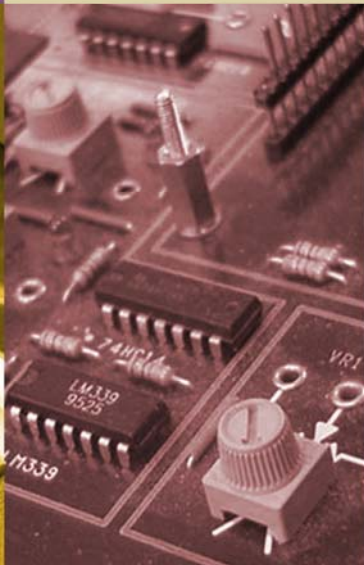


**Career
Technical
Instruction
Coordinator
Handbook**



COORDINATORS HANDBOOK

For

CAREER TECHNICAL INSTRUCTION

Georgia Department of Education

Kathy Cox
State Superintendent of Schools

James Woodard
Director of Career, Technical, and Agricultural Education

Virginia Turner
Program Specialist – Intervention Services

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Project Facilitator

Karen H. Jones, Professor
The University of Georgia

Project Staff

Deanna L. Cozart, Graduate Assistant
Zach T. Smith, Graduate Assistant
Sheila S. Hudson, Administrative Assistant
The University of Georgia

Lee Brinkley Bryan, Inc.
Chapter 9 - Vocational Assessment

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Development Team

David Buchanan
Habersham Central High School
Habersham County

Billie Cain
Dawson County High School
Dawson County

Ann Holmes
Central High School
Bibb County

Eloise Knowles
Frederick Douglass High School
Atlanta City Schools

Sonya Mizell
Crisp County High School
Crisp County

Albert Ward
New Schools of Carver Entrepreneurship High School
Atlanta City Schools

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Chapter 1: Overview of Career, Technical, and Agricultural Education

The mission of Career, Technical, and Agricultural Education (CTAE) is to create a secondary profile of career readiness for Georgia students. CTAE is designed to help students align their academic and career, technical, and agricultural studies to better prepare them for graduation, post-secondary education, and career opportunities. The vision for CTAE retains its challenging curriculum, yet expands its scope to ensure that every Georgia student graduates from high school with the academic skills, hands-on experience in real work environments, and intensive career guidance required to succeed in college and/or employment. CTAE is focused on the re-engineering of 21st century education to offer better opportunities for all students to succeed in school and in life.

Throughout their school years, students need opportunities to develop a reservoir of information, attitudes, and experiences that will provide a substantial base for decision making when they need to make educational or career decisions. In secondary education, CTAE is designed to help students prepare for and satisfactorily begin a high-skill, high-wage, high-demand job or seek further education leading toward a career. The goal of the Georgia Department of Education (GADOE) is to help local schools implement comprehensive CTAE programs.

Curriculum Revision Project

A component of the CTAE division's re-engineering efforts is a curriculum revision project. In an effort to partnership with academia, CTAE program areas are revising curricula from Quality Core Curriculum (QCC) objectives to Georgia Performance Standards (GPS) format. Georgia Performance Standards go into much greater depth than the content standards used in the previous curriculum by providing clear expectations for assessment, instruction, and

student work. They define the level of work that demonstrates achievement of the standards enabling a teacher to know “how good is good enough.” The performance standards isolate and identify the ability to use the knowledge and skills to problem solve, reason, communicate, and make connections with other information. Georgia Performance Standards also tell teachers how to assess the extent to which students know material or can manipulate and apply information. Team members studied the GPS format and academic performance standards in order to integrate and correlate the academic standards to the CTAE standards. The performance standards were condensed to reflect the most essential elements of the curricula. As curriculum frameworks are developed, articulation of standards between secondary and postsecondary courses will be established as a guideline for local systems.

Career Pathways

Career pathways were established to help students align their academic and career, technical, and agricultural studies to better prepare them for graduation, post-secondary education, and career opportunities. Local systems will decide what current program offerings, industry/community needs, and in which capacity to implement pathways based on the available resources, faculty, equipment, and facilities. In Georgia, career pathways will become a program of study. A program of study, as defined by Perkins IV Legislation, incorporates secondary education and post-secondary education elements. It includes coherent and rigorous content aligned with challenging academic standards and technical content in a coordinated, non-duplicative progression of courses that align secondary education with post-secondary education to adequately prepare students to succeed in post-secondary education.

Benchmarks upon which career pathways have been developed for student’s career pathways and end-of-pathway assessments will help local systems align career and academic

students in a sequenced academic study to increase student achievement. The intent of Georgia's pathways is to create this alignment. To support this endeavor, systems will be required to identify the percentage of their students who will participate in career pathways. Also, Perkins IV states that career pathways will determine the foundation of programs including, but not limited to, the type of equipment to be used in a particular program.

Georgia's Foundation Skills

The Foundation Skills for CTAE are critical competencies that students pursuing any career pathway should exhibit to be successful. The Foundation Skills are core standards for all career pathways in all program concentrations, and they link CTAE to the GPSs. CTAE Foundation Skills are fundamentally aligned to the U. S. Department of Education's sixteen Career Clusters. Endorsed by the National Career Technical Education Foundation (NCTEF) and the National Association of State Directors of Career Technical Education Consortium (NASDCTE), the foundation skills were developed from an analysis of all pathways in the sixteen occupational areas. These standards were identified and validated by a national advisory group of employers, secondary and postsecondary educators, labor associations, and other stakeholders. The knowledge and skills provide learners with a broad foundation for managing lifelong learning and career transitions in a rapidly changing economy. The 11 Foundation Skills will be central to all of the pathways and are defined on the next page. Information on the career pathways is available on the GADOE website.

CTAE Foundational Skills

FS-1. Technical Skills	Learners achieve technical content skills necessary to pursue the full range of careers for all pathways in the program concentration.
FS-2. Academic Foundations	Learners achieve state academic standards at or above grade level.
FS-3. Communications	Learners use various communication skills in expressing and interpreting information.
FS-4. Problem Solving and Critical Thinking	Learners define and solve problems, and use problem-solving and improvement methods and tools.
FS-5. Information Technology Applications	Learners use multiple information technology devices to access, organize, process, transmit, and communicate information.
FS-6. Systems	Learners understand a variety of organizational structures and functions.
FS-7. Safety, Health, and Environment	Learners employ safety, health and environmental management systems in corporations and comprehend their importance to organizational performance and regulatory compliance.
FS-8. Leadership and Teamwork	Learners apply leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.
FS-9. Ethics and Legal Responsibilities	Learners commit to work ethics, behavior, and legal responsibilities in the workplace.
FS-10. Career Development	Learners plan and manage academic-career plans and employment relations.
FS-11. Entrepreneurship	Learners demonstrate understanding of concepts, processes, and behaviors associated with successful entrepreneurial performance.

Chapter 2: Career Technology Student Organizations

Career Technology Student Organizations (CTSOs) are an integral part of Career, Technical, and Agricultural Education programs. These organizations provide the opportunity for students to acquire career skills, develop leadership skills, enhance social interaction skills, promote personal growth, and learn civic responsibility. It is important for CTI students to participate in the CTSO that aligns with their career interest. Participation in these organizations situates CTI students in well-developed activities with students who possess similar interests. The CTI Coordinator should facilitate participation in CTSOs. Coordinators can improve participation by coordinating activities, community service, fundraisers, and other activities with advisors of the various CTSOs in your school.



Distributive Education Clubs of America (DECA)

DECA is specifically designed to provide activities for students to learn marketing, management, and entrepreneurial skills that will prepare them to pursue a career in the field of marketing. DECA members become more aware of the value of community service; participate in a local, state, and national competitive events program that showcases student skills and allows for interaction with the business community; further develop occupational skills needed for careers in marketing, management, and entrepreneurship; serve in leadership roles; and develop a greater understanding of our competitive, free-enterprise system and an appreciation of the responsibilities of citizenship.



Future Business Leaders of America (FBLA)

FBLA is a student organization for all middle and high school students participating in business programs. As an integral part of the business instructional program, FBLA provides opportunities for students to develop vocational and career-supportive competencies. Participation in FBLA activities promotes civic and personal responsibility, helps students develop business leadership skills and establish career goals, and prepares them for useful citizenship and productive careers.



Family, Career and Community Leaders of America (FCCLA)

FCCLA is a national student organization that helps young men and women become leaders and address important personal, family, work, and social issues through family and consumer sciences education. Through cooperative and competitive programs, FCCLA members develop skills for life including character development, creative and critical thinking, interpersonal communication, practical knowledge, and career preparation. Participation in national programs and co-curricular chapter activities enables FCCLA members to learn cooperation, take responsibility, develop leadership, and give service.



FFA

The FFA is an integral component of the agricultural education program. It is the student development and leadership application piece for agricultural education. The FFA offers a variety of experiential learning opportunities through competitive proficiency awards and career development events. Competitions focus on leadership and public speaking, communications, agriscience and biotechnology, and production agricultural.



Georgia SkillsUSA-VICA

Georgia SkillsUSA-VICA members participate in local, state, and national activities provided through trade and industrial, technical, and health occupations courses and programs. The mission of SkillsUSA-VICA is to develop leadership skills and workplace competencies that students will need to succeed in a constantly changing global workplace. The organization provides many opportunities for leadership development and skills training. Competition in over 70 leadership, health occupations, occupationally related, trade and industrial, and technical contests is offered at the region and state levels; the competitions culminate with the SkillsUSA Championships in Kansas City, Missouri, in June.



Georgia Technology Student Association (GA TSA)

GA TSA is committed to providing students with opportunities to excel and advance as part of their instruction in technology education. Georgia TSA promotes technology education as a means of preparing students for a dynamic world, inviting them to become critical thinkers, problem solvers, and technologically literate leaders. The mission of GA TSA is to prepare its members to be successful leaders and responsible citizens in a technological society through co-curricular activities with the technology education program, thereby developing communication, leadership, and competitive skills.



Health Occupations Students of America (HOSA)

The mission of HOSA is: to enhance the delivery of compassionate, quality health care by providing opportunities for knowledge, skill, and leadership development of all health occupations students, therefore, helping the students to meet the needs of the health care community.



Career Technical Instruction (CTI)

The focus of the CTI Youth Organization is to provide students with high quality interactive leadership activities through school, community, and state service projects, statewide activities, and two annual state leadership conferences. The purpose of these activities and conferences are to:

- Provide opportunity for cultural growth and person leadership development,
- Improve self confidence and instill a sense of self-worth,
- Provide experiences not otherwise available to students with disabilities,
- To recognize and reward students showing improvement in career and technical skills, and
- To create incentives for participation of all students with disabilities.



Georgia Career Student Association (GCSA)

GCSA focuses on helping students reach their full potential. Through participation in the Coordinated Career Academic Education (CCAIE) program and/or Project Success program, students learn about the world of work and the employment skills they need to succeed. GCSA provides students co-curricular opportunities to sharpen skills learned in the CCAIE/Project Success classroom as well as in their other technology/career education classes. In addition to learning career skills, GCSA members develop confidence and maturity through meeting challenges and completing career skill projects.

Chapter 3: Overview of CTI Support Services

Career Technical Instruction support services are designed to provide secondary students with disabilities with the support necessary to complete high school and attain employment skills in broad or specific career pathways.

Support Services

Career Technical Instruction (CTI) services in Georgia are designed to support students with disabilities who are enrolled in career, technical, and agricultural education. The goal of the secondary (grades 9 – 12) level support services are to provide these students with employment opportunities at the completion of the career, technical, and agricultural experience. The role of the CTI Coordinators is to provide resource assistance to students with disabilities served under the Individuals with Disabilities Act (IDEA) in CTAE classes. Students are served by special education teachers to ensure delivery of appropriate accommodations in their classes and assist in coordination of the services needed to acquire future employment.

CTI Objectives

- Provide support services to students with disabilities enrolled in career and technical programs to ensure successful program completion.
- Enable students to acquire skills through a technical and career educational plan.
- Coordinate student's course of study with post-secondary outcomes through an IEP.
- Participate in the development of the transition section of an IEP.
- Provide work-based learning experiences.
- Counsel parents, teachers, students, and faculty to assure correct CTAE placement and scheduling.
- Promote a positive self-image.

- Provide secondary students with disabilities the opportunity to successfully participate in CTAE classes.
- Maintain and document progress from school to career, which may include plans for post-secondary training.
- Coordinate technical and career assessment of interests and abilities.

Function of CTI Services

Effective implementation of CTI support services at the local level is designed to meet specific needs of students with disabilities in CTAE programs according to guidelines set forth by the interfacing concept of CTAE and Special Education at the GADOE. It necessitates a thorough understanding of CTI support service goals and the full spectrum of resources available to facilitate the achievement of those goals. It requires the CTI Coordinators to utilize specialized competencies and skills necessary to successfully implement CTI support services. The function of the CTI support services is to provide assistance to students with disabilities within CTAE classes and laboratories and to coordinate transitional services needed for students to attain the post secondary outcome goals specifically related to their education, training and employment goals.

A clarification of the Carl D. Perkins Vocational Education Act states that a student may not be identified and/or claimed as both disabled and disadvantaged. If a student meets both sets of criteria, the priority for identification should be as a student with a disability.

