCAE support services.
- **School Brochures and Bulletin Boards:** Use students to create and distribute a brochure outlining the purpose and goals of CCAE. In it, they can also point out the past accomplishments as well as future plans of CCAE. Prepare a bulletin board to post activities throughout the year. Place it in a high traffic area of the school. This is also good to do to celebrate National Career and Technical Education Week.
- **Community and Civic Organizations:** Use your advisory committee to make contacts with community and civic organizations. Ask that you and one of your students attend an official meeting as guests. This can be an excellent opportunity to explain CCAE and meet new potential advisory committee members.

Chapter 12

Georgia Career Student Association

Introduction

In addition to learning job skills, GCSA members develop confidence and maturity through meeting challenges and completing projects. As they receive recognition for those achievements, their self-esteem grows and they become more confident of their abilities.

A. Purpose

CCAE's emphasis upon the world of work and employability skills is enhanced by integrating co-curricular student organization activities into the classroom through GCSA. GCSA provides opportunities for students to develop their potential through cooperative and collaborative group work, participate in leadership roles, and rehearse effective citizenship practices as they pursue the application of career and technical skills. Students grow in self-confidence as they pick and choose the type and amount of responsibility they want. They gather self-confidence and a sense of dependability through recognition and rewards for improving attitudes, skills, and knowledge while learning the principles of good sportsmanship. These activities require the Coordinator to direct student involvement into social, school, civic and occupational pursuits that reinforce the respect for democratic ideals and community.

The GCSA Competitive Events Format is the lens that broadens the students' horizons. It brings snapshots of tomorrow's world of work into the real time classroom experience of the student. The essentials of vocabulary, textbooks, and manuals take on new significance as students go beyond rote to discovery. There are currently 42 career and technical events for students to express their goals, display their talents, and become a part of a work team. The array of competitions is pegged to the changing world of work. They are revised accordingly to encourage an appreciation for the dignity of occupational skills while fostering an interest and

motivation for learning and working in a career setting. Detailed descriptions, requirements, materials, and a complete Competitive Events Manual are available on the GCSA web site.

B. Organization

The administrative structure of GCSA was originally designed in 1970 by a team of CCAE Coordinators. The state is divided into six administrative regions, which are redrawn from time to time to accommodate new chapters and maintain competitive integrity. GCSA activities are generated from the local school to state level by a two-part administrative structure: professional and student. Professional and support services are provided by a Board of Directors. The Board of Directors originates from the Career and Technical Education Division of the Georgia Department of Education. The GCSA State Advisor and the GCSA State Coordinator are located here. They also sit on the GCSA Board of Directors with the GCSA Chairperson and the Board Secretary, plus a Director and a Director Elect from each of the state's six regions. The Chairperson, who is nominated by the State Advisor and approved by the Board, as well as regional chairs and chairs-elect serve for one year. Each Regional Chairperson, assisted by the Chairperson-elect, is responsible for all the GCSA activities in their region and serves as a liaison between CCAE Coordinators and the State GCSA. A contact list for Board members, a state map, an organizational chart, and a roster of CCAE/GCSA Coordinators are available from the Career and Technical Office of the Georgia Department of Education.

The second part of the state organizational structure, and perhaps most important, is the student oriented administrative component that closely mirrors the professional support structure. The member schools of each region elect one of six state officers based upon a rotating schedule. Each region also has an elected region representative referred to as the regional president. The state president is elected at the state conference from among candidates elected by each of the six

regions. Thus, there are thirteen elected state officers; six who are regional representatives and seven who serve statewide to assist the Board of Directors in an on-the-job learning experience. A major focus of their efforts is planning the annual state conference/competition.

While primarily responsible for organizing and guiding the local chapter, Coordinators also participate in statewide activities. They serve on committees, act as monitors for regional and state competitions, recruit judges for competition, serve as conference security, and take part in regional meetings and activities. Most importantly they ensure the involvement of their local chapter by following GCSA policies and being knowledgeable of competition rules, registration and application deadlines, and chapter and Coordinator fees. This information can be found on the GCSA web site.

C. The Local Chapter

Organizing the chapter can be accomplished with as many different approaches as there are Coordinators. However, all the approaches must cover some common elements. Foremost among these are recruitment, leadership, meetings, funding, attending Officer's Training School, and participation in regional and state competitions, especially the Chapter of the Year Contest.

1. Recruitment

All current and former CCAE students are eligible for GCSA membership. Therefore, recruitment is somewhat dependent upon the promotion of CCAE support services. Many steps and ideas to accomplish this are common parts of a successful public relations program. Some additional guidelines are:

- Be familiar with official manuals, guides, and state requirements.
- Be versed in the history, principles, constitutional provisions, and ceremonies of GCSA as well as parliamentary procedures.

