

Georgia Department of Education

Coordinated Career Academic Education Project Success

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Coordinated Career Academic Education/Project Success

Introduction

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

Certification

To become certified as a CCAE/Project Success Coordinator the following are required.

- Hold a valid teaching certificate
- Attend a three week summer training
- Complete a one year on the job internship
- Teacher provide evidence of administrators support

Training is completed under the direction of an authorized institution. At the end of the summer training, coordinators will receive 10 Professional Learning Units (PLUs) and receive 5 PLU's at the end of the internship. Information for certification will be sent to Professional Standards for the endorsement of Special Populations to be added to their teaching certificate.

Program Design

The Coordinated Career Academic Education (CCAЕ) is working with students who are at risk of dropping out of high school based on the Carl Perkins Federal Regulations. The students who are targeted receive assistance from a designated teacher as they continue throughout their high school career.

Curriculum

Course Description: Coordinated Career Academic Education (CCAIE) and Project Success (PS) are support services designed for students from special populations as identified in the federal Carl D. Perkins legislation. Through participation in a CCAIE and/or PS program, students learn about the world of work. These support services provide opportunities for students to sharpen their academic and employability skills. Students develop confidence, maturity, and self-esteem through meeting academic challenges, completing projects, and participating in a Career and Technical Student Organization.

Course Titles:

- Career Essentials CCAIE/PS I
CCAIE Level I include the basic services offered by CCAIE/PS: safety, academic achievement, career technical student organizations, self assessment, career pathways, career readiness, and employment performance.
- Career Essentials CCAIE/PS II
CCAIE Level II includes review of basic services and orientation of CCAIE/PS, goal setting, interpersonal skills, consumer management, advancements in employment, and transition.
- Career Essentials CCAIE/PS III
CCAIE Level III includes the basic services offered by CCAIE/PS; safety; requirements for work-based learning; reports of observation and research; employee work habits; workplace-related skills in reading and writing; workplace-related skills in speaking, listening and following directions; basic workplace skills; working relationships and ethical choices; working as part of a team; career resilience; and becoming an invaluable employee.

Career Technical Student Organization

CTSOs

The vision of Georgia CTSOs is to enable each student member to recognize and develop their leadership abilities and career development opportunities through training and awareness programs.

Helping students reach their potential is what CTSOs is all about. 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 be successful. The CTSOs provides students the opportunity to sharpen skills learned in CCAIE and/or Project Success as well as their other Career, Technical and Agricultural Education classes. In addition to learning job skills, the members develop confidence and maturity through meeting challenges and completing projects. As they receive recognition for those achievements, their self-esteem grows and they become more confident of their abilities. Membership in CTSOs helps student become well-rounded individuals.

Goals:

- To provide services and career-related activities to student members.
- To actively identify and pursue targeted potential students for the purpose of increased membership participation.
- To operate as a cost-effective and efficient state organization.
- To provide leadership programs, which enhance targeted skills, as outlined in the Georgia Performance Standards (GPS).
- To provide current and effective communication to the student and professional members.
- To enlist and expand business and corporate support for CTSO programs through service and sponsorship.

Supportive CTSOs: DECA; FBLA; FCCLA; FFA; HOSA; SkillsUSA; TSA



**APPLICATION
COORDINATED CAREER ACADEMIC EDUCATION/PROJECT SUCCESS
(CCAЕ/PS)**

The undersigned have reviewed the information and expectations for the intervention program and considering in implementing a program.

School District: _____

High School: _____

Address: _____

City, State, Zip: _____

Phone #: _____

Fax #: _____

School System Contact

School Principal: _____

CTAE Director: _____

Superintendent: _____

Teacher Information

Name: _____

Subject Matter: _____

Years of teaching: _____

High School Principals Considering the program:

- Contact State Department personnel for assistance; person in charge of Intervention program
- Secure a qualified instructor who is certified to teach and work with at-risk populations. (Feel comfortable in management, finance, service, parent contact and mentoring skills.)
- Support the organization by encouraging members to be spokespersons. Involvement in other CTSO's. Encourage students to find their niche and it takes time to develop and become successful.
- Ensure that every student is connected. Making high school memorable for students. Be sure students are take part in leadership development opportunities and assist as they prepare for career choices.