The planning and implementation of CTI support services in CTAE classrooms and laboratories must be consistent with the IEP goals of the students by involving appropriate faculty, administration, and community agencies. Likewise, all federal, state, and local requirements must be met.

State Model

The State of Georgia advocates that schools use the inclusive lab support services model. The CTI Coordinator and/or ParaEducator spend each instructional period in one or more CTAE labs or classrooms. This model provides services on a rotation basis within courses, periods, and days of the week meeting the needs of multiple students within different CTAE programs. This program requires a *full period of planning* to meet the requirements of the Program of Work and to obtain a CTI support services grant.

Professionalism

As professionals, CTI Coordinators have a duty to strive to be as professional, at all times, as he or she can be. Teacher codes of ethics have naturally evolved from the needs of teachers in their relationships with students, associates, parents, the community, and from the desire of teachers to promote the welfare and usefulness of their profession. For this same reason, CTI Coordinators should adhere to the Code of Ethics.

Chapter 4: Overview of Special Education

Special Education is mandated by state and federal law. The federal law, Individuals with Disabilities Education Act (IDEA), ensures all children with disabilities have a free and appropriate public education available to them. It also emphasizes special education and related services be offered to a student when it can be demonstrated that the child has one or more of the disabilities indicated in the legislation. The following disability categories are identified in IDEA and defined by Georgia special education rules:

- Autism,
- Deaf-Blind,
- Emotional and Behavioral Disorder,
- Severe Emotional and Behavioral Disorder,
- Deaf and Hard of Hearing (D/HH),
- Intellectual Disabilities (Mild, Moderate, Severe, Profound),
- Orthopedic Impairment,
- Other Health Impairment,
- Specific learning Disability,
- Speech-Language Impairment,
- Traumatic Brain Injury,
- Visual Impairment and Blindness, and
- Young Children with Disabilities (Significant Developmental Delay SDD).

Identification and Eligibility

It is the responsibility of local school systems to identify students with disabilities and determine eligibility for service under a specific category. Georgia's special education rules list

eligibility criteria for each disability category. Final determination of eligibility is made by a team including qualified professionals and parents or guardians who review all the evaluation information, documentation, school records, and other records that assist in the decision-making process. Once eligibility for special education and related services has been determined, an Individual Education Program (IEP) is developed for each student.

Individual Education Program (IEP)

At the core of each IEP is the participation of students with disabilities in the regular education curriculum. This is evident in the required components of the IEP that include: (1) a statement of the student's present level of educational performance; (2) a statement of measurable annual goals, including short-term objectives, which enable the student to participate in the general curriculum and meet each of the student's educational needs resulting from the disability; (3) a statement of program modifications or school supports for school personnel which enable the student to progress toward his/her annual goals, be involved in and progress in the general curriculum, participate in extracurricular and other non-academic activities, and participate with other students with and without disabilities; (4) a statement of special education and related services and supplementary aids or services to be provided to the student; (5) an explanation of the extent, if any, to which the student is not in the regular class and/or other activities; and (6) a statement of modifications needed for the student to participate in state and/or district-wide assessments if the student is not to participate, a statement of why the assessment is not appropriate and how the student will be assessed must be included in the IEP. Each student's IEP is reviewed and revised on an annual basis.

The IEP team must include, a minimum of : (1) the parent or guardian; (2) one general educator, if the student is or may be participating in a regular educational environment; (3) one

special educator; (4) a representative of the school system who is qualified to provide or supervise special education; (5) a representative of the school system who is knowledgeable about the general education curriculum; (6) a representative of the school system who is knowledgeable about the availability of resources in the school system; (7) a person who can interpret instructional implications of evaluation results; and (8) others, such as related service personnel. Some members of the team may be able to satisfy several of the above requirements.

Transition services for students may be special education a) if they are provided as specially designed instruction or a related service, and b) if required to assist a child with disability to benefit from special education. Beginning no later than the first IEP in effect before the child enters 9th grade (or earlier if appropriate), if determined appropriate by the IEP team and updated annually thereafter, the IEP must include (1) appropriate measurable post-secondary goals based upon age appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills, and (2) the transition services (including courses of study) needed to assist the child in reaching those goals.

IDEA defines transition services as a coordinated set of activities for a child with a disability that is (1) designed to be within a results-oriented process focused on improving the academic and functional achievement of the child with a disability to facilitate movement from school to post-school activities including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation; and (2) is based on the individual child's needs, taking into account the child's strengths, preferences, and interests, and includes: a) training and education, b) related services, c) community experiences, d) the development of

employment and other post-school adult living objectives; and e) if appropriate, the acquisition of daily living skills and functional vocational evaluation.

CTI and Transition

For high school students, transition is the process of passing from the world of school to the world of work. The focus for CTI Coordinators is to facilitate the high school transition process for students with disabilities enrolled in CTAE programs. According to Perkins IV, CTAE educators must prepare students for high skill, high wage, or high demand careers which lead the student to self-sufficiency. The Individual Transition Plan (ITP) provided by the school is a plan for moving from secondary education to adulthood. This plan links students with disabilities to needed post-school services, resources, and programs. The ITP is an individual plan based on a student's interest, needs, aptitudes, and abilities. Accordingly, CTI Coordinators are key members of the transition planning team.

Transition and the CTI Coordinator

Tremendous focus has been placed on the transition component of a student's IEP. CTI Coordinators should be up to date and proactive in the transition process. An extensive guide, *Georgia Transition Manual for Students with Disabilities*, has been produced by the GADOE and it is a powerful tool to use in the transition process. The CTI Coordinator is an important resource for students in career planning, identifying employment options, and exploring post-secondary education opportunities.

Transition Plans

Transition requires support from multiple sources for the student and his or her family to make choices, develop connections, and access services. Planning is crucial, and the plan should meet state and federal guidelines. The transition plan must include measurable post-secondary

outcome goals which are clear and understandable, positively stated, based on academic achievement and functional performance, based on age appropriate assessments, and practical and relevant to transition needs. Areas of goals include training and education, related services, community experiences, employment, other post-secondary options, and daily independent living skills, if appropriate.

Transition goals must be written before ninth grade or earlier, if needed, then reviewed and adjusted at least annually based on student need. Transition planning should be ongoing and involve numerous individuals and agencies.

Chapter 5: Components of CTI Services

Comprehensive CTI services should provide transition planning, occupational experience, supervision, education, organization, scheduling, and follow-up. Transition planning is one of the most important functions of CTI services. Each local school system is responsible for supporting the CTI Coordinator by providing CTI students the least restrictive environment. Schools should provide opportunity to explore, acquire, and develop the skills necessary for gainful employment or preparation for post-secondary education, ultimately leading to self-sufficient employment. Each school district should decide who is responsible for writing and updating the transition portion of an IEP. Ideally the person in the school who is most familiar with the student’s aptitudes, strengths, career interest, job skills, and employment opportunities should write the plan.

Best Practices for Transition Planning
• Conduct transition assessments prior to the IEP meeting.
• Remember to invite appropriate agency and school representatives to the IEP meeting well in advance.
• Bring written literature and other information to share at the meeting.
• Insist that the student attend (preferably lead) their own IEP/Transition meeting.
• Address “Present Level of Performance” just before addressing the transition component.
• Make sure transition is <i>discussed</i> thoroughly.
• Be sure to write desired measurable post-secondary/outcome completion goals covering: <ul style="list-style-type: none"> ○ Education/Training (required), ○ Employment (required), and ○ Independent Living (as appropriate).
• Be sure to discuss assessments used and list the student’s preferences, interests, strengths, and needs based on the results of the assessments.
• Address <i>all</i> areas of transition needed for the student.
• Write goals that are measurable and attainable.
• Be sure to review the goals throughout the year for planning and instruction.
• Make sure everyone knows what he/she is responsible for in the transition plan.
• Make sure the transition component “drives” the rest of the IEP.
• Create a way to indicate progress of each goal.
• Indicate persons/agencies involved with the attainment of each goal.

Similarly, occupational experience is important for CTI students. CTI support services should coordinate opportunities exposing students to actual work experiences, career opportunities, and post-secondary options and supports. Suggested activities include community service, summer employment, apprenticeship, internship, co-op experiences, part-time employment, school and industry tours, job shadowing, entrepreneurship, career preparation activities (resume, interviews, etc.), and school and business visits.

Supervision is also critical to successful CTI services. CTI Coordinators should manage the supervision and evaluation of CTI students' occupational skills and work-related behaviors in career and technical classes, labs, and work sites. With support from the local school system, a CTI Coordinator must ensure the necessary accommodations and modifications specified in the student's IEP are being met in the CTAE environment.

Career education is also a vital component of a CTI program. With support from the school, a CTI Coordinator should help students formulate their plan and provide the tools needed to achieve their goals. It is beneficial in the transition process to expose students to as many career options and opportunities as possible. Potential mediums for exposure include: develop career manuals, attend career fairs, visit technical colleges, tour businesses and industry, talk to military recruiters who visit your school, and invited guest speakers.

Additionally, organization plays a significant role in the success of CTI programs. CTI Coordinators should work with other teachers within their department to establish a transition file for students. They should also help students save information throughout high school that will benefit students after graduation (resume, business contacts, duplicate applications, college information, testing results, community service providers, project and awards, pictures, armed services, voter registration card, etc). Development of an online or paper document portfolio is

a valuable tool to provide your students as they leave high school. These items will also be necessary in the development of the Summary of Performance.

Like organization, scheduling is an important component of CTI services. CTI Coordinators should work closely with the person responsible for student schedules in order to assure appropriate course selection. Making the most appropriate course selections can enhance the transition process. CTAE classes are becoming more rigorous and academically challenging, so students should be appropriately placed in these courses and programs based on their interest, abilities, and career objectives (post-secondary outcome completion goals). CTI students may participate in any program in which they meet both the instructional requirements prerequisites, reasoning skills, learning skills, and the setting demands, ability to stay on task, self-monitor, perform safely. Examples might include certification programs, distance learning, work programs, and dual enrollment. Although students with disabilities must meet standard service entry requirements, entry testing must allow any accommodations listed in a student's IEP for test taking.

Follow-up is the final significant element of CTI services. CTI Coordinators should attempt to maintain communications with CTI graduates. Maintaining contact with your graduates adds validity to your services and enables the coordinator to plan programs and activities which prove beneficial to your students. Former graduates are often helpful in mentoring students and serving as resources for your program. Education and transitioning are both never ending processes, and a goal should be to successfully transition every student on the caseload. Coordinators should inspire by example and encourage and educate students to be the most efficient and productive workers they can be.

Chapter 6: Legal Mandates

The two laws primarily influencing CTI services are Carl D. Perkins and IDEA.

Revisions of both pieces of legislation are summarized in the two tables that follow.

Major Changes to Carl D. Perkins	
1998	2006
<p style="text-align: center;"><u>Legislation Name</u></p> <p>Carl D. Perkins Vocational and Technical Education Act of 1998</p>	<p style="text-align: center;"><u>Legislation Name</u></p> <p>Carl D. Perkins Career and Technical Improvement Act of 2006</p>
<p style="text-align: center;"><u>Definition of Special Populations</u></p> <p>“Special Populations” means:</p> <ul style="list-style-type: none"> -Individuals with disabilities -Individuals from economically disadvantaged families, including foster children -Individuals preparing for nontraditional training and employment -Single parents, including single pregnant women -Displaced homemakers -Individuals with other barriers to educational achievement, including individuals with limited English proficiency 	<p style="text-align: center;"><u>Definition of Special Populations</u></p> <p>“Special Populations” means:</p> <ul style="list-style-type: none"> -Individuals with disabilities -Individuals from economically disadvantaged families, including foster children -Individuals preparing for nontraditional training and employment -Single parents, including single pregnant women -Displaced homemakers -Individuals with limited English proficiency
<p style="text-align: center;"><u>Occupational and Employment State Level Activities</u></p> <p>States should:</p> <p>Equip teachers, administrators and counselors with the knowledge and skills needed to assist students and parents with career exploration, educational opportunities, and education financing</p>	<p style="text-align: center;"><u>Occupational and Employment State Level Activities</u></p> <p>States should:</p> <p>Provide academic and CTE teachers, faculty, administrators, and career guidance and academic counselors with the knowledge, skills, and occupational information needed to assist parents and students, especially special populations, with career exploration, educational opportunities, education financing, and exposure to high-skill, high-wage, or high-demand occupations and nontraditional fields, including occupations and fields requiring a baccalaureate degree</p>

<p style="text-align: center;"><u>State Plan Contents</u></p> <p>The state plan contents did not have to include any actions that specifically impacted special populations, nor did the state plan specifically have to include targeted teacher development for working with special populations.</p>	<p style="text-align: center;"><u>State Plan Contents</u></p> <p>State plans must now include:</p> <ul style="list-style-type: none"> -How secondary programs will prepare CTE students, including special populations, to graduate with a diploma. -How programs will prepare students, including special populations, academically and technically, for postsecondary education opportunities or entry into high-skill, high-wage, or high-demand occupations in current and emerging occupations, and how participating students will be made aware of such opportunities. -Provisions to impart knowledge and skills needed to work with and improve instruction for special populations to teachers.
<p style="text-align: center;"><u>Local Plan Contents</u></p> <p>The local plan must describe the process for reviewing programs and identifying and adopting strategies to overcome barriers that lower special populations' rates of access to, or success in, vocational and technical education programs; and how programs will be provided that are designed to enable special populations to meet state performance levels.</p>	<p style="text-align: center;"><u>Local Plan Contents</u></p> <p>The local plan must now include all of the previous stipulations, and must now describe how activities will be provided that prepare special populations, including single parents and displaced homemakers, for high-skill, high-wage, or high-demand occupations that lead to self-sufficiency.</p>
<p style="text-align: center;"><u>Local Required Uses of Funds</u></p> <p>The 1998 legislation required that local school districts develop and implement evaluations of vocational and technical education programs being carried out with Perkins funds, including an assessment of how the needs of special populations are being met.</p>	<p style="text-align: center;"><u>Local Required Uses of Funds</u></p> <p>In addition to the 1998 requirement, local districts now must also provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in CTE programs, for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency.</p>