- Emphasize that the chapter is for the student. Success of the chapter is dependent upon their interests and efforts.
- Involve administrators, parents, employers, and advisory committee members.
- Take advantage of opportunities for public appearances and displays, articles in school and community newspapers, and participation in school and civic events to keep people informed of the chapter's presence.

To instill enthusiasm for GCSA and provide continuity from year to year, utilize members from the previous year. They can help familiarize new students with all phases of the organization.

2. *Leadership*

The Coordinator cannot do everything. Securing and training an efficient group of GCSA Officers is essential for success and sanity. Teaching the chapter's leaders how to set up programs and/or projects and complete them is a thank you in the form of hands-on-learning for their efforts and time. For the same reasons, try to recruit every GCSA member to work on some committee, project, or activity.

There are many ways to identify which students are potential officer candidates. Some chapters have a formal process that starts with a nominating committee, a campaign period, and then an election. Others have an open nomination process in which students can nominate themselves and additional nominations are taken from the floor at the time of election. Another alternative is to elect a "management team." Once elected the team decides who fulfills which officer's duties. The official Installation of Officers should be held as soon after the election as possible. Check the Competitive Events Manual for suggested formats. Comprehensive job descriptions for the local GCSA Officers can be found in the GCSA Handbook. A brief outline of officer duties can be found in Appendix G.

After the election of officers, the president should appoint all necessary committee members. The Chapter of the Year Contest guidelines can help identify some needed committees. If possible all chapter members should have an area of responsibility. Full participation helps to provide the “ownership” necessary to constantly improve the organization. To this end, instruct newly elected officers and committee chairpersons in their duties and provide all the members with leadership training. Attending the Fall Officer’s Training Conference is an essential element in this process.

3. *Meetings*

Holding well-planned meetings leads to well planned events and programs. Chapter meetings should be conducted in a business-like manner and held monthly or more often as events dictate. Suggested agendas for the initial chapter meeting (before officers are elected) and regular business meetings (after officers are elected) are available in Appendix G. A sample format for recording meeting minutes is also included in Appendix G. These documents can be helpful in planning meeting agendas. Business is conducted during the meeting using parliamentary procedures. *Robert’s Rules of Order* delineates exact procedures regarding appropriate ways to conduct meetings.

GCSA Emblem Ceremony (suggested)

Ladies and Gentlemen: *You are about to witness the presentation of our GCSA colors and emblem in which the meaning of each component of our emblem will be given and the significance of the colors described.*

*The colors for GCSA are Blue – (pause), red (pause), and gold (pause). The **Blue** represents opportunity- through GCSA students have the opportunity to prepare for leadership.*

Red represents the future – our future as a leader and a contributing citizen. Gold represents success – our success at acquiring skills and knowledge.

*Our GCSA emblem is composed of several symbols held together by an outer **ring**. This ring or circle denotes the continuous success in academics and the world of work.*

*The **shield** represents life, our life as a student, worker, leaders in a democratic society. In the center of the shield are the **shaking hands**; these hands are symbolic of the interdependency and cooperation of individuals working with business and the community for the betterment of the world.*

*The **key** is symbolic of the opening of closed doors. Through CCAE and GCSA, students are provided the opportunity to become productive and responsible citizens.*

All of the components of the emblem could stand alone if necessary, but together they represent a unit. As one it is the fundamental principle and purpose of our organization, GCSA.

4. Funding

Ensuring that programs are adequately financed and that funds are properly protected by records and accounts is a major responsibility. Become familiar with your school and local system's requirements regarding funding. All monies should be turned over immediately to the school office. Check prior years' records to estimate operation costs for the chapter. An important source for identifying required expenditures is the GCSA web site.

Handling the money may not be as complicated as getting it in the first place. Most chapters have membership dues. The amounts vary depending upon the socioeconomic status of the students. The dues, however, are rarely enough to support the chapter's activities. Every chapter conducts fundraisers. Some of these are ongoing such as running a school store, operating concessions at school events, and daily or weekly sale of breakfast biscuits, cookies, or

candy. There are also traditional fundraiser sales including fruit, tube socks, health foods, specialized photographs, hats/caps, pencils, plastic glasses, and decals. Another source of funds are community and/or civic organizations such as the Optimist Club, Woodsmen of America, Chamber of Commerce, and local churches. The latter are especially helpful in sponsoring members of their congregation for competitive events.

CTSOs offer a variety of worthwhile experiences for students. GCSA can be especially beneficial for students who are practicing resiliency behaviors because these chapter experiences allow them to participate in community-based, real-world activities.