**Coordinated Career Academic Education (CCAЕ)
Project Success**

EXPECTATION	YES OR NO
PROFESSIONAL STANDARDS	
Does the coordinator hold a valid Teacher Certificate with CCAE/Project Success endorsement?	
Did the coordinator attend the fall and winter regional meetings?	
Did the coordinator attend one or more in-service sessions during the school year? (Attendance of GACTE is strongly encouraged.)	

IN-SCHOOL INSTRUCTIONAL STANDARDS	
Have practical lesson plans been developed and filed for each course taught?	
Are all classes taught by the coordinator listed on the approved Intervention Programs course offering?	
Do you provide transitional services, including information about non-traditional careers?	
Are your students exposed to information on post-secondary institutions and opportunities?	
Are your instructional materials current and adequate to meet the curriculum standards?	
Does the coordinator teach character education and work ethics?	
Does the curriculum provide support to strengthen the academic, career and technical skills of students?	
Does the CCAE/Project Success program offer comprehensive support services for 9-12?	
Are work-based learning activities a part of your program?	
Does the curriculum provide support to reinforce the successful completion of the high school graduation test?	
Is the curriculum presented to insure that students completing the program can meet the demands of the work place?	

SUPERVISED ACADEMIC AND TECHNICAL CAREER STANDARDS	
Did the coordinator meet with your career and technology teachers to discuss academics or projects?	
Are teachers, counselors, and administrators notified of student enrolled in CCAE/Project Success?	

Are students enrolled in the most appropriate career and technical programs available?	
Do you include special services to provide adaptation of curriculum, instruction, equipment to meet the needs of your students?	
Does the coordinator provide or assist in providing guidance, counseling and career development activities?	
Did each student receive an assessment of their interests, abilities and aptitudes as related to their technology career choice?	
Did the coordinator complete an end of year summary review of program activities with the Department of Education?	
Is a record kept on file of each student currently enrolled in CCAE/Project Success which includes class schedules, progress reports, assessment information, and grade level?	
Is each student following a valid program of study indicating exact course work for the four years of high school and beyond?	
Does each student have a formal plan of improvement agreed upon by counselors, parents and the coordinator?	
Are the coordinators receiving the necessary supportive services for at-risk students to become successful in career and technical academic labs and classes?	

GEORGIA CAREER STUDENT ASSOCIATION (GCSA)

Did the school affiliate their chapter this school year?	
Did the local chapter conduct activities in recognition of Career and Technical month?	
Did the chapter conduct a community and school activity?	
Did the chapter attend Officer Training Conference (OTC)?	
Did the chapter participate in the GCSA Region Contest with at least 3 members competing?	
Did the chapter participate in a CTSO State Leadership Conference?	
Does the chapter have partnership/association/interaction with local industry?	
Is the coordinator given the support/opportunity for involvement with the state CTSO Boards?	
Has the coordinator served on the region or state level?	
Are the CTSOs utilized as a teaching tool and as an integral part of the curriculum?	

PROGRAM STANDARDS FOR LOCAL SYSTEM SUPPORT

Were the coordinators provided with adequate funds to cover travel expenses for attending in-service meetings, staff development and CTSO activities?	
Does the coordinator have at least one planning period during school hours?	
Is there a budget for the purchase of consumable materials to meet the needs of the programs?	

Does the budget for the purchase of consumable materials meet the needs of the program?	
Does the budget for new equipment meet the needs of the program?	
Does the classroom have enough computers to meet the needs of the program?	
Is there adequate office space available with the necessary furniture and equipment to meet the needs of the students?	
Is the administrative staff aware of the standards of the program and supportive?	
Are the school counselors knowledgeable and assist with placement of students in the CCAE/Project Success program?	
Is the number of at-risk students enrolled in the program in correct proportion to the number of at-risk students in the high school?	
Are the services designed and operated to encourage student to stay in school and work toward graduation?	
Do the middle school counselors and faculty (feeder schools) correctly identify and recommend prospective CCAE/Project Success students?	

The training of teachers for this program is subject to modification based on the attendees.