Major Provision Changes to IDEA	
1997	2004
<u>Legislation Name</u>	<u>Legislation Name</u>
Individuals with Disabilities Education Act	Individuals with Disabilities Education Improvement Act
<u>Enforcement</u>	<u>Enforcement</u>
<p>Monitoring and enforcement of the IDEA were not specifically addressed in 1997.</p> <p>Language in the bill did allow the Federal government to sanction non-compliant States by withholding funds, but the Department has never done so.</p>	<p>The legislation requires a State and Federal partnership to enforce the law by requiring States to develop a plan, establish targets and meet them in the provision of a free appropriate education, general supervision, transition services, and disproportionate representation of minorities.</p> <p>If States fail to meet targets, Federal sanctions will be applied, including, withholding or directing funds or denying the flexible use of funds, among other options.</p>
<u>Discipline</u>	<u>Discipline</u>
<p>IDEA 1997 established the parameters for removing disabled students from school when they have behavior problems.</p> <p>When disciplining disabled students, a school must determine if the behavior was a result of the disability before removing them from school.</p> <p>If students are removed from school, their services do not cease.</p> <p>When it was found that the child's behavior was not a result of their disability, the educational placement did not change, and services continued. The burden was on the school to sue for a change of placement.</p> <p>Schools can remove students for 45 days, no questions asked, if they bring a gun, bomb, or drugs to school.</p>	<p>The goal was to reverse bad policies enacted in the House bill.</p> <p>This requirement was maintained.</p> <p>This requirement was maintained.</p> <p>When it is found that the child's behavior was not a result of their disability, services continue; the educational placement, however, may be changed. The burden is on the parent to appeal the decision.</p> <p>In addition to removal for guns, bombs, and drugs, students can be removed for committing serious bodily injury.</p>

<p style="text-align: center;"><u>Early Intervening</u></p> <p>Students who were struggling in school had to wait until they were failing to get the help they needed through special education.</p>	<p style="text-align: center;"><u>Early Intervening</u></p> <p>Schools will be able to use up to 15% of IDEA money to support students who have academic and behavioral problems in regular education, but who are not disabled. This will get services to children earlier and prevent future problems.</p>
<p style="text-align: center;"><u>Transition</u></p> <p>In 1997, schools had to consider transition issues for disabled students, but did not have to set clear goals for life after school.</p> <p>Agencies other than schools, such as Vocational Rehabilitation, Social Security, and institutions of higher education, were not required to participate in transition planning for students.</p>	<p style="text-align: center;"><u>Transition</u></p> <p>Schools must plan for transition by setting transition goals and providing transition services beginning at age 16.</p> <p>A 3-year education plan focused on post-secondary goals can be developed for students.</p> <p>The vocational rehabilitation system will become more involved in secondary schools and transition planning.</p> <p>All disabled students who are leaving secondary school will receive a summary of their accomplishments and transition needs along with their report cards.</p>
<p style="text-align: center;"><u>Teachers</u></p> <p>State standards for special education teachers were not well-defined, and as a result many special education teachers do not have the skills they need.</p>	<p style="text-align: center;"><u>Teachers</u></p> <p>A standard for highly qualified teachers is established. To be highly qualified, all teachers must be fully certified in special education or pass State special education licensure exams, hold a bachelors degree, and demonstrate subject knowledge.</p>
<p style="text-align: center;"><u>Teacher Preparation</u></p> <p>Teacher preparation was supported through State Improvement Grants, which dedicated 75% of funding to professional development and 25% to general capacity building activities.</p> <p>Teacher preparation was also supported through grants for scholarships at colleges and universities.</p>	<p style="text-align: center;"><u>Teacher Preparation</u></p> <p>100% of State Personnel Development Grants will be used for teacher improvement and professional development, with an emphasis on efforts to recruit, prepare and retain well-qualified teachers.</p> <p>Enhances support for educators to ensure they possess skills and knowledge to help students with disabilities succeed, including creating a new grant program for institutions of higher education focused on training beginning special educators through an extended clinical experience or teacher-faculty partnerships.</p>

<p style="text-align: center;"><u>Pre-school and Early Intervention Services</u></p> <p>IDEA 1997 maintained two separate systems:</p> <ul style="list-style-type: none"> -early intervention programs for infants and toddlers ages birth through 3 -special education programs for children with disabilities ages 3 through 5. 	<p style="text-align: center;"><u>Pre-school and Early Intervention Services</u></p> <p>States will have the flexibility to develop a seamless system to serve disabled children from ages birth through 5.</p>
<p style="text-align: center;"><u>Civil Rights</u></p> <p>Parents who have an issue with their school have two options to resolve the problem: to engage in voluntary mediation with the school or to go through due process.</p> <p>Often, the local educational agency did not have an opportunity to get involved in the issue and resolve the problem before due process.</p>	<p style="text-align: center;"><u>Civil Rights</u></p> <p>If a parent files a complaint, the parent and the local educational agency must meet and try to solve the problem before a due process hearing can occur. This gives the local educational agency the chance to solve the problem earlier without the need for lawyers and hearings.</p> <p>A 2-year statute of limitations is placed on a parent's ability to file a complaint, and a 90 day limitation on appeals. Parents and schools are expected to provide better information to each other when they file complaints.</p> <p>Hearing officers must decide cases based on the denial of an appropriate education, not on procedural mistakes alone.</p>
<p style="text-align: center;"><u>Accountability</u></p> <p>Students with disabilities are included in state and local accountability systems, but alternate assessments to measure the progress of mentally retarded students did not count.</p>	<p style="text-align: center;"><u>Accountability</u></p> <p>Alternate assessments are included as a part of state and local accountability systems, and alternate assessments aligned to extended State standards are allowed.</p> <p>A national study of alternate assessments will be conducted to ensure that these assessments measure the progress of mentally retarded students and that they meet appropriate standards.</p>

<p style="text-align: center;"><u>Funds</u></p> <p>Districts could use 20% of any increase in IDEA funds flexibly for any local purpose.</p> <p>Schools often had difficulty when they needed to serve students with significant disabilities whose needs are very high cost.</p> <p>The law was silent on full-funding of special education.</p>	<p style="text-align: center;"><u>Funds</u></p> <p>School districts will now be able to use a portion of IDEA funds for educational programs, so long as the LEA is in compliance with IDEA.</p> <p>States will be allowed to establish risk pools to help districts pay for high cost students.</p> <p>Mandatory full funding is not provided for in this bill, but Congress states its commitment to reach full-funding by 2011.</p>
<p style="text-align: center;"><u>Paperwork and Meetings</u></p> <p>Education plans for disabled students had to include goals, and short-term objectives describing how those goals would be met.</p> <p>When developing or changing education plans, the parent and a team of educators had to be present.</p> <p>Since 1997, schools have complained that paperwork from IDEA has taken too much time away from teaching.</p>	<p style="text-align: center;"><u>Paperwork and Meetings</u></p> <p>Education plans still include goals for all students and short-term objectives for the most severely disabled students. And schools must report quarterly to parents of all children on how their child is progressing toward their goals and how that progress is measured.</p> <p>Schools and parents can develop and change education plans using methods such as conference calls or by writing amendments rather than holding meetings.</p> <p>To ease paperwork, 15 states will be given the opportunity to develop novel approaches to reducing paperwork, while protecting the full civil rights of students in their states.</p>
<p style="text-align: center;"><u>Special Education Research and Studies</u></p> <p>Special education research was overseen by the Office of Special Education Programs, rather than the Department's research unit.</p>	<p style="text-align: center;"><u>Special Education Research and Studies</u></p> <p>Special education research and will now be overseen by the Department's central research institute.</p>

Chapter 7: Roles and Responsibilities of the CTI Coordinator

There are certain factors necessary for the successful delivery of CTI support services. Each school system committing itself to CTI support services needs full cooperation and support from the principal, CTAE supervisor, special education coordinator, counselors, and other administrators to ensure CTI services are complete with all components in operation. Success depends on cooperative effort between special education and CTAE programs and the administration of each. In addition to the administrative team, the CTI Coordinator serves as a liaison between CTAE and special education programs.

The key to successful CTI support services is a knowledgeable and conscientious coordinator. A CTI Coordinator must strive to master the wide range of competencies required to implement and operate CTI support services. Mastery of such competencies requires communicating with a host of educators, parents, support agency personnel, business professionals, and community members. An interdisciplinary team approach to providing CTAE opportunities can link students with disabilities to the real world of work and better prepare them for more successful high-skill, high-wage, and high-demand occupations.

CTI Coordinators are encouraged to consult each section of the CTI Coordinators Handbook for a better understanding of support services and implementation procedures. Suggested goals and objectives that will promote best practices of successful CTI support services are listed below.

1. Set program goals for the school year and methods for achieving them.

- Promote effective programming by facilitating communication, coordinating services, and ensuring confidentiality.
- Strive for self-improvement and mastery of CTAE objectives.

- Familiarize yourself with local system policy and procedures.
- Serve as liaison between CTAE and Special Education programs.
- Disseminate information about CTI support services and conferences.
- Attend recommended and required professional conferences and meetings such as professional development days, leadership conferences for students, leadership conferences for coordinators, and regional meetings.
- Participate in civic/community projects including statewide campaign.

2. *Develop a record system that is easily maintained and utilized.*

- Create individual student records reflecting academic information, contact information, student achievements, assessment results, and CTAE path progress data.
- Maintain program records concerning supplies, materials, equipment, and budget information.
- Complete state required reports.

3. *Assist with career interest and aptitude assessments of CTI students.*

- Administer informal career interest surveys and assessments as appropriate.
- Utilize local agencies which can assist with interest and aptitude assessments, such as vocational rehabilitation.
- Compile and record results of assessments relative to individual learners.

4. *Serve on current CTI students' and potential students' IEP planning committee.*

- Provide CTAE and occupational input.
- Advocate for CTI students.
- Relay information regarding student's career interest and aptitude.
- Suggest appropriate courses related to current CTAE offerings within your high school setting.
- Identify accommodations, supports, or services necessary for participation in specific CTAE environments.

- Assist in the development of the transition section of the IEP.
- Coordinate with local director of special education, CTAE cooperative program coordinators, and local, public, and private rehabilitation employment services to determine appropriate job placements.
- Participate in the scheduling process of CTI students to ensure the best possible educational setting.

5. *Support CTAE programs and CTI students to ensure success within the CTAE environment.*

- Obtain a list of the basic requirements for entry and participation in all CTAE programs from the appropriate CTAE instructor.
- Determine strategies or accommodations to ensure acquisition of CTAE skills.
- Identify, obtain, and utilize commercial instructional materials related to individual learner needs.
- Modify instructional media, materials, and equipment utilized in CTAE programs.
- Provide related instruction for individual learners as outlined by CTAE instructors.
- Assist CTAE instructors in accommodating and evaluating student achievement.
- Establish and maintain positive working relationships with all CTAE instructors.
- Build advocacy skills within students.
- Utilize existing resources: career centers, programs, services, and technologies.

6. *Utilize an effective learning team to promote student success.*

- Identify potential team members including school and non-school personnel.
- Establish an advisory committee to provide input and feedback toward the learning and employment opportunities of your students.
- Build relationships with team members to promote participation.
- Encourage the development of relationships between team members and students to promote both learning and employment opportunities.

- Include administrators so they stay informed about program changes or needs.
- Establish roles and responsibilities with the ParaEducator.
- Collaborate with students, parents, Special Education teachers, CTAE instructors, and regular academic teachers on a regular basis.
- Encourage the use of advocacy skills by promoting student input.
- Seek and encourage parental involvement.
- Develop and strengthen public relations through community awareness and service.
- Build a working relationship with counselors from the Division of Vocational Rehabilitation Services.

Documentation and Monitoring Student Performance

Stemming from current litigation and accountability trends, the value of sound recordkeeping has been increased. Various agencies, teachers, and administrators may elect to spot check your program at any time. The most effective method to avoid trouble is to maintain sufficient records. Records can be divided into three groups: students, CTI program in general, and activities and duties. Please be aware of what forms your individual system requires. You may need to check with your administrator(s) to determine what documentation is necessary and appropriate for your county or school.

Safety

Safety is as important to course objectives as the skills and knowledge required to produce a skilled worker. Safety in the classroom, laboratory, and on the job should be a priority of every CTAE instructor, especially those involved in teaching students with disabilities. There are specific safety rules and regulations for each CTAE area as well as overall safety standards with which a CTI Coordinator must become familiar. The best way to emphasize safety is

through constant awareness and prevention. Guidelines can also be reviewed with the CTAE program instructor for guidance.

CTI Coordinator's Responsibility for Safety

The regular CTAE instructor, as manager of the learning activities in the instructional program, is primarily responsible for the safety of each student within the program. The CTI Coordinator must be able to recognize an adequate safety program and provide initial and back-up safety instruction in each CTAE area. An important function for the CTI Coordinator is to be a model of safety in the classroom. Always wear appropriate protective clothing and equipment specified for a hazardous area, and always follow prescribed safety procedures when working or visiting in a CTAE lab area.

It is suggested each CTI Coordinator check with his or her CTAE supervisor and/or building principal for local safety regulations and policies. A wealth of instructional material pertaining to safety is available from publishing firms. Although the CTAE instructor is primarily responsible for the class, the CTI Coordinator should be mindful of liability issues that apply to all personnel.

Chapter 8: Career Development and Guidance

Numerous career development models have been developed for students in recent years. These models are based on the assumptions that career development is a life long process and interrelated with self-concept. Career development goals for secondary students are as follows:

- Students will develop knowledge of aptitudes needed for successful performance in occupations that are of interest to them.
- Students will understand the importance of high school subjects as preparation for given occupations.
- Students will identify career opportunities in and around their community.
- Students will develop work readiness skills including work ethic training, job training, and interview skills.

Educational Planning

Educational planning is the process of helping CTI students formulate challenging and rewarding educational plans. These plans should include both secondary and post-secondary educational outcomes. A well-developed educational plan should:

- Use assessments to provide valuable planning information such as learning styles, interests, and ability assessments.
- Review each student's educational history as well as current academic test scores.
- Develop self-advocacy skills.
- Identify learning accommodations that are essential for individual students.
- Visit educational facilities to promote interest in an array of occupations.
- Assist in the completion of post secondary forms and applications.
- Refer students to Vocational Rehabilitation for educational services and resources.
- Introduce students to the student services department and/or special populations counselor at post-secondary level.

- Encourage students to attend educational environments that are best for them such as a technical college, small college, or university.
- Encourage students to prepare for the GED exam if appropriate, prior to entering certificate programs at the post-secondary institutions.

Self-Advocacy Skills

It is important to give students the tools they need to be successful. One skill CIT Coordinators can build within students is self-advocacy. It is important to teach students how to provide for themselves when coordinators are no longer a part of their education or employment environment. Coordinators should assure students:

- Are taught to accept and acknowledge their disability,
- Know and can explain to others how they learn,
- Are involved in the decision making IEP team,
- Speak for themselves when necessary,
- Use the support systems available to them,
- Are able to describe accommodations or modifications that work for them, and
- Are proactive in learning situations rather than reactive to learning situations.

Chapter 9: Career/Vocational Assessment

Vocational assessment provides valuable information to identify a student's projected worker skill level and provide a structured framework in which an individual's measured interests can be compared to the interests of others. These services facilitate data and information gathering that assists in the projection of a student's need for workplace accommodation. Additionally, vocational assessment assists in determining necessary accommodations involving low to high technology interventions. A student's transition plan should clearly identify education, training, job placement, and other support services that will be coordinated to insure post-secondary success. Vocational assessment services can assist in the development of a school transition plan that can be realistically implemented.

Assessing Skill Level

The assessment process should include coordinator observations as well as a purposeful file review, interviews, and other structured methodologies.

Assessment Components
• School record review
• Student and teacher reports
• Vocational evaluation through vocational rehabilitation
• Vocational assessment or screening
• Situational assessment or work evaluation

Assessment Considerations

Identification of questions from the initial evaluation will provide a framework for the assessment process. Questions appropriate in the vocational assessment process include.

- What is the student's current skill level?
- What jobs could realistically be entered without further training?

- Does the student have the potential to pursue further training?

Examine the rationale for the answers to these and other questions. Additional questions may address if accommodation or remediation in an area of functional limitation would impact the student's future vocational potential. If accommodations are considered, it is important to examine whether or not the workplace will accept these accommodations. Should remediation strategies be considered, it is also important to recognize who will be responsible for providing remediation interventions and whether or not the remediation strategy can be realistically implemented at school. If not, the funding for outside resources should be identified before the strategy is considered applicable to the student's vocational plan. Finally, it is important to acknowledge and address the presence of additional barriers that could impact the student's vocational planning and, ultimately, their transition from school to work.

School Transition and Vocational Assessment

The actual process of developing and implementing a student's transition plan is the blueprint to progress from student to worker or post-secondary student. It is important the transition planning include the student, their family, their teachers, and others as deemed appropriate in the transition process. Vocational assessment helps clarify and quantify the student's interests, abilities, and worker aptitudes. Because the transition period is relatively short compared to how long a student will be a worker, it is important to begin the evaluation process as early as possible. It should be developed to meet the individual student's needs and include multiple assessment methods, as well as exploratory career activities.

Methods of Assessment

Methods of vocational assessment may include activities planned and initiated by the CTI Coordinator and may also include standardized vocational evaluation by a Certified Vocational

Evaluator (CVE). Appropriate methods for gathering information in the assessment process include:

- Authentic assessment (i.e. the student performing work skills),
- Criterion based assessment (i.e. have the student complete a job application),
- Teacher observation (i.e. detailed reports the teacher completes on the student),
- Performance assessment (i.e. using rubrics to grade portfolio type assignments),
- Self-assessment (i.e. have the student rate themselves in different areas), and
- Standardized tests.

Assessment of vocational interests is also a critical component in vocational assessment and transition planning. Activities to promote awareness of jobs and work duties, training, and anticipated earnings are encouraged to introduce the student to their unique interests in relation to the world of work. Standardized interest measures should be used with students to measure their interest patterns in comparison to the instrument's norm sample. Results should be used to validate expressed interest patterns and to provide a framework for further career exploration for those students who have strong patterns of vocational interests.

Sometimes these instruments may under- or overestimate the actual abilities and aptitudes of students with disabilities; therefore, caution must be heeded under such instrument implementation. For all assessments, it is important to read the instrument manual, understand the score interpretation, and consider the implications of the student's disability. For example, many of these instruments are timed and a student with disability who works slowly, but accurately, may do poorly in overall score; their accuracy, therefore, gets misrepresented in the test results. Though useful in the assessment process for some students, standardized tests should

never be the sole measure of information considered in the vocational assessment completed component of transition planning.

Career exploration should be included in the vocational assessment process as participation in CTI services provides the first vocational exposure opportunity for many students. All students are provided the opportunity to grow personally at the juncture from high school to post-secondary pursuits. Likewise, the transition period for students with disabilities provides opportunity for developing self-determination skills. Some students may have difficulty expressing vocational interests because they have not had the opportunity to explore interests, others may not be comfortable expressing preferences. The confidence of the student, as well as personal reactions pertaining to the world of work should be considered when interpreting vocational interest testing results and the outcome of career exploration.

Examples of Vocational Aptitude/Evaluation Instruments	
Test/Battery/Instrument	Publisher/Vendor
Apticom	Vocational Research Institute
ASVAB	U.S. Armed Forces
CareerScope	Vocational Research Institute
Differential Aptitude Test	Psychological Corporation
McCarron-Dial System	McCarron-Dial, Inc.
Career Assessment Inventory	National Computer Systems, Inc.
Career Decision Making System	American Guidance Services
O-NET Interest Profiler	U.S. Department of Labor
Self Directed Search	Psychological Corporation
Vocational Interest Exploration System	McCarron-Dial, Inc.

Vocational Skills

Employers have identified certain traits they want workers to bring to the workplace. These basic worker prerequisite include things such as the ability to follow a set schedule, arrive on time, sustain attention and concentration, regular attendance, receive instruction, and work closely with others. There are also aptitudes and abilities possessed by potential workers innate

to the individual or learned through school and work experiences. Workers also bring to the workplace the implications of their own unique interests and temperaments. As part of the process of transition planning for students with disabilities, the functional strengths and weaknesses of potential workers with disability must also be considered.

The Vocational Assessment Process

It is important to approach the vocational assessment process with structured methodology. The following steps are recommended to include in the process:

1. Obtain student history (medical, psychological, academic, etc.),
2. Complete a vocational interview,
3. Identify the student's functional strengths and limitations,
4. Analysis and synthesis of information obtained,
5. Project the vocational implications,
6. Evaluate potential for accommodations and use of assistive technology, and
7. Consider employability and placeability implications.

Worker Skill Level

An important consideration in the vocational assessment process for students with disabilities is their current and future skill levels. Skill levels of occupations include unskilled, low semi-skilled, semi-skilled, and professional occupations. Unskilled occupations do not require worker skills and are most often found in entry-level occupations in service, industrial, and construction trades. Unskilled to low-semi-skilled jobs are the lowest levels of competitive work activity generally combined with the highest level of physical demands. These jobs are typically associated with service and hands-on trades, such as cleaning services or lawn maintenance, and they often present the greatest challenges in realistic workplace

accommodations. Contrarily, technical/professional jobs entail increased cognitive and emotional demands and require higher level technical or college training. Accordingly, these positions tend to have higher wages and better worker benefits. Assessment for these positions should involve the evaluation of technology and how it can be integrated into workplace accommodations.

Critical Factors To Successful Employment At Any Skill Level	
• Basic worker prerequisites	• Motivation to work
• Mental and physical exertion capacity	• Realistic expectations
• Emotional stability	• Labor market supports placement
• Stability of health	• Need for employment supports
• Transportation	

Consider the different employment options available to students today. These options include competitive employment, supported employment, and customized employment. The type and intensity of supports necessary for work activity to occur defines the level of employment the student will transition into following high school.

Assistive Technology and Predicting Employment Potential

Vocational assessment and formalized vocational evaluation should always include consideration of the implications of assistive technology. Because assistive technology coordinators are available through public schools as well as the Georgia Department of Labor’s (DOL) Rehabilitation Services Program, a team approach is often ideal to maximize resources available to students. Some schools have found students participating in CTAE can be excellent resources for the development of practical assistive technology strategies for themselves and their peers. Consider seeking an appropriate CTAE teacher to determine if problem-solving might be incorporated as a classroom project. Assistive technology can range from no-tech to high tech and is sometimes implemented at minimal cost. It is important to be certain each strategy is realistic for the student.

Formalized Vocational Evaluation Services

Services provided through vocational assessment may lead to questions best answered through formalized vocational evaluation services. These services may be available as part of the services provided by the Georgia DOL's Vocational Rehabilitation Program. Evaluation models used in Georgia include Comprehensive Vocational Evaluation, Vocational Profile (VP), and Limited Vocational Evaluation. The Vocational Rehabilitation Counselor serving the CTI Coordinator's school would be the liaison determining if a student is eligible to receive a vocational evaluation.

The Comprehensive Vocational Evaluation is considered a traditional vocational evaluation and includes evaluation of intelligence, academic achievement, aptitudes, learning styles, interests/temperament, skill analysis, and recommendations/accommodations. Similarly the VP can also include content areas of the Comprehensive Vocational Evaluation. The profile contains or accomplishes all of the following from the individual's whole history: allows open ended evaluation planning to meet unique needs, the inclusion of significant others in the evaluation process, and opportunity to thoroughly describe the individual as opposed to reporting an instance of performance.

The more questions related to employment potential, the more likely a VP will be helpful. The need for a VP may also positively correlate with the severity of disability and the evaluation of realistic employability. A VP may also be warranted when activities of daily living issues are specifically related to vocational considerations.

Time limited evaluation occurs when a Comprehensive Vocational Evaluation or VP is not necessary to answer the questions posed at the time of referral. If this is the case, analysis of case information reveals that an isolated area of questions can lead to the development of a

realistic vocational goal. A Limited Vocational Evaluation may address employability, independence, needed interventions, or identify a specific occupation or training program.

Utilizing Vocational Evaluation Services

To maximize the use of formalized vocational evaluation services, the CTI should ask specific questions to be answered by the evaluation. Examples of questions include:

1. What is the projected skill level of the student?
2. Does he or she possess transferable skills from high school studies?
3. What is the student's current potential for employment?
4. What is the student's projected potential for future employment with training?
5. What are the student's vocational strengths and weaknesses?
6. Is the student currently employable? At what level?
7. Could his or her employability be improved? If so, how and to what extent?
8. What occupations could he or she realistically enter without training?
9. What occupations could the student enter with training?
10. What accommodation strategies do you recommend for the student?
11. What community resources/coordinators could assist him or her?
12. What questions do you have to further detail any functional limitations and predict vocational readiness?
13. Do you feel the student is or could be a realistic candidate for successful employment? What is the rationale for this opinion?
14. If the student is not employable at this time, why not and what areas need improvement?

Strategies for Collaborative Success

It is important that collaborative efforts are efficient to insure the student's potential gain is maximized in the evaluation process of the transition plan, and in his or her post-secondary

relationship with the state rehabilitation agency. Recommendations for collaborative success include:

- Maintain communication,
- Get to know the Vocational Evaluators working with state rehabilitation agency,
- Share information,
- Provide feedback regarding the VE work product,
- Maintain a team approach, and
- Ask questions.
 - Does planning support maximizing years in the school system? What is the impact on work potential?
 - Are goals realistic in consideration of local resources and philosophies?
 - Has employability and placeability issues been considered?
 - Is funding available?
 - Are recommended goals consistent with the student's goals? The goals of their family?

Peach State Pathways

GADOE's Peach State Pathways provides information regarding career and transition planning for students with disabilities. Assessment information should be used as the basis for students' goals and action plan. An assessment of the skills and interests related to education, employment, training, independent living skills (as appropriate) must be conducted prior to developing the transition components. The transition assessment should be on-going and fluid. This assessment can begin when the student is transitioning from the eighth grade or not later than 16 years old based on the student's areas of interest.

Chapter 10: Planning and Implementation

Program planning and implementation of the CTI classroom and laboratory must be consistent with the goals of the students, faculty, and administration as well as federal, state, and local requirements. Experience has shown full implementation of all phases of CTI support services may take two to three years to achieve the total desired effectiveness.

The CTI Coordinator is a key factor for successful implementation of CTI services. Therefore, he or she must strive to master the wide range of competencies required to implement and operate CTI support services. Mastery of such competencies requires reaching out to a host of professional educators, parents, support agency personnel, and community members. If a coordinator reinforces broad-based cooperation involving more people in the education process, more people are likely to commit to sharing the responsibilities for CTI support services.

Steps of Implementation

1. Obtain/possess teacher certification in special education.
2. Gain CTI certificated endorsement.
3. Select a program delivery model that best meets the needs of the local situation. Visit several established successful CTI support service providers in your areas to observe and choose a specific model plan.
 - a. Inclusive Lab Support Services (*This is the state model*): The CTI Coordinator or ParaEducator spends each period, excluding the required planning period, in one or more CTAE labs. This model provides services on a rotation basis within labs, periods, and days of the week meeting the needs of multiple students within different CTAE programs.
 - b. Resource Support Services: The CTI Coordinator is utilized in one specific location. CTI students are served on a daily basis within the CTI classroom as part of their daily course schedule. CTAE instructors send CTI students, on a needs basis, to the coordinator or ParaEducator for assistance. Course content may include employment training and preparation.
 - c. Combination Inclusive Support Services and Resource: This model typically requires a ParaEducator as part of CTI support services. CTI student numbers may determine

ParaEducator assistance. Students may be scheduled into a CTI class on a daily basis, but when necessary, the CTI Coordinator is able to go into the CTAE labs and assist students to ensure understanding of the course content for limited periods of time. The resource class time then provides students with additional support services to ensure that they are prepared for success within their CTAE program and for future employment.

4. Review budget information with the CTAE supervisor, as well as the special education director.
5. Inventory materials and supplies.
6. Inspect the allotted space for CTI services and organize it into functional workspace.
7. Consider the options of having a full-time ParaEducator, a part-time ParaEducator, or no ParaEducator
8. Provide in-service sessions to inform CTAE instructors, special education teachers, counselors, and the academic faculty of the purpose and services provided by CTI.
9. Set program goals and objectives for success.
10. Set up an effective referral system ensuring enrollment standards are met by participating in the development of the IEP of each potential CTI student.
 - a. Assist in setting goals and objectives realistically corresponding to the student's interest and abilities in measurable terminology.
 - b. Participate in the CTI student's scheduling process and carefully consider the CTAE program demands, student needs, and the caseload of instructors.
11. Develop an assessment plan.
12. Set up a record-keeping system that maintains confidentiality.
13. Create an effective oral and written communication system with parents, teachers, and other agencies to promote student success.
 - a. Provide CTAE instructors with student information specific to their course of instruction including, but not limited to, IEP components such as specific CTAE goals and objectives, modifications/accommodations for the course, and the behavior intervention plan.
 - b. Support CTAE instructors to meet individual student needs.
 - c. Provide CTAE instructors with suggested coordinator/ParaEducator responsibilities.
 - d. Counsel with students to set up individual education, transition, and/or career plans.

14. Develop relationships with community agencies to promote work experience opportunities.
15. Utilize various strategies to promote student learning.
16. Attend region meetings to keep abreast of professional and student activities.
17. Create a participation plan for student conferences including student selection system, fundraising ideas, and project ideas.
18. Seek guidance from the state advisor, state coordinator, and other experienced CTI Coordinators.
19. Participate in professional development opportunities specific to CTI and CTAE instruction.

Remember, all of the steps identified above are important in implementing CTI support services. Each coordinator must be able to assess their local situation and organize the responsibilities to best serve their student population.

Chapter 11: State Program Regulations

Enrollment Requirements

CTI services offer specific interventions to assist students with disabilities in developing work-related skills. Every student who is eligible for special education will not fit the criteria for CTI support services. The criteria for student placement into CTI are as follows.

- The student must be legally identified under IDEA as a student with a disability and served through the special education program.
- The student requires accommodations to ensure successful participation in a CTAE program; however, the student should not require CTI assistance on a daily basis for the majority of the period.
- The student must be enrolled in a CTAE program of study.

Teacher Qualifications

According to the Georgia Professional Standards Commission, every CTI Coordinator must possess a valid teaching certificate in special education or a related field and a supplemental field endorsement for CTI. The supplemental field certificate requires participation in a 15-hour graduate level, summer school pre-service session in preparation for operating CTI support services and the successful completion of a specified internship course during the first year of employment as a CTI Coordinator.

Caseload Guidelines

CTI Coordinators should be assigned on a full-time basis, based on school scheduling of a regular school day. If the caseload exceeds the suggested caseloads provided in the table below, a ParaEducator should be provided to assist in following IEP guidelines/goals in the CTI services.

State Department Caseload Guidelines	
<u>Number of Periods Per Day</u>	<u>Maximum Student Load</u>
6	35

CTI is based on the recommended state model of inclusive lab support services, and the maximum student load reflects the Coordinator in class for five periods of a six period day. Refer to State Board Rule IEC 106.5-1-.08 App. B for specific information regarding class size.

General School Responsibility

An effective CTI Coordinator is able to maintain contact with the Special Education and CTAE Departments. CTI Coordinators funded positions are provided by the Local Education Agency through the Special Education Division. The CTI Coordinator's main connection is with the Special Education department. A CTI Coordinator is responsible for working with both divisions for placement of CTI students. When making choices for program meetings held at the same time, the CTI Coordinator's responsibility lies with Special Education.

Teacher-Program Grant Responsibilities

The GADOE CTAE Division provides a support grant for CTI Coordinators. A Program of Work (POW) is required for documentation and submitted for consideration of funds. The local school system and state department determine student directed activities which must be completed. The support grant consists of four sections:

- Professional learning,
- Career Technical student organizations (CTSO's),
- Advisory boards,
- Work-based learning opportunities.

These activities may also include but are not limited to the following: home visits, job placement in conjunction with co-op or Youth Apprenticeship Program, collaboration with ancillary agency personnel, curricular/program meetings with regular CTAE educators, and meeting CTI service requirements, including both professional and student conference participation. CTI support grant participants must submit a completed annual report along with the number of students in work-based learning when applicable.

Teacher Extended-Year Responsibilities

Extended-year contract is determined by the local school system for CTI Coordinators. The documentation method of how this time is spent is determined by the local system as well. Activities on the extended year contract constitute a continuation of the CTI Coordinator's duties from the regular school year, so they must still attend appropriate state-sponsored staff development activities.

State Program Support Services

There are many different services available to local school systems from the GADOE. The following are available to local school systems from the CTAE Division of the GADOE.

- Assistance in developing, directing, and evaluating local CTI services.
- Plan and provide leadership for the summer in-service training programs for CTI Coordinators and ParaEducators.
- Provide summer in-service programs for new and replacement coordinators to strengthen the services.
- Review and approve the annual Program of Work for coordinators.
- Serve as consultant for local in-service programs and meetings.

Additionally, the Division for Exceptional Students has the following available to local systems.

GADOE: (a) provide staff training in the development of appropriate IEPs, (b) provide staff training in the development of transition plans for students with disabilities, including interagency connections, (c) assist in the development of community-based programs for students with disabilities, and (d) serve as consultant for local meetings or other needs.

Chapter 12: Local System Responsibilities

CTI support services are unique because they are supported through two different local school departments. The local school board is responsible for allowing the utilization of a teaching position to accomplish the duties and tasks outlined in the state-approved job description for these support services. Once the position is approved through Special Education, the responsibilities of the services are divided between the Special Education department and the CTAE department. Special Education is responsible for the identification of appropriate numbers and types of learners to participate in CTI support services at the discretion of the local school system Special Education placement committee. CTAE is responsible for administering the special grant of supplemental monies provided to local systems supporting CTI services.

Because CTI support services is a special education program supporting students within CTAE programs, many local program responsibilities are shared between the departments. These shared responsibilities include:

- Chain of command as determined by the local system and the administrators of both divisions,
- Monitoring and evaluating the effectiveness of CTI services,
- Enrollment of CTI participants into the appropriate CTAE programs, and
- Providing appropriate staff development and in-service for personnel providing CTAE to individuals with disabilities.

Chapter 13: ParaEducators

The Georgia Professional Standards Commission defines a Paraprofessional as a person who relates in role and function to a professional and who does a portion of the professional's job or task(s) under the supervision of a professional. Therefore, under the direction of a CTI, a CTI ParaEducator helps provide instructional opportunities to students with disabilities receiving CTI support services. A CTI ParaEducator assists the CTI Coordinator with educational activities, as well as non-teaching tasks. CTI ParaEducators should attend the summer training provided by GADOE and pass the ParaEducator test required by the state of Georgia.

As a CTI Coordinator, it is important to understand the ParaEducator is not responsible for certain instructional or non-instructional tasks. A few examples of each are listed below.

Instructional

- Be solely responsible for a classroom or a professional service on a full-time basis.
- Be responsible for the diagnostic functions of the classroom.
- Be responsible for initially preparing lesson plans and initiating instruction.
- Be used as a substitute teacher.
- Assume full responsibility for supervising assemblies or field trips.
- Performs a duty that is primary instructional in nature without supervision.
- Be assigned to work with the most "difficult" students the majority of the day.

Non-instructional

- Assume full responsibility for supervising and planning activities.
- Take children to clinic, dental or medical appointments unless permission is granted by authorized personnel.
- Grade subjective or essay tests.

All Georgia ParaEducators must hold a valid state certificate issued by the Georgia Professional Standards Commission. ParaEducators are hired through local school systems. School systems are responsible for assuring ParaEducators are in compliance with the state certification and federal requirement mandates. Each school system may have requirements in addition to the federal requirements outlined in the table below.

In January 2002, the Federal Elementary and Secondary Education Act, or “No Child Left Behind Act,” established federal eligibility requirements for educational ParaEducators. ParaEducators hired to work in Title I schools and programs must satisfy one of the three requirements described in the chart below. Administrators for schools not participating in Title I programs may also require ParaEducators in their systems to meet these requirements.

Federal and State Requirements
<ul style="list-style-type: none">• Complete at least 2 years of study at an institution of higher education.• Obtain an associate’s (or higher) degree.• Demonstrate, through a state or local academic assessment, knowledge of and ability to assist in the instruction of reading, writing, and math.

A paper/pencil version of the ParaPro Assessment is administered to ParaEducators at PRAXIS test sites six times per year. This assessment is also available online if the school system participates with the Educational Testing Service. For additional information regarding certification and federal requirements, contact the Georgia Professional Standards Commission.

The ParaEducator Handbook published by the GADOE provides specific information regarding ParaEducators and can be located on the GADOE website.

Chapter 14: Public Relations and Community Services

Public relations involvement and community services are a vital component of CTI support services. The main purposes of public relations in CTI are to advertise the support services, initiate community support for and interaction with the educational process, bridge the gap between home, school and community, and make direct contact with potential employers for future job placement.

Public relations mean generating awareness and appreciation of policies and performance. This includes activities designed to maintain a two-way flow of information so the coordinator can learn what his or her public wants and needs. The public, in turn, can be informed of the coordinator's responsibilities. In CTI public relation activities, the coordinator explains what CTI is, how it operates, and why, so the public will understand its function and purpose. The coordinator also describes students' performance, showing what they have accomplished and sharing the current status of CTI in the local school.

Approaches to Public Relations

Five major avenues, which have proven most effective, include: (1) public speaking, (2) publicity, (3) guest speakers, (4) field trips, and (5) advisory committees. These approaches, described below, afford each coordinator the means to accomplish the function and purpose of CTI.

Through public speaking, CTI Coordinators can enlist the support and cooperation of employers. They can build a good reputation for their support services. The community's understanding of CTI's function, purpose, and strength can be increased. As a result, these benefits can cause CTI to work better for students with disabilities.

Publicity is a key component in gaining the community support needed for CTI support services. By giving a clear, concise picture of CTI services and the students they support to clubs and organizations and by obtaining wide community coverage from the press and other media, CTI services become a familiar organization within the community. Knowledge about CTI students helps bring community support and involvement.

Guest speakers are another important link to the community. Since they can be influential and outspoken, the coordinator will want to be especially careful about the impression made on them. When students are able to interact with the speakers and they can be great ambassadors for CTI support services.

Field trips are a great way for students to make contact with the community, and they can enhance the public's image and knowledge of CTI support services. Not only will the students benefit from visits to businesses, career technical schools, etc., but employers and other adults in supervisory positions will interact with CTI students. They will get to see firsthand the students' strengths.

The CTI advisory committee serves as a strong communication link between CTI and the community. The opinions and observations of advisory committee members are frequently highly regarded by other employers and community representatives because of their closeness to the educational community program. The advisory committee will be instrumental in providing publicity for CTI. If they are significantly interested and involved, their influence spreads throughout the community and gives an invaluable boost to CTI's effectiveness.

In-School Relations

CTI requires input from a number of sources in order to achieve the desired objectives. A good CTI Coordinator is one who is able to establish a smooth working relationship with

CTAE and academic faculty members, supervisory and guidance personnel, Special Education teachers, and other people who have an interest in CTI. The CTI Coordinator, resource teachers, and supervisors are responsible for coordinating the efforts of the various individuals and groups. Personal interrelationships depend greatly on the interest and leadership of the top administrators of the school. All personnel in the school should know about CTI and its benefits. Excellent working relationships with the entire faculty are essential in developing and maintaining a successful support service.

Each CTI Coordinator must see that administrators are kept informed of federal laws and regulations and state policies and procedures pertaining to support services operation and reimbursement so that administrative decisions may be made within that framework. The Carl Perkins Act presently states the Federal position for CTAE. Likewise, the coordinator should make the administration aware of the policies and procedures of CTI and obtain support for the coordinator, CTAE instructors, and resource teachers in carrying them out. Finally, the coordinator should review the CTI Program of Work—which outline major policies and practices to be followed in operating CTI—with administrators to obtain their approval.

Regarding school personnel, CTI Coordinators should keep the faculty well informed about CTI support services. Coordinators should also help guidance personnel understand CTI so they can better perform the related functions such as career assessments, guidance, student referrals, and counseling. Furthermore, coordinators must take every opportunity to explain CTI to faculty and counselors. Always be on the look out for a time and a way to focus on CTI. This might be as simple as a bulletin board or as formal as a presentation at faculty orientation. Finally, it is a responsibility of the coordinator to participate in both formal and informal faculty

activities in order to establish good relations that will contribute to the total school effort of providing a good educational program for all students.

Community Relations

An Annual Appreciation Function is an excellent way to showcase CTI. This function can be as elaborate or as simple as the coordinator and CTI students' desire. The following is a summary of the benefits of public relations. They provide an opportunity to express sincere appreciation to employers, advisory committee members, faculty, and others who have supported CTI. Public relations generate friendly relationships among employers, resource teachers, businessmen/women, and students by helping them become better acquainted in a social setting. Likewise, public relations establish an opportunity for widespread publicity leading to a better understanding of CTI support services. Finally, public relations give supporters a better understanding of the entire CTI support services and stress the importance of CTI and CTAE education to all who attend.

All community service projects teach CTI students the satisfaction of giving to others along with skill building in team work, cooperation, compromise, and seeing a project to completion. Each of these activities is another excellent way to publicize CTI in the community and the school. Be sure to submit pictures and articles to the local newspaper, school newspaper, and other publications in the area.

CTI students should be involved in community service activities. The coordinator and students can decide what to do and how often, but should be done at least twice a year. Community service may include but are certainly not limited to:

Suggestions for Community Service

• Relay for Life	• Visits to a children's hospital
• Blood drives	• Food drives/Toy drive
• Gift boxes for US troops stationed worldwide	• Baby articles for health department
• Visits to nursing homes	• Books for Head Start

Each year the state CTI supports a deserving charity and schools are encouraged to have a fund raiser for that charity. Students not only collect monies for the charity but they learn valuable lessons about giving back to others. As one example of giving to local charity, many Atlanta area schools have worked with Children's Healthcare of Atlanta.

Public relations and community services can take many forms and is an integral part of CTI services. The coordinator must always be aware of opportunities to publicize CTI. Whether in a formal or informal setting, planned or unplanned, the successful CTI "story" should be told.

Chapter 15: Student Leadership

CTI support services strive to promote the development of student leadership skills through a variety of activities. An emphasis is placed on activities encouraging cultural growth, personal development, and improved student self esteem. Efforts are made to provide the student with experiences not readily available to them through their regular school curriculum.

CTI Leadership Conferences

CTI Leadership Conferences are held each year in the fall and spring. The conferences are designed to provide high quality interactive experiences for students with disabilities. Additionally, the conferences serve as a means through which students can be rewarded for outstanding performance demonstrated in CTAE classes, through Work-Based Learning, and other career planning activities. At the Fall Leadership Conference, the focus is on leadership training. This two-day conference affords students opportunities to hear motivational speakers and to participate in concurrent leadership sessions. At the State Leadership Conference, a three-day event currently held each spring at Jekyll Island, Georgia, the focus turns to competition and fun. Here, attendees participate in a wide range of competitive CTAE events as outlined in the CTI Competitive Event Manual. Attendees also enjoy many recreational and social opportunities as a part of this special conference.

CTI State Officers

Annually, each region has an opportunity to provide a state officer. Officers serve and preside at leadership conferences. Also, officers and their CTI Coordinators are expected to attend Board of Director meetings held throughout the school year. Officers participate in training and planning sessions at these meetings. Officers may also have the opportunity to

attend other state level functions. The offices will rotate annually, by region, based on the following schedule:

Region	2007-08	2008-09	2009-10	2010-11	2011-12
1	President	Parliamentarian	Reporter	Historian	Treasurer
2	V. President	President	Parliamentarian	Reporter	Historian
3	Secretary	V. President	President	Parliamentarian	Reporter
4	Treasurer	Secretary	V. President	President	Parliamentarian
5	Historian	Treasurer	Secretary	V. President	President
6	Reporter	Historian	Treasurer	Secretary	V. President
7	Parliamentarian	Reporter	Historian	Treasurer	Secretary

Selection Procedure

- CTI students interested in running for a state office must be sponsored by their CTI Coordinator and submit a state officer candidate application packet by the designated date set by the board of directors. Applications need to contain a digital picture which will be used on the CTI website to introduce candidates to other CTI members.
- The Board of Directors will review all applications at the spring board meeting and choose two finalists from each region to run a campaign for office at the state conference.
- Selected finalists and advisors are notified by the state coordinator’s office during the week following the spring Board of Directors meeting.
- Each school is allowed one voting delegate from their spring conference attendees to vote for the candidates of their school’s choice.
- A sample ballot is supplied in the State Leadership Conference registration materials.
- Winners are announced during the State Leadership Conference Awards Ceremony.

Officer Campaign Guidelines

- Each candidate is allowed to campaign at the Opening General Session night in the lobby of the auditorium. All campaigning is restricted to the lobby. No campaigning is allowed inside the auditorium, on hotel property, or prior to the state conference.
- Each candidate is supplied with one 6-8ft. table, and is allowed one regular project display board (header allowed) to promote their candidacy.
- Each candidate is allowed to spend a specific amount of money determined by the CTI board. Each candidate must submit a budget along with copies of receipts to the state CTI Coordinator upon arriving at the state conference.
- Each candidate is given detailed instruction for meeting with our media consultants during conference registration in order to be photographed for the Opening General Session.
- Each candidate is allowed a designated amount of time to deliver a statement during the Opening General Session. The statement must contain the student's: name, school, region, office sought, and a one or two sentence statement describing interest in being an officer.

Local Student Leadership Opportunities

In addition to state leadership activities, leadership opportunities abound for students at the local level. CTI Coordinators should work to incorporate student leadership training in the school and community to benefit students. Some suggested activities that can promote student leadership at the local level follow:

- Local and statewide fundraising campaigns,
- School and community projects,
- Operating a school-based business enterprise,
- Student participation in public relations efforts,
- Student participation in the local advisory board,
- Student participation in IEP meetings, and
- Student participation in CTSOs.

As indicated, unique leadership opportunities are available for CTI students at both the state and local level. Experience indicates when given appropriate opportunities for growth, CTI students often perform beyond expectations. Certainly, the benefits associated with leadership training are numerous. Coordinators should be aware of these benefits and should continually strive to provide leadership activities which challenge and reward CTI students.

Chapter 16: High School Completion

Dropping out of school continues to be an issue of local, state and national concern because of its links with poor labor market prospects, higher rates of public assistance receipt, and higher rates of substance use and incarceration. Studies show there are significant costs to society stemming from negative outcomes associated with school dropout. Nationally, three out of ten students who enter high school do not graduate in the typical four years (Bridgeland, Dilulio, and Morison, 2006). Of particular concern is the fact that students with disabilities are twice as likely to drop out of school as their non-disabled peers, (Georgia Graduation Project, 2006). GADOE statistics from 2004-05 indicate a graduate rate of 29.4 percent for special education students and 63.3 percent for all students.

Who is at risk of dropping out?

- Recent studies show the strongest predictors of dropout to be:
 - Poor school attendance,
 - Poor school behavior,
 - Failing math, and
 - Failing English.
- Students who are at higher risk of dropping out include those who:
 - Repeat one or more grade,
 - Are from low socioeconomic backgrounds,
 - Have a disability,
 - Speak English as a second language,
 - Become pregnant, and
 - Lack a sense of belonging (Balfanz and Herzog, 2005).

Why do students drop out?

Schools and districts do not always know why students leave school. In many schools, exiting students are not required to complete exit surveys or interviews. The National Dropout Prevention Center (NDPC) reports when students do cite their reasons for dropping out of school, they indicate various factors:

- Most report leaving due to academic problems or difficulties with teachers,
- Students say that high school academic classes are boring and lack relevance,
- Less than 10 percent can tell how academic classes relate to their future,
- Over 75 percent report thinking about dropping out before the 8th grade,
- Less than 5 percent report talking to someone at school about dropping out of school,
- Students with disabilities give the following reasons for disengagement,
- Particular classes (perceived lack of relevance, level of difficulty, and failure),
- Particular teachers (negative and demeaning interactions), and
- Loss of personal freedom to make choices (while in class).

When do students drop out?

According to the National Dropout Prevention Center (NDPC), students usually drop out between the ages of 15 and 17, depending on district compulsory education requirements.

Students often drop out at critical transition times, such as between middle and high school.

Focusing on the transition years is critical in preventing students who are at risk for dropping out of school from actually leaving school. A literature review on transition programs finds students are less likely to drop out of high school if they participate in programs helping them transition from middle school (Mizelle, 1999). A recent study of Maryland schools revealed many schools have instituted schools-within-schools, 9th grade academies, smaller learning communities, and

other strategies aimed at improving the transition from middle to high school (Legters and Kerr, 2001).

What can be done to prevent students from dropping out?

The NDPC has identified 15 strategies having positive effects on the dropout rate. These strategies have been implemented successfully at all education levels and environments throughout the nation. Additional information including resources and model programs are presented for each strategy at the NDPC website.

Strategy	Description
<i>Systemic Renewal</i>	A continuing process of evaluating goals and objectives related to school policies, practices, and organizational structures as they impact a diverse group of learner.
<i>School-Community Collaboration</i>	When all groups in a community provide collective support to the school, a strong infrastructure sustains a caring supportive environment where youth can thrive and achieve.
<i>Safe Learning Environments</i>	A comprehensive violence prevention plan, including conflict resolution, must deal with potential violence as well as crisis management. A safe learning environment provides daily experiences, at all grade levels enhancing positive social attitudes and effective interpersonal skills in all students.
<i>Family Engagement</i>	Research consistently finds family engagement has a direct, positive effect on children's achievement and is the most accurate predictor of a student's success in school.
<i>Early Childhood Education</i>	Birth-to-five interventions demonstrate providing a child additional enrichment can enhance brain development. The most effective way to reduce the number of children who ultimately drop out is to provide the best possible classroom instruction from the beginning of their school experience through the primary grades.
<i>Early Literacy Development</i>	Early interventions to help low-achieving students improve their reading and writing skills establish the necessary foundation for effective learning in all other subjects.
<i>Mentoring/Tutoring</i>	Mentoring is a one-to-one caring, supportive relationship between a mentor and a mentee based on trust. Tutoring, also a one-to-one activity focuses on academics and is an effective practice when addressing specific needs such as reading, writing, or math competencies.

<i>Service-Learning</i>	Service-learning connects meaningful community service experiences with academic learning. This teaching/learning method promotes personal and social growth, career development, and civic responsibility. It can also be a powerful vehicle for effective school reform at all grade levels.
<i>Alternative Schooling</i>	Alternative schooling provides potential dropouts a variety of options leading to graduation, with programs paying special attention to the student's individual social needs and academic requirements for a high school diploma.
<i>After-School Opportunities</i>	Many schools provide after-school and summer programs enhancing knowledge retention and inspiring interest in a variety of areas. Such experiences are especially important for students at risk of school failure because these programs fill the afternoon with constructive and engaging activities.
<i>Professional Development</i>	Teachers working with youth at high risk of academic failure need to feel supported and have an avenue by which they can continue to develop skills, techniques, and learn about innovative strategies.
<i>Active Learning</i>	Active learning embraces teaching and learning strategies engaging and involving students in the learning process. Students find new and creative ways to solve problems, achieve success, and become lifelong learners when educators show them different ways to learn.
<i>Educational Technology</i>	Technology offers some of the best opportunities for delivering instruction to engage students in authentic learning, addressing multiple intelligences, and adapting to students' learning styles.
<i>Individualized Instruction</i>	Each student has unique interests and past learning experiences. An individualized instructional program for each student allows for flexibility in teaching methods and motivational strategies to consider these individual differences.
<i>Career, Technical, and Agricultural Education (CTAE)</i>	A quality CTAE program and a related guidance program are essential for all students. School-to-work programs recognize youth need specific skills to prepare them to measure up to the larger demands of today's workplace.

In view of current information and data, it is clear the CTI Coordinator is in a prime position and has great responsibility to promote high school completion. By becoming aware of the characteristics of at-risk students and through the knowledge and use of effective strategies, the coordinator can positively impact the present and future lives of his or her students.

Chapter 17: Program Evaluation and Improvement

Career and technical education is slowly becoming a high priority in Georgia's local school systems. As schools strive to meet adequate yearly progress (AYP) the special education division in the local educational agency (LEA) is being relied on to assist in the process. CTI Coordinators play an important role in this effort. They have the responsibility of ensuring CTI services in their school are clearly defined in how it assists a special education student in transitioning from high school to postsecondary outcomes. This would include the view businesses and industries have of established standards and services improvement within their school setting. Coordinators must continue with methods to constantly assess, modify, and improve the effectiveness of their services within the school.

Program evaluations are mandated by federal legislation, including Perkins IV funding and IDEA. As services endorsed by the GADOE annual reports are useful tools for meeting the need to maintain current and accurate feedback pertaining specifically to the success of CTI Services. As the CTAE Division continues their re-engineering process, a reporting system has been put in place to ensure services and local agencies have an avenue to report service information and updates.

Each year GADOE evaluates a selected number of school systems across the state for review. The review process is part of state mandated visits which must be made. During the visits, personnel from GADOE have the opportunity to review records and comment on facilities used for teacher instruction. From this service review, recommendations are made and submitted back to the local school systems to make service improvements in CTAE. This review is in addition to the state monitoring of the special education division at the local school system.

Since CTI Coordinators represent several areas in schools, they could be involved in each process at the local level.

In addition, the GADOE Intervention program personnel will provide staff development opportunities to keep CTI Coordinators abreast of current service improvement documentation and the process for reporting. Under the state structure for teacher reporting, state personnel and local educational agencies are able to view CTI Coordinators progress and/or activities as they proceed throughout the school year. As information is input, it will generate annual reports as to the effectiveness of the services.

*All evaluation described in the handbook must be coordinated
through your local educational agencies. This could include
principal, special education, and career and technical directors*

Appendices

Appendices

Student Forms

Student Information Sheet

Name _____
Last First Middle

Address _____

City _____ State _____ Zip Code _____

Advisement Teacher _____ Grade _____

Parent/Guardian(s) Name _____

Home Phone _____ Work Phone _____

Occupation/Place of Employment _____

Are you employed? _____ Where? _____

Schedule

1.	Subject	Teacher	Room #
2.			
3.			
4.			
5.			
6.			
7.			

College Prep _____ Tech Prep _____ Dual _____

CTI Student Information Sheet

Name _____ Age _____ Grade _____

Permanent Address _____

Home Phone Number _____ School _____

Coordinator's Name _____

1. Date student entered the CTI program _____

Year in the CTI Program _____

School Year	Projected Technology/Career Classes To Be Taken	Actual Technology/Career Courses Taken

Postsecondary Education or Training

Student's Career Objective

Year student graduated/left school _____

Employment status at graduation Employed _____

Unemployed _____

Employed in field _____

Employed in related field _____

Name of Employer _____

Employer Address _____

2. Support Services

Services	Type of Services Provided (How)	Date(s) Provided
Career and Technical Evaluations		
Career Guidance		
Career and Technical Exploration		
Postsecondary Exposure		
Job Placement Assistance		
Home Visits		
Parental Conference		
Youth Club Participation		
Rehabilitation Services		
Vocational Rehabilitation Referral		

Other comments relative to the student success in the CTI Program:

Career and Technical Information Sheet

Student Name _____ Date _____

Student age _____ Date of Birth _____

Does student have a work permit? YES NO

Personal Data

Absences last year _____

Reason for absences _____

Tardies last year _____

Reason for tardies _____

General health _____

Does student have a car? YES NO

Does student have a valid driver's license? YES NO

Previous Work Experience

Date Began	Date Left	Employer	Nature of Job	Reason for Leaving

List and describe other experiences, which may help to make you more employable (example: baby sitting, church work, helping to build a new room):

List any career, technical, and agricultural courses you have taken:

Course	Teacher	Year

Do you have any definite career plans? YES NO

If so, what are they?

List three hobbies or things you are interested in or like to do:

List three people who could act as a reference for you:

Name	Address	Position

Other comments:

Tested career interests:

Student Interview

Student Name _____

Date _____ Current Grade of Student: 9 10 11 12

1. Tell me about yourself.
2. Tell me about your family.
3. Where are you from? Do you plan to return there?
4. What do you plan to do after school?
5. Where will you live and with whom?
6. What kind of work do you want to do?

7. What are your greatest strengths?

8. What are your greatest weaknesses?

9. What do you like to do for fun?

10. Do you have responsibilities at home? What are they?

11. Have you done volunteer work? What?

12. What are your current goals? How about 5 years from now?

13. What help will you need to achieve your goals?

14. What classes do you prefer in school?

Transition Planning

High School Student Questionnaire

This survey is designed to help the school determine what type of education will be needed to help you achieve your goals for life after high school. It will be used to develop a long-range plan, which will be discussed at the yearly IEP meeting.

Name _____ DOB _____ Grade _____

Today's Date _____ School _____

Graduation Date _____

What kind of work or education do you hope to see yourself doing after high school? Check all that apply:

Full Time

Part Time

College/University

Technical School

Career and Technical Training

Competitive Employment

Military Service

Run your own business

Other

Instruction

1. Describe your disability.
2. How does it interfere with your learning?
3. What is the easiest way for you to learn?
4. Do you ask for help when needed?
5. What academic classes have you enjoyed?
6. What elective classes have you enjoyed?
7. What modifications do you need in your class in order to succeed?
8. Do you want to participate more in your IEP process?
9. Would you like information about vocational/technical training at a Technical College?

Employment/Post-Secondary Adult Living

1. What part-time jobs have you had?
2. What skills will you need to do the job you are interested in achieving?
3. These are some skills needed for success on the job and in school. Check the ones you still need to work on:

- | | |
|--|--|
| <input type="checkbox"/> following a schedule | <input type="checkbox"/> being on time |
| <input type="checkbox"/> starting a task by myself | <input type="checkbox"/> maintaining good attendance |
| <input type="checkbox"/> organizing my work | <input type="checkbox"/> following directions |
| <input type="checkbox"/> getting along with others | <input type="checkbox"/> planning study time |
| <input type="checkbox"/> doing work neatly/accurately | <input type="checkbox"/> working to my potential |
| <input type="checkbox"/> respecting other people
and their property | <input type="checkbox"/> finishing a task on time |

Other

1. What are your dreams or goals?
2. What are your strengths?

3. What are your needs or concerns?

4. List anything else you would like to say.

Community Experience

1. What community/recreational services do you use?

2. In what school activities or clubs are you involved?

3. What other activities do you do?

4. Do you have a drivers' license?

5. Do you need help passing drivers' education?

6. Are you aware at age 18...

7.

a. You may register to vote YES NO (Circle one)

b. You must register (male): YES NO (Circle one)

Employment/Post-School Adult Living

1. After high school do you want to:

- | | |
|---|--|
| <input type="checkbox"/> work part time | <input type="checkbox"/> go to technical college |
| <input type="checkbox"/> work full time | <input type="checkbox"/> go to college |
| <input type="checkbox"/> work part time and | <input type="checkbox"/> other |
| <input type="checkbox"/> go to school part time | |

2. Do you need more information on:

- | | |
|---|--|
| <input type="checkbox"/> career awareness | <input type="checkbox"/> interview skills |
| <input type="checkbox"/> job applications | <input type="checkbox"/> internships/apprenticeships |
| <input type="checkbox"/> resumes | <input type="checkbox"/> applying to colleges |
| <input type="checkbox"/> finding a job | <input type="checkbox"/> financial aid for school |

3. Do you hope to live as an adult in:

- a rented apartment or house
- subsidized housing
- home with parents
- a friend's house
- a spouse's house

4. Is there a particular neighborhood, city, or location where you hope to live?

Parent Forms

Coordinator Letter

DATE

Parent Name
Address
XXXXXXXX

Dear Mr. and Mrs. _____:

Your child, _____, has been selected to participate in the Career Technical Instruction (CTI) Program. To be enrolled in CTI, a student must be enrolled in Special Education and in a Career, Technical, or Agricultural Education Program. The program is designed to help the student select an appropriate CTAE course and support the student in the course of study to acquire some employability skills.

As parents, your support is most important. Your child is entering a phase of life that is very demanding. In order to be successful in a future career, he/she must be taught successful work skills and habits necessary for living and working in today's society. We encourage your support and cooperation.

The CTI students are encouraged to join a Career Technical Student Organization that supports their program of study. Please encourage your son/daughter to take part in youth organization experiences.

Please carefully read and sign the permission slips and insurance waiver form attached and return them to me. Please contact me if I can be of assistance.

Sincerely,

CTI Coordinator

Parental Consent Information

Permission to Participate

_____ has my permission participate in the CTI Program for the 20__-20__ school year. He/She also has my permission to participate in the vocational student organization activities both at school and away. This permission includes school-arranged transportation for field trips and club trips.

Signature of Parent _____ *Date* _____

Signature of Student _____ *Date* _____

PERMISSION FOR PICTURE

The CTI Specialist has my permission to take pictures of my child and/or display pictures of my child.

Signature of Parent _____ *Date* _____

Signature of Student _____ *Date* _____

STATEMENT OF INSURANCE

Each CTI student should be fully covered by insurance before he/she can be employed with support from the CTI program. Students may either purchase school insurance or be covered by insurance owned by their parents.

This is to certify that _____ *(student name)*

_____ *will purchase school insurance for the 20__-20__ school year.*

_____ *has adequate insurance to cover him/her at school and at work. I am choosing not to purchase school insurance because I have other adequate coverage. This coverage is provided by:*

Name of Company _____

Address of Company _____

Name and telephone number of person to contact in case of emergency

Transition Planning

Parent/Guardian Questionnaire

I. General Information

Student Name _____ DOB _____
Address _____
Parent/Guardian Name _____
Phone _____ Address _____

II. Desired Outcome

A. When do you plan on your son/daughter finishing high school?
_____ 4 years _____ Age 21 _____ Other

B. What type of employment situation do you think would be best for your son/daughter?

_____ Work independently
_____ Work with support
_____ Other _____

C. What kind of support/help would be needed by your son/daughter to be employed After leaving high school?

_____ Transportation
_____ Special equipment/devices (switches, computer, etc.)
_____ Career counseling
_____ Long term support
_____ Job placement
_____ On-the-job training
_____ Not sure

D. Would your son/daughter want to go on to school or further training after high school? _____ Yes _____ No _____ Not sure

If yes, please indicate:

_____ Technical school	_____ College/University
_____ Business school	_____ Adult education classes
_____ On-the-Job trainings	_____ Other _____

What help would he/she need?

_____ Individual Tutor	_____ Adaptive coursework
_____ Financial assistance	_____ Career counseling
_____ Equipment devices	_____ Other _____

E. Where will your son/daughter live immediately after high school?

- Parent/relative _____
- House/apartment independently
- House/apartment with support
- Skilled nursing group home
- Other _____

F. What type of help support (if any) would be needed for your son/daughter to live where he/she wants?

- None
- Parent/guardian
- Part-time assistance Full-time assistance
- Family/friends
- Personal aide (canine companion, home modifications)
- Financial
- Transportation
- Other _____

G. After leaving high school, what kinds of things would your son/daughter want to do for fun?

- Travel
- Community recreation _____
- Adult enrichment classes
- Clubs/organizations
- Health/fitness club
- Other _____

H. What kind of support/assistance (if any) would be needed for your son/daughter to participate in social activities after leaving high school?

- Friend/companion
- Special equipment/vehicles
- Transportation
- Financial
- Not applicable

III. Transition Service Needs

Agency Involvement

1. Which non-school agencies or services do you feel would be of value in transition planning with your son/daughter?

<input type="checkbox"/> Vocational Rehabilitation	<input type="checkbox"/> Advocacy Groups
<input type="checkbox"/> MH/MR	<input type="checkbox"/> Adult Service Provider
<input type="checkbox"/> Social Security	<input type="checkbox"/> Vocational <input type="checkbox"/> Residential
<input type="checkbox"/> Other _____	

2. With which adult agencies or community services are you currently in contact?

<input type="checkbox"/> Vocational Rehabilitation	<input type="checkbox"/> SSA
<input type="checkbox"/> MH/MR	<input type="checkbox"/> Adult Service Provider
<input type="checkbox"/> Other _____	

IV. Anticipated Services Needs

1. Of which of the following services are you currently anticipating a need?

<input type="checkbox"/> Employment placement	<input type="checkbox"/> Income support
<input type="checkbox"/> Medical services	<input type="checkbox"/> Transportation
<input type="checkbox"/> Residential	<input type="checkbox"/> Guardianship
<input type="checkbox"/> Other _____	

2. What are your greatest concerns for your son/daughter after he/she leaves high school?

V. Curriculum Priorities

A. Home Skills

1. In what activities does your son/daughter participate at home and how independent is he/she in these activities?

Activity (*ex. Make beds*)

Independence (*ex. No help needed*)

B. Check home skills in which your son/daughter can do without assistance.

Appropriate dressing (clothing choice)
 Meal preparation
 Hygiene
 Grooming
 Leisure

- _____ Housekeeping
 - _____ Home safety
 - _____ Clothing care (wash, dry, fold, and put away properly)
 - _____ Other _____
-

VI. Community Skills

A. In what community activities does your son/daughter participate and how independent is he/she in these activities?

Activity	Independence (<i>N= No help needed; H = Help Needed</i>)
_____	_____
_____	_____
_____	_____
_____	_____

B. In what community activities do you want your son/daughter to participate?

- _____ Public transportation
- _____ Mall store shopping
- _____ Street crossing
- _____ Public recreation activities
- _____ Public service agencies (bank, post office, etc.)

VII. Recreation/Leisure

1. In what recreation/leisure activities does your son/daughter participate at home and how independent is he/she?

Activity (<i>ex. Playing cards</i>)	Independence (<i>semi-ind/can't deal</i>)
_____	_____
_____	_____
_____	_____

2. In what recreation/leisure activities would you like to see your son/daughter participate?

- | | |
|-----------------------------|-----------------------------|
| _____ Attend movies | _____ Attend concerts/plays |
| _____ Attend family outings | _____ Use the library |
| _____ Participate in sports | _____ Other _____ |

Career Technical and Agricultural Instructor

- 1. Documentation of Instructor Contact**
- 2. CTI Student Program Checklist**
- 3. CTI Progress Tracker Checklist**
- 4. Career Technical Instruction Program**

CTI Student Program Checklist

Student Name _____ Graduation Date: 20_____

Area of Disability _____

Current Program of Study: SPED Diploma C/T Diploma College Prep Dual

Other _____

	9 th	10 th	11 th	12 th
Demographics Page (Power school)				
Current Transcript (Update quarterly if needed)				
Parental Consent				
Career/tech Info Sheet				
Student Interest Inventory				
Transition Planning Interview				
Coordinator's Input and Services Record				
CTE Assignment Sheet (teachers)				
IEP Documents				
-Present level of Performance				
-Modifications Page				
-Transition Plan				

Vocational Rehabilitation Referral Date _____

CTI Progress Tracker Checklist

Name _____ Current Average _____

Class _____

Latest grades for test(s) and/or quiz(zes)

Upcoming Test/Quizzes and Assignments

DATE			
GRADE			

DATE				
GRADE				

Questions Mark the correct answer with X	YES	NO	Needs Improvement
1. Completing and turning in all assignments?			
2. Listening to and following directions?			
3. Misbehavior is hindering academic progress?			
4. Needs to come in for extra time and/or assistance with material?			
5. Parent has been contacted about student's lack of progress?			
6. A conference is needed and the CTE should set one up?			
7. The student is working to his/her potential?			

Suggestions/Comments/Concerns (Thank you for any/all information on student progress.)

CTI Program – Suggested Modifications to Assist CTI Instructors

The Career and Technical Instructor may request the CTI Coordinators or CTI Para Educators to assist in any of the following services:

√ Assist instructor in modification of teaching procedure and materials necessary to meet the needs of the student.

√ Assist in providing any equipment needed to make modifications for students when appropriate.

√ Monitor classroom behavior and provide assistance to teacher and/or student in correction when appropriate.

√ Monitor interaction in classroom/lab with peers and help provide corrective techniques.

√ Assist in preparing non-disabled students for mainstreaming disabled students into the career and technical courses.

√ Monitor student attendance and encourage better attendance including parent contact when appropriate.

√ Encourage student participation in the appropriate CTSOs.

√ Assist in determining accessibility problems and aid in corrective measures.

√ Help students establish study techniques individualized for students' needs.

√ Assist instructor in curriculum/support instructor in selection and deletion of objectives necessary to meet the needs of the student.

√ Assist in administration of test

- read test items to ensure testing of knowledge of concept rather than reading ability.
- rework test to meet student's need: large print, typed copy, talking cards, etc.
- review test prior to grading for incorrect and incomplete answers: restate those questions to ensure testing of concept rather than reading ability.

√ Assist poor speller in writing down test questions answers.

√ Exchange student's copy of oral class notes with typed complete set of notes.

√ Monitor student's time spent on task and help adjust as needed.

√ Summarize reading assignments or provide outline to ensure better comprehension of material.

Other Resources

Parental Involvement and Support is Vital to the CTI Program and Student Success

- Establishing a team relationship between parents and teachers makes it easier to work together for the benefit of the student.
- Parents can be helpful in giving assistance to the CTI Coordinator in teaching the CTI student.
- Parents will be more cooperative and less defensive about their child's problems both academic and behavior if they feel like a part of the team.



Ways to Involve and Communicate with Parents

- Establish a team relationship right from the beginning by visiting the student's home prior to the opening of school.
- Send a letter welcoming the student to the CTI Program. Follow this up with a phone call to answer any questions and establish rapport.
- Set up teacher conferences as needed and take extreme care to start the conference on a positive note. Once the problem has been identified, always ask the parent/parents how they might help correct it.
- Keep the channels of communication open by:
 - Sending home progress reports every few weeks.
 - Positive phone calls when things are going right.
 - Post cards with a positive comment about the student.

Organize a Parent Group to Provide the Following Services:

- Use parents as classroom assistants or to do material preparation for you.
- Use parents as chaperons for activities and field trips.
- Allow parents to pass out information that pertains to CTI activities in the community.
- Have parents present CTI concerns at school meetings.
- Have parents serve as resource speakers to CTI classes.
- Co-sponsor educational tours for CTI students with parents.

Community Service Suggestions



- Beautification of your school or one of the county office buildings.
- Make tray favors or cheer items for nursing home residents or for hospital patients.
- Visit nursing home patients.
- Give gifts to high school secretaries when it is not Secretary's Week or any other special occasion.

- Volunteer at the local animal shelter.
- Read to elementary students.



- Do errands for hospital or homebound.
- Can-A-Thon when it is not a holiday season; hunger knows no holiday.

- Angel Tree or Toys-For-Tots at holiday season.
- Local park clean up.



- Yard clean up for elderly.
- Volunteer to read – tapes for the blind.
- Work with local area Red Cross drive as helpers.



- Recycle cans for the county office building. (Hint: you get money for the cans for your fundraising and look good too!)

Qualities of Leadership

A good leader has many of the qualities of leadership listed below. CTI members should begin to develop these qualities while in high school and should continue to improve them through adulthood. Such qualities, so desirable in business leaders, are also highly desirable for persons in all walks of life.

- 1) **Respect for the worth and rights of others.** The good leader has great respect for the infinite worth and dignity of human beings. He realized that every normal person has certain talents, which should permit him to make worthy contributions to society. He holds that other people should have the same right to live fully and the opportunity to develop their capacities as he desires for himself.
- 2) **Belief in democracy.** The good leader is a strong believer in democracy and democratic principles. He believes that the group has both the right and the ability to make its own decisions. He believes that the decisions reached by an informed group are usually sounder, better understood, and more likely to be carried out than the decisions imposed upon a group. He believes that the group has the right and the capacity to choose its own leaders and to determine their functions.
- 3) **Ability and readiness to should responsibility.** To be a leader, one must be willing and able to shoulder responsibility for his own actions and his fair share (or more) of the responsibilities of his group. He is willing to do his part of the work and does not alibi his shortcomings. He is capable of doing things needed by the group.
- 4) **Initiative.** To lead means to show the way. A leader must have the ability to originate or start an action; he must be willing to “start out” before others do. The good leader plans carefully what he is to undertake and proceeds with the courage of his convictions rather than with reckless abandon. People admire the person who is willing to “get his feet wet first,” to step out and make the first try.
- 5) **Optimism and enthusiasm.** There must be something to be done before leadership can be exercised. The good leader believes that this something to be done is important and that the task can be done; that a way can be found; that obstacles can be removed; that the problem can be solved.
- 6) **Ability to work with others in a friendly and peaceful manner.** Leadership is with people. A good leader gets along well with others. Other people are glad to associate with him in an undertaking. He is straightforward, industrious, and agreeable. He gives credit where credit is due and does not seek credit for himself. He is a team-man rather than one who plans to the grandstand. He has the ability to get others to assist in an undertaking.
- 7) **Open-mindedness.** The good leader is open-minded. He does not claim to have all the answers. He seeks the thoughts and views of others and supports them if they seem better than his own. He realizes that others have convictions as well as himself. He is

willing to hear all sides before guiding the group to decide which way seems the better or best. He is willing to compromise for the good of the undertaking.

- 8) **Strength of conviction.** A good leader has convictions. Others know that he will take a stand. He is willing to stand up and be counted. He will take his position and defend it so long as it should be defended. He can be convinced if evidence is presented that there is a better way; and when convinced, he can be counted on to defend that position.
- 9) **Ability to communicate.** In order to lead, usually one must be able to tell or show others the way he is going. He must be able to communicate his thoughts and actions so that they may be clearly understood – so that others can understand the position he takes and the course he is following. One does not lead by “talking out of both sides of his mouth.”
- 10) **Public spirited – spirit of service.** The good leader must be willing to work for the common good. People should not be expected to help one achieve a selfish end. To be public spirited, one must desire things that benefit all the people. He is willing to make some personal sacrifices for the common good. In the community the good leader is known as a good community man, a good neighbor, one whom others are glad to have in their midst.
- 11) **Confidence and respect of one’s fellows.** A good leader has the confidence and trust of his fellows. They believe in his willingness and ability to perform. He can be counted on to come through. He is trustworthy, loyal to his friends and his group, and has high personal integrity. His word is as good as his bond. He does not try to four-flush or to impress others by sham. He is known as a straight shooter that is able and willing to see a job through.

Georgia Department of Labor: Vocational Rehabilitation

The Vocational Rehabilitation (VR) program exists to assist people with disabilities to obtain work. As a work program, VR simultaneously generates and conserves tax dollars by providing people with disabilities opportunities to become employed taxpayers. IN addition, the VR program provides Georgia businesses with a dependable source of qualified employees. The VR program provides services statewide through 12 regional offices and 54 strategically located local offices. Teams of experts, vocational rehabilitation counselors, account representatives, work preparation technicians, assistive work technology experts, and program assistants staff these “hubs.”

From eligibility determination through assessment, from work plan development to job placement, VR clients have the benefit of a broad range of expertise from service delivery hub teams. Since the teams work on the local level, there is comprehensive knowledge of both the employment community and the support services available to the job seeker.

VR provides only those services necessary for the qualified individual to meet the established work goal. Need for and provision of services varies based upon the completion and outcome of the Work Program Development for each individual client. They may include:

- Counseling and guidance
- Work adjustment training
- College and university training
- Supported employment
- Work readiness training
- On-the-job training
- Vocational and technical training
- Job coaching

Resources

- Georgia Department of Education
- Career, Technical and Agricultural Education Division (Georgia Department of Education)
- Exceptional Students Division (Georgia Department of Education)
- Georgia Mental Health
- Department of Family & Children's Services
- Georgia Department of Labor
- Vocational Rehabilitation (Division of Georgia Department of Labor)
- Roosevelt Warm Springs Institute for Rehabilitation
- U.S. Department of Education
- U.S. Department of Labor
- Work Investment Act (WIA)
- Job Corps
- Georgia Association of Vocational Education for Special Needs Personnel (GAVESNP)
- Georgia Association for Career & Technical Education (GACTE)
- Recording for the Blind & Dyslexic
- Junior Achievement
- National Dropout Prevention Center for Students with Disabilities
- High School/High Tech
- Tech-Prep Education
- Learning Disabilities Association of Georgia

- Council for Exceptional Children
- Regents Center for Learning Disabilities
- LD Online www.ldonline.org (website)
- Georgia Career Information System (GCIS)
- The University of Georgia Disability Resource Center
- America's Career Info Net (website) www.acinet.org/acinet
- American College Testing (ACT)

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Federal law prohibits discrimination on the basis of race, color, or national origin (Title VI of the Civil Rights Act of 1964); sex (Title IX of the Educational Amendments of 1972 and the Carl D. Perkins Vocational and Technical Education Act of 1998); or disability (Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990) in educational programs or activities receiving federal financial assistance.

Employees, students, and the general public are hereby notified that the Georgia Department of Education does not discriminate in any educational programs or activities or in employment policies or practices.

The following individuals have been designated as the employees responsible for coordinating the department's effort to implement this nondiscriminatory policy:

Perkins Act — James Woodard, Director, Career, Technical and Agricultural Education, (404) 657-8304

Title VI — Julie Lewis, Legal Services, (404) 656-4689

Title IX — Julie Lewis, Legal Services, (404) 656-4689

Section 504 and ADA — Julie Lewis, Legal Services, (404) 656-4689

Inquiries concerning the application of the Perkins Act, Title VI, Title IX, or Section 504 and ADA to the policies and practices of the department may be addressed to the Georgia Department of Education, Twin Towers East, Atlanta, Georgia 30334, (404) 656-2800; to the Regional Office for Civil Rights, 61 Forsyth Street, Suite 1970, Atlanta, Georgia 30303; or to the Director, Office for Civil Rights, Education Department, Washington, D.C. 20